



The Facilitator's Guide to

THE COMPANY WE KEEP

FORGING A COHESIVE COMMAND TEAM



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Overview

Introduction

The Company We Keep is an interactive video simulation for Company Commanders and First Sergeants. It focuses on the responsibility of the Company Command Team (CCT) members to serve as Stewards for the Profession of Arms by communicating, working as a team, counseling/mentoring within the garrison environment, and inspiring commitment to the Army Profession through daily tasks. The interactive simulation demonstrates how excellence and leadership should be modeled in the areas of training development, property accountability, materiel readiness, and personnel readiness.

The audience for *The Company We Keep* consists of Company Command Teams (CCTs) of Company Commanders and First Sergeants in both Active and Reserve Components.

There are four playable characters in the simulation that represent each of the target audiences: Reserve Component Company Commander, Reserve Component First Sergeant, Active Component Company Commander, and Active Component First Sergeant. Each character's story has two sections. In the first, learners choose a character and make choices on behalf of that character that are unique to the distinct role as either an officer or NCO. They see the consequences of those decisions play out. In the second section, learners will then make decisions as a CCT.

Learning Objectives

Within the context of the simulation, learners make decisions in typical CCT environments that demonstrate an understanding of how to successfully implement Army Profession and Ethic concepts as primary company leaders and Stewards of the Army.

The individual learning objectives for Company Commanders and First Sergeants are listed below:

Company Commanders

1. Understand moral and professional development of Army members.
2. Exemplify moral character and Ethical Leadership.
3. Motivate and inspire others by sustaining a Command climate of continuous learning, transparency, and candor.
4. Enhance Army professional identity in self and others by escalating the importance of the Army Profession and Ethic in professional development programs at the Company level.
5. Analyze the legal and moral aspects of the Army Ethic.
6. Understand the importance of trust as an Army essential characteristic and build trust relationships among Army professionals.
7. Certify Army professionals in competence, character, and commitment.
8. Cultivate character, honorable service, and esprit de corps in subordinates, bound by shared experiences and values.
9. Steward the Army Profession and the Army's resources (both material and personnel) in all activities.
10. Describe the established norms for civil-military relationships.

First Sergeants

1. Develop and certify competence, character, and commitment in subordinates.
2. Uphold standards and discipline on and off duty.
3. Collaborate with the Commander in creating a positive climate in the Company that supports Army Values, the Army Ethic, and the Army professional culture.
4. Develop and model behaviors that are consistent with the 5 Essential Characteristics of the Army Profession.
5. Improve character development in subordinates.
6. Build and sustain trust in the Company.
7. Examine senior enlisted role as a Steward of the AP, and advise the Company Commander on integrating AP concepts into Command functions.

System Requirements

To play *The Company We Keep*, you must have:

- 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
- Quadruple-speed (4X) or faster CD-ROM drive with a maximum access time of 250 ms

Using the Interface

Instructions for navigating the program are on page 5.

Delivering the Lesson

The Company We Keep is designed to be used by leaders or course managers in professional development (OPD / NCOPD) sessions and in Professional Military Education (PME) through both on-line / distance learning and in small group discussion environments. Learning is best accomplished through facilitated and peer-to-peer discussions of the scenarios and content.

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>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>

Facilitated Classroom Discussion

Materials Needed

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

- *The Company We Keep* DVD or access to the Internet
- Facilitator's Guide
- PC or Mac computer, monitor, or video projector
- Screen if projecting

Starting the Program

The Company We Keep can be played on a DVD or accessed via the Internet.

If you're 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 Company We Keep* 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 "The Company We Keep."

Mac Users

1. Insert *The Company We Keep* into your DVD-ROM drive.
2. Double click on *The Company We Keep* disc icon on your desktop (or browse to its location in the Finder).
3. Double click on "The Company We Keep."

The Company We Keep can also be accessed online by going to the home page 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 "The Company We Keep."

Delivering the Lesson

The delivery time for each section is listed below:

- Reserve Component: Captain Ryan Barber – 25 minutes viewing time with approximately 10 minutes of discussion
- Reserve Component: First Sergeant Troy Young – 25 minutes viewing time with approximately 10 minutes of discussion
- Reserve Component: Company Command Team – 25 minutes viewing time with approximately 10 minutes of discussion
- Active Component: Captain Alexandra Ramirez – 25 minutes viewing time with approximately 10 minutes of discussion
- Active Component: First Sergeant Mark Grasso – 25 minutes viewing time with approximately 10 minutes of discussion
- Active Component: Company Command Team – 25 minutes viewing time with approximately 10 minutes of discussion

Select either “Reserve Component” or “Active Component” to access the corresponding Main Menu. 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).] Each decision is also organized by topic, and can be accessed by selecting “Topic Menu.” [See “Using the Topic Menu” on page 11 for more details.]

Explain that learners have an opportunity to practice making critical decisions in their roles as Stewards for the Profession of Arms. Choices will be complex and lead to consequences with second- and third-order effects. The outcomes reveal how learners can successfully make decisions that steward the Profession and foster trust and esprit de corps among the Company.

Describe *The Company We Keep* as an interactive methodology that allows them to see what happens as the result of the decisions they make.

Explain that this interactive simulation helps Company Commanders to:

1. Understand moral and professional development of Army members.
2. Exemplify moral character and Ethical Leadership.
3. Motivate and inspire others by sustaining a Command climate of continuous learning, transparency, and candor.
4. Enhance Army professional identity in self and others by escalating the importance of the Army Profession and Ethic in professional development programs at the Company level.
5. Analyze the legal and moral aspects of the Army Ethic.
6. Understand the importance of trust as an Army essential

characteristic and build trust relationships among Army professionals.

7. Certify Army professionals in competence, character, and commitment.
8. Cultivate character, honorable service, and esprit de corps in subordinates, bound by shared experiences and values.
9. Steward the Army Profession and the Army's resources (both material and personnel) in all activities.
10. Describe the established norms for civil-military relationships.

Explain that this interactive simulation helps First Sergeants to:

1. Develop and certify competence, character, and commitment in subordinates.
2. Uphold standards and discipline on and off duty.
3. Collaborate with the Commander in creating a positive climate in the Company that supports Army Values, the Army Ethic, and the Army professional culture.
4. Develop and model behaviors that are consistent with the 5 Essential Characteristics of the Army Profession.
5. Improve character development in subordinates.
6. Build and sustain trust in the Company.
7. Examine senior enlisted role as a Steward of the Army Profession (AP), and advise the Company Commander on integrating AP concepts into Command functions.

Explain that you will lead them through the simulation.

Play the first section. (This guide starts with Reserve Component: Captain Ryan Barber, 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 this to start and guide discussion of the situations. Remember that it is important to also explore alternative outcomes. 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. Also notice that the interactive simulation offers “white papers” that are relevant to the topic; refer learners to these topics as desired for more information.

When learners have completed Reserve Component: Captain Ryan Barber, you can move on to Reserve Component: Company Command Team. Learners are asked to make decisions as part of the CCT. The CCT section is the same, whether the audience has been playing the role of the First Sergeant or Company Commander.

After learners have completed Reserve Component: Company Command Team, they can access an AAR or a Decision Review screen as explained on page 15.

Repeat this process for the other sections of the simulation.

Using the Topic Menu

The Topic Menu functions much like a Decision Map. This feature breaks down the program choices into a matrix of 9 topics related to stewardship of the Army Profession and can be used for more targeted classroom discussion. A detailed definition of each topic heading is offered below and can also be accessed within the program by clicking on any of the 9 topic headings.

Stewarding the Profession

Stewardship is the responsibility of Army professionals to ensure the profession maintains its five essential characteristics now and into the future. 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. (source: ADRP-1, The Army Profession)

Trust

The assured reliance on the character, ability, strength or truth of someone or something. 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. (source: ADRP-1, The Army Profession)

Command Climate

Organizational climate refers to Soldiers' feelings and attitudes as they interact within the culture. A zero-defect culture, for example, can create a climate in which Soldiers feel they are not trusted and create attitudes where transparency and open dialogue are not encouraged. Climate is often driven by tangible aspects of the culture that reflect the organization's value system, such as rewards and punishments, communications flow, and quality of leadership. It is essentially how we feel about our organization. Unlike culture that is more deeply embedded, climate can be changed fairly quickly (by replacing a toxic leader or improving a poor selection system). (source: ADRP-1, The Army Profession)

Soldier and Professional Development

Leaders operate to improve or sustain high performance in their organization. They do so by focusing on the four develops competencies:

- Create a positive environment - inspires an organization's climate and culture.
- Prepares self - encourages improvement in leading and other areas of leader responsibility.
- Develop others - to assume greater responsibility or achieve higher expertise.
- Stewards the profession - to maintain professional standards and effective capabilities for the future.

(source: ADRP 6-22, Army Leadership)

Developing Character

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. (source: ADRP-1 The Army Profession)

Standards and Discipline

Standards are formal, detailed instructions: describable, measurable, and achievable. They provide a mark for performance to assess execution of a task. Discipline expresses what the Army Values require: willingly doing what is right. This includes all manner of performance in the conduct of duty and military bearing. (source: ADRP 6-22, Army Leadership)

5 Essential Characteristics

The Army Profession is a unique vocation of experts certified in the design, generation, support, and ethical application of landpower, serving under civilian authority and entrusted to defend the Constitution and the rights and interests of the American people. The Army has unique characteristics because of the lethality of our weapons, our operations and the unlimited personal liability Army professionals accept. The Army will only be and perform as a military profession when five essential characteristics are present in its culture, in its professionals and their units, and in its external relationships.

- Trust – The bedrock of our Profession
- Military Expertise – Our Ethical Application of Landpower
- Honorable Service – Our Noble Calling to Service and Sacrifice
- Esprit de Corps – Our Winning Spirit
- Stewardship of the Profession – Our Long-Term Responsibility

(source: ADRP-1, The Army Profession)

Character and Leadership

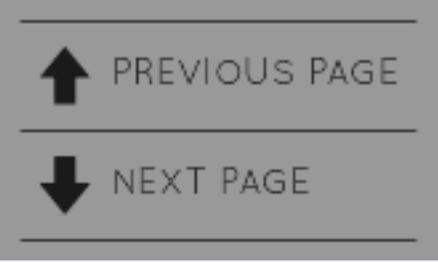
Leadership fundamentally remains a process of influence; how and when influence is applied determines the eventual mission success and the capabilities of Army organizations. Leadership is affected by a person's character and identity. Integrity is a key mark of a leader's character. It means doing what is right, legally and morally. Leaders who unwaveringly adhere to applicable laws, regulations, and unit standards build credibility with their subordinates and enhance trust from the American people they serve. Leaders of integrity adhere to the values that are part of their personal identity and set a standard for their followers to emulate. (source: ADRP-1, The Army Profession)

Practicing the Army Ethic

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. The Army Ethic is the basis for trust amongst members of the Army Profession as well as with the American people. Leaders maintain these trust relationships by upholding the Army Ethic and abiding by the accepted values and ethics to accomplish their assigned mission. (source: ADRP-1, The Army Profession)

AAR Note

At the end of the second section for each character, 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
 <p>The image shows two buttons stacked vertically. The top button has an upward-pointing arrow icon followed by the text 'PREVIOUS PAGE'. The bottom button has a downward-pointing arrow icon followed by the text 'NEXT PAGE'. Both buttons are enclosed in a light gray rectangular frame with horizontal lines above and below the text.</p>	<p><i>Page buttons to the right of the AAR allow you to see the corresponding page.</i></p>
 <p>The image shows a single button with a printer icon on the left and the text 'PRINT' on the right. The button is enclosed in a light gray rectangular frame with horizontal lines above and below the text.</p>	<p><i>The print button allows you to print the AAR.</i></p>
 <p>The image shows two buttons stacked vertically. The top button has a magnifying glass icon with a plus sign inside, followed by the text 'ZOOM IN'. The bottom button has a magnifying glass icon with a minus sign inside, followed by the text 'ZOOM OUT'. Both buttons are enclosed in a light gray rectangular frame with horizontal lines above and below the text.</p>	<p><i>The zoom buttons allows you to increase and decrease the size of the text for easier reading.</i></p>

Reserve Component: CPT Ryan Barber



Captain Ryan Barber is not quite two months into his first Company Command. In the last 10 years, his Unit has deployed twice to Iraq and once to Afghanistan. Barber was a Platoon Leader and then an XO on his last two mobilizations.

CPT Barber is married with one child. In his civilian life, he is a project manager at a mid-sized construction company.

In his new command, a recently completed Command Climate Survey confirmed problems he had been told about before assuming command: the company suffered from morale problems, a lack of basic discipline, and slipping standards.

In the following pages, CPT Barber's decisions will be summarized and discussed.

Decision Point

Lieutenant Price, a new Platoon Leader, failed the push-up part of the PT test, along with five other Soldiers. 2LT Price is in good physical shape, and CPT Barber wonders about putting him on Remedial PT just because of one "bad day."

What do you want to do?

1. You have other more pressing matters right now. Take some time to think about how to handle this.
2. Talk to 2LT Price privately.

If CPT Barber takes time to think about it, then by the end of the day he still hasn't made a decision, which prevents 1SG Young from implementing a remedial PT program. Learners then face the question below.

What do you want to do?

1. Allow 2LT Price to re-take the test tomorrow.
2. Declare the APFT was a diagnostic and no administrative action will be taken against anyone.
3. Get 1SG's input before making a decision.
4. Record 2LT Price as a failure and initiate administrative action.

The first two options—allowing 2LT Price to re-take the test or declaring the APFT a diagnostic—both undermine the Soldiers' perception of the Company Command Team and CPT Barber's relationship with his First Sergeant. They also affect how the Soldiers perceive 2LT Price. Getting the 1SG's input, which is to follow the original guidance and treat everyone

fairly, avoids favoritism to 2LT Price and helps to build the relationship with 1SG Young. Taking action directly to record 2LT Price as a failure and initiate administrative action avoids favoritism but perhaps misses an opportunity to strengthen the relationship with 1SG Young.

At the first decision point, if CPT Barber had decided to talk to 2LT Price privately, then 2LT Price explains that he felt sick that day because of something he ate and wishes he could take the test again. Learners then face the decision below.

What do you want to do?

1. Tell 2LT Price you'll re-administer the APFT tomorrow.
2. Counsel 2LT Price, but don't flag him as an APFT failure.
3. Record 2LT Price as a failure and initiate administrative action.
4. Declare the APFT was a diagnostic and no administrative action will be taken against anyone.

The option to record the LT as a failure and initiate administrative action reinforces what CPT Barber told his Soldiers about upholding Army standards and treats everyone fairly. The other options have serious consequences, including undermining Soldiers' perception of the Company Command Team and CPT Barber's relationship with his First Sergeant. They also affect how the Soldiers perceive 2LT Price.

For Discussion

How does the treatment of this incident affect Soldiers' confidence in their Company leaders?

How could it affect CPT Barber's relationship with his First Sergeant? What about 2LT Price's relationship with his Platoon?

Takeaways

Follow through on decisions so Soldiers can trust that you mean what you say.

Make sure you are consistent in your treatment of Officers and NCOs.

Decision Point

New mandatory safety training must be added to the training schedule. SFC Howe asks CPT Barber if he has any guidance about what events to move and where to fit this requirement into training.

What do you want to do?

1. Utilize your Training NCO (AGR full-time staff). He knows what's going on in the company. Have him revise the schedule.
2. Tell your training NCO you'll do it.

If SFC Howe works on the training schedule, then CPT Barber appears to be effectively delegating and has time to spend with his family, but 1SG Young is later left out of the loop when SFC Howe fails to call him. CPT Barber then faces another decision about how to respond to the First Sergeant. If he apologizes or says it won't happen again, then the conversation is back on track. If he doesn't acknowledge 1SG Young's comment about being "the last to know" or gets defensive, then the conversation continues, but he hasn't strengthened their relationship.

If CPT Barber works on the training schedule, then he misses time with his family but avoids communication problems with the First Sergeant.

For Discussion

How do you balance your responsibilities as Company Commander with the responsibilities associated with your civilian job?

How do you decide whether to delegate or not?

Takeaways

Work should not stop when you are not present. Delegate effectively, but do not use staff to handle decisions that are properly yours.

When you delegate, trust your subordinates to perform and hold them accountable if they do not.

Decision Point

As CPT Barber's conversation with 1SG Young continues, CPT Barber comments that there's really nothing to be done except to change the training schedule. 1SG Young asks if he's sure.

What do you say?

1. Yes, 1SG, I'm sure.
2. No. How should we do it?
3. Do you have a different recommendation, 1SG?
4. Is there a reason you're questioning my judgment, 1SG?

If CPT Barber is sure or if he asks why the 1SG is questioning his judgment, then the conversation ends. The 1SG does not offer any ideas. This exchange does not strengthen the CCT. Others notice the lack of communication between CPT Barber and 1SG Young. The training does not go well, and CPT Barber receives counseling from LTC Green.

If CPT Barber asks questions, then 1SG Young offers ideas, one of which is checking to clarify Battalion intent. CPT Barber then faces another decision about how to follow up. If he sticks to his original decision or delegates SFC Howe to follow up with Battalion, then nothing new is discovered. If he solicits more from 1SG Young or follows up by calling the Battalion himself, then they figure out a way to meet the requirement and still keep the warrior skills training.

For Discussion

How do you balance the need for transparency in the Command against the need to demonstrate authority?

How do you create a climate that encourages the exchange of ideas between the Company Commander and the First Sergeant?

Takeaways

Keep your First Sergeant in the loop to maintain the trust within the CCT.

Respect your First Sergeant's experience and welcome any advice.

Decision Point

CPT Barber talks to SGT Lott, an E-5 with excellent PT skills. CPT Barber asks him what he's doing to prepare himself for E-6, and SGT Lott admits that he hasn't really thought about it.

What do you want to do?

1. Wait and ask 1SG Young about it.
2. Challenge SGT Lott. Ask him why he isn't pushing himself.
3. Let it go. Trust that your NCOs are on it.
4. Go to SGT Lott's Platoon Sergeant and ask him what's going on.

If CPT Barber waits to ask 1SG Young, then he receives the whole story about SGT Lott and strengthens the relationship with his First Sergeant. However, if CPT Barber has made decisions in the past to strengthen the CCT relationship, then in the other outcomes, 1SG Young is open with him about the effects of the other actions. In every case, follow-up questions ask learners to evaluate their decisions in light of whether they strengthen or weaken the CCT relationship.

For Discussion

SPC Lopez fails to salute because he acquired the habit of not doing it downrange. How do you impress upon your Soldiers that a return to home station requires a return to normal standards and enforcement? What has worked for you in the past?

If CPT Barber mentors SGT Lott directly, what may be some unintended consequences of that decision?

How do you balance respect for the NCO chain of command with the responsibility for the morale and development of all your Soldiers?

Takeaway

Show interest in the professional development of your junior Soldiers and work with the NCO chain of command to foster that development.

Decision Point

If CPT Barber did not search for alternatives ways to fit in the mandatory safety training, but he has made decisions to strengthen the CCT relationship, then learners see this scene.

1SG Young asks CPT Barber if he will be attending the safety training with the Soldiers.

What do you want to do?

1. The calls with Battalion are a priority. Do them, check in on training when you can.
2. Attend the training. Have your XO take the calls.

If CPT Barber stays in the office and works, then morale suffers when Soldiers perceive the Command as not taking the safety training seriously.

If CPT Barber chooses to attend, then the CCT relationship is strengthened and Soldiers are more enthusiastic about the training.

For Discussion

Are there examples of sacrifices that you have made to build morale and trust with your Soldiers?

What are some unintended consequences in this situation of choosing to stay in the office and work rather than attend the training?

Takeaways

Soldiers often do not understand the responsibilities their leaders face. Be aware of the perception created when you do not get out of the office and attend mandatory events with your Soldiers.

Morale and unit cohesion are particularly challenging at home station.

Learners can now go on to the second section to make decisions for the CCT. That decision summary can be found on page 40.

Reserve Component: 1SG Troy Young



First Sergeant Troy Young has been a First Sergeant for nearly two months. He started in the RC with this unit and deployed to Iraq as a Junior NCO. He then moved to a sister company where he served as a Squad Leader for one deployment to Iraq and as a Platoon Sergeant on deployments to Afghanistan. He has now returned to his first Company.

1SG Young is divorced, has a son, and works as a police officer in his civilian life. He has seen Army customs and standards erode over the years as the Unit has been overloaded with mandatory training, high OPTEMPO, and the promotion of young, sometimes immature Senior NCOs.

In the following pages, 1SG Young's decisions will be summarized and discussed.

Decision Point

Lieutenant Price, a new Platoon Leader, failed the push-up part of the PT test, along with five other Soldiers. Price is in good physical shape, and CPT Barber wonders about putting him on Remedial PT just because of one "bad day." When 1SG Young checks back at the end of the day, CPT Barber says the situation is under control.

What do you want to do?

1. Ask CPT Barber what "under control" means.
2. Nothing. CPT Barber says it's under control.
3. Remind him of his earlier statements.
4. Tell him the Company will notice what he does in this situation.

If 1SG Young does nothing, he discovers that CPT Barber decided to re-administer the fitness test to Price. Favoring Price will lead to serious morale problems later on and undermine the strength of the CCT.

If 1SG Young chooses any of the other options, then he gets a noncommittal answer and faces other decisions about whether to probe further. If he does not, then he discovers that CPT Barber decided to re-administer the fitness test to Price. Favoring Price will lead to serious morale problems later on and undermine the strength of the CCT.

If 1SG Young does choose to press the issue, then CPT Barber shares his views and asks for 1SG Young's recommendation.

What do you recommend?

1. Do the most good and the least harm: declare the APFT a diagnostic.
2. Record 2LT Price as a failure and initiate administrative action.

If 1SG Young recommends recording 2LT Price as a failure and initiating administrative action, then that decision reinforces what CPT Barber told his Soldiers about upholding Army standards and treats everyone fairly. Declaring the APFT a diagnostic undermines the Soldiers' perception of the CCT and 1SG Young's relationship with CPT Barber. It also affects how the Soldiers perceive 2LT Price.

For Discussion

How does the treatment of this incident impact Soldiers' confidence in their Company leaders?

How could it affect 1SG Young's relationship with CPT Barber? What about 2LT Price's relationship with his Platoon?

Takeaway

First Sergeants serve as Stewards of the Army Profession and should advise Company Commanders on how to best develop Soldiers as Army Professionals. They also make recommendations on how best to achieve and maintain a Professional Command Climate.

Decision Point

1SG Young discovers that mandatory safety training must be added to the training schedule when SFC Howe sends an email. 1SG Young calls CPT Barber to talk about the new requirement.

What do you want to say?

1. "Sounds like I'm the last to know, Sir."
2. "Won't be a problem, Sir."
3. "Sir, I can support you better if I'm in the loop early."

The first choice puts CPT Barber on the defensive, while the second option, where 1SG Young is supportive but offers no advice, does nothing to build trust in their relationship. If learners choose the last response, then it strengthens the relationship between 1SG Young and CPT Barber.

For Discussion

What parts do cooperation and support play in the First Sergeant's role?

What have you done in the past to help make sure you were "in the loop"?

Takeaway

Use your maturity, professional experience, and people skills to build a relationship with your Company Commander.

Decision Point

As CPT Barber's conversation with 1SG Young continues, CPT Barber comments that there's really nothing to be done except to change the training schedule.

How do you want to respond?

1. Ask him if he's sure.
2. Tell him you'll get to work.
3. Tell him that this is the wrong way to go.
4. Suggest that there might be a better way.

If 1SG Young says he'll get to work, then the training is adjusted to make room for the safety training requirement, which later affects the quality of the training and how Soldiers perceive it.

If 1SG Young takes any of the other two options, then CPT Barber says he's sure and has already begun looking at rescheduling. Learners then face another decision about whether they want to press further.

Will you press this further?

1. No. Check with CSM Waters about it.
2. Yes. Explain that there may be some alternatives.
3. No. Just work with CPT Barber to get it done.

If 1SG Young decides to check with CSM Waters, then the outcome is dependent upon the level of communication between 1SG Young and CPT Barber. If communication has been bad between CPT Barber and 1SG

Young to this point and 1SG Young checks with CSM Waters, then that leads to a negative outcome, because CPT Barber is irritated by what he perceives as an attempt to work around him, and he stays with his original decision. If communication has been good, then CPT Barber responds favorably, but tells 1SG Young that he should have talked to him about calling CSM Waters first.

If 1SG Young presses and talks about other alternatives, then he receives a go-ahead to do some research and talk to CSM Waters. He discovers some alternatives for fitting the warrior skills training in and shares them with CPT Barber. CPT Barber responds positively, and they move ahead.

If 1SG Young decides to just work with his CO, then the training is adjusted, with the poor results described above.

For Discussion

How do you balance a Commander's desire to keep information "in-house" against your relationship with your CSM?

How did the level of established trust affect this exchange?

Takeaway

Be open and be patient when offering guidance to your Company Commander.

Reflection Point

1SG Young calls his son on the phone and asks about his basketball game the night before. They also touch briefly on family topics as well. Although this scene does not present a decision point, it offers opportunities for discussion about what can be applied from family life to mentoring and Command responsibilities.

For Discussion

What can you apply from the conversation 1SG Young had with his son to mentoring Soldiers?

What can you learn from that conversation about building a Professional Command Climate?

Takeaways

Be positive and upbeat when talking about Soldier efforts and recognize their accomplishments.

Show respect when referring to other authority figures.

The First Sergeant and Company Commander should present a united front; don't put Soldiers in the middle when you disagree.

Decision Point

1SG Young hears from SFC Moss that CPT Barber talked to SGT Lott, an E-5 with excellent PT skills, about what he's doing to prepare himself for E-6. SFC Moss complains about CPT Barber's lack of trust in the NCO chain of command. When 1SG Young talks to CPT Barber, the Company Commander notes that Lott's Squad Leader and Platoon Sergeant should look at what they're doing to support Lott.

What do you want to do?

1. Let him know this is in your lane and it's under control.
2. Encourage him to talk to more Soldiers in an informal session to get a sense of the bigger picture.
3. Explain what's going on with SGT Lott.
4. Offer your assessment of the bigger picture.

By telling CPT Barber it's under control, you may give the impression that you don't want to discuss and lose an opportunity to strengthen the Company Command team relationship. If 1SG Young chooses to explain what's going on with SGT Lott or he gives an assessment, then CPT Barber and 1SG Young explore the issues. If communication has been good throughout, then they find and agree on a possible solution to the problem.

For Discussion

What strengths and advantages do you have to keep communication lines open? What has worked for you in the past?

What are some unintended consequences when Company Commanders and First Sergeants stick to their own lanes?

Takeaways

Reminding your Company Commander of the big picture is part of the First Sergeant's job.

Encouraging more interaction with Soldiers helps the CCT get the "big picture" of the Company's issues.

Decision Point

After 1SG Young's conversation with SFC Moss, he wonders if he should say anything to CPT Barber about NCO morale.

Do you want to say anything?

1. Not to CPT Barber. Let your NCOs know that the Commander has their best interests at heart.
2. Yes. Let CPT Barber know how this affects the NCOs.
3. No. This is the typical give and take in any unit.

If 1SG Young does not choose to tell CPT Barber, then he misses an opportunity to help CPT Barber understand the NCO point of view.

For Discussion

What may be some unintended consequences of not sharing views on NCO morale?

How do you balance sharing information against staying in your own lane?

Takeaway

As First Sergeant, you have a critical role in representing the CCT to the Company's NCOs. You also represent the NCO's view to the Company Commander.

Decision Point

If the CCT did not find alternative ways to fit in the mandatory safety training, but 1SG Young has made decisions to strengthen the CCT relationship, then learners see this scene.

1SG Young hears that the NCOs don't feel senior leaders take the training seriously because they don't attend. 1SG Young wonders if he should share that perception with CPT Barber.

Do you want to bring up your discussion with SFC Jackson?

1. Yes.
2. No. The calls with Battalion have to be a priority.

If learners choose yes, then they face another question about whether to press the issue. If they do, then CPT Barber attends the mandatory safety training and it goes well.

Based on the combination of choices that learners have made to this point, the outcomes are:

If communication has not been good, and the CCT did not look for alternative ways to train, and CPT Barber favored 2LT Price, then Soldiers sleep through the safety training and grumble about 2LT Price. 1SG Young has a serious talk with CSM Waters about the problems facing the Company.

If communication has been good, but the CCT did not look for alternative ways to train, and CPT Barber did not favor 2LT Price, then CPT Barber drops in on the training to find Soldiers sleeping through it. He notes that they are late on OERs and NCOERs and that PT scores continue to be low. They are not solving the persistent problems of the unit. If CPT Barber also favored 2LT Price, then they continue to see the results of that decision in low morale and the strain on the CCT relationship.

If communication has been good, and the CCT found alternative ways to train, and CPT Barber did not favor 2LT Price, then the training is successful, PT scores are up, and morale is pretty good.

For Discussion

What were the key decisions that 1SG Young made that most affected the outcome?

Takeaways

If you have creative solutions, then part of your role is to recommend them to your Company Commander.

Give the Company Commander the benefit of your experience and stress the “big picture” when it comes to the needs of the Company and the Army.

Learners can now go on to the second section to make decisions for the CCT. That decision summary follows on the next page.

Reserve Component: Company Command Team



Decision Point

CPT Barber and 1SG Young discuss the need to do a 100-percent inventory of the Company's radios.

What should the CCT do?

1. Conduct a full company layout and inventory.
2. Delegate to the Platoon Leaders.
3. Spot check the Platoons that need a close watch. Delegate to the remaining platoons.

If the CCT delegates to Platoon Leaders, then one Platoon Leader's radio fails during a drill because he took his PSG's word that everything was working.

For Discussion

What are the benefits of each approach? What about the risks?

What are second- and third-order effects of not doing an inventory?

Takeaways

To develop subordinates professionally, leaders must delegate, give effective guidance, and accept a prudent risk of mistakes.

Decision Point

Soldiers grumble about the requirement to do an inventory and "meaningless tasks." 1SG Young and CPT Barber discuss how to address the issue.

What do you want to do?

1. Don't address it directly. Carry on and lead by example.
2. Address it with Platoon leadership.
3. Take time to address the Company.

If the CCT chooses not to address it, then the CCT carries on with its plan, but 1SG Young and CPT Barber do not know how their plan is being received by the Company.

If the CCT addresses it with Platoon leadership, then some respond well, and the CCT now has an idea of who the real leaders are.

If the CCT decides to address the Company, then CPT Barber emphasizes standards as part of the Army Profession, and the Company seems to respond.

For Discussion

What are the benefits of each approach? What about the risks?

How can you help Soldiers understand why normal standards and enforcement are necessary upon return to home station? What has worked for you in the past?

Takeaways

Good communication from the CCT can help maintain morale by reassuring Soldiers that these kinds of tasks are not arbitrary or punitive. Police the small failures so that they don't evolve into bigger, possibly criminal ones.

The Company Commander and First Sergeant are responsible to see and act upon opportunities to model good character and focus subordinates on character development.

Reflection Point

CPT Barber and 1SG Young review what they're doing to address complaints and ask if they're missing anything. Although this scene does not present a decision point, it offers opportunities for discussion about assessing the health of an organization.

For Discussion

How have you assessed and reassessed the actions of your Unit?

What have you done in the past to emphasize what it means to be a Professional Soldier?

Takeaways

Army professionals assess the health of their organization and take deliberate corrective action.

The CCT takes care of Soldiers while building the mission capability of the unit.

Decision Point

Sergeant Gold failed to report because his wife left suddenly, leaving him with two children to care for and apparently no family or friends to help. He is an average Soldier by all reports. CPT Barber knows that Colonel Green is looking for improvements in attendance, and he is due to call her with an update on this situation.

What do you want to tell Battalion?

1. Stress the mitigating circumstances and inform LTC Green you have chosen a more lenient approach.
2. Lay out the situation and let them know you'll handle it per previous guidance.

If the CCT handles it per previous guidance, then SGT Gold reports for duty, having left his children unattended at home. Now the CCT has a larger problem, with moral dimensions. It likely also affects the professional reputation and credibility of the CCT in the Company.

If the CCT stresses the mitigating circumstances and investigates further, then the CCT discovers that SGT Gold lost his job, doesn't have money for a babysitter, and doesn't know when his wife will be back. Learners then face the decision below.

What do you want to do?

1. Call the FRG. See if there is anyone in SGT Gold's area who can help.
2. Let him know that he'll need to come up with a day care arrangement for tomorrow.
3. Check around with your Soldiers see if anyone is from near there and can help.

If the CCT decides to call the FRG, then CPT Barber's wife Nicole ends up watching the children, since the FRG does not have anyone living close to SGT Gold.

If the CCT leaves the solution to SGT Gold, then he drives 10 hours to leave his children at his parents and then report to duty.

If the CCT decides to check within the Unit, then SGT Lambert's wife watches the children.

For Discussion

How will other Soldiers and NCOs respond to the decisions you made in this situation?

How could the decisions made here strengthen or weaken the sense of the Army Profession within the Company?

Takeaways

The CCT will encounter Soldier care issues that are directly related to repeated mobilizations. Make sure that you and the Company Commander are aware of all the resources available to help Soldiers deal with re-integration problems. Tap into the unique networking opportunities that are available to Reserve Component Soldiers.

The FRG is a way to disseminate Command information to families, not a babysitting service. However, because its Reserve Army Families can be spread over many miles, it can be a resource in a Soldier care situation that is outside the Company's immediate geographic area.

Decision Point

Specialist Franklin is joining the Company. 1SG Young and CPT Barber discuss with SFC Howe how to contact and welcome the new Soldier.

What do you want to do?

1. Have one of you [CPT Barber, 1SG Young, or SFC Howe] get in touch with SPC Franklin.
2. Hand it off to the Platoon Sergeant. He should know what to do.
3. Get him up to speed face to face at the next drill.
4. Take some time and form a solid plan.

If the CCT chooses the first option, then learners face a question about which one should get in touch with SPC Franklin. If CPT Barber or 1SG Young contact SPC Franklin, then he receives the information about SGT Gold living nearby but has to miss the drill to do paperwork because the Company did not send him the paperwork ahead of time. If SFC Howe contacts him, then he receives the paperwork and can do the drill, but doesn't find out about SGT Gold.

If the CCT decides to hand off to the PSG, then the PSG gets in touch with SPC Franklin, who receives the information about SGT Gold living nearby but has to miss the drill to do paperwork because the Company does not send it to him ahead of time.

If the CCT waits until he arrives, then SPC Franklin gets lost because he doesn't know about SGT Gold living nearby and no one sent him directions, so he's late in arriving. Since no one sent him the paperwork ahead of time, he cannot go to the drill.

If the CCT hashes out plans via email, then SPC Franklin receives his paperwork ahead of time, finds out about SGT Gold, and arrives on time, excited about the drill.

For Discussion

What are the potential risks and benefits of each course of action?

Takeaway

Reception and reintegration of newly assigned Soldiers is a critical part of Company leadership.

Decision Point

CPT Barber and 1SG Young witness some Soldiers hanging out. They are having fun, but the CCT notices some inappropriate comments between officers and enlisted.

What do you want to do?

1. Have some fun with SGT Lott.
2. Correct your Soldiers as a group.
3. Leave.
4. Pull the Senior NCO and the Officer aside to talk.

If CPT Barber and 1SG Young choose to have some fun, then they lose a little of their Soldiers' respect.

If CPT Barber and 1SG Young correct the Soldiers as a group, then morale suffers.

If they leave, they miss the opportunity to mentor the Platoon Leader and Platoon Sergeant.

If they pull the Senior NCO and the Officer aside to talk, then they are able to mentor them and possibly resolve the situation.

For Discussion

How do you influence your Soldiers' off-duty conduct?

How might off-duty attitudes and behaviors influence on-duty ones?

Takeaway

Returning to home station for Reserve Components presents challenges that Active Duty counterparts do not face. Rather than receiving the message that they are Soldiers 24/7, Reserve members are Citizen-Soldiers whose daily conduct beyond Reserve activities is beyond the authority of the CCT. Think carefully about how you will influence their behavior between drills.

Decision Point

At the restaurant that evening, CPT Barber and 1SG Young discuss whether they want to find out more about SSG Wallace's "fix" of the deadlined vehicle.

What do you want to do?

1. Let it go. It's a good outcome, and this is how things get done sometimes.
2. Talk to SSG Wallace tomorrow.

If the CCT chooses to let it go, then 1SG Young reports to CPT Barber that Major Anderson is angry and complaining about what the Company had done to his vehicles. He wants to know whether the CCT knew and what guidance was given to Soldiers. He accuses them of an unethical Command Climate. 1SG Young and CPT Barber know to expect calls from CSM Waters and LTC Green respectively.

If the CCT chooses to talk to SSG Wallace, then 1SG Young and CPT Barber find out that SSG Wallace substituted some parts from another deadlined vehicle. They then face the decision below.

What do you want to do?

1. SSG Wallace created this problem. Have him fix the situation with Battalion so it doesn't go any higher.
2. Call the Battalion XO about it and let him know you'll get the situation rectified.

If they have SSG Wallace work with Battalion Maintenance, then they are scrambling to fix the problem later, and Wallace becomes frustrated and cynical.

If they call the Battalion XO, CPT Barber emphasizes transparency and by not assigning blame, is able to get the expertise of Maintenance working for them. He also sets a good example for SSG Wallace.

For Discussion

What are the potential benefits and risks of each approach?

What lessons will the NCOs draw from the actions of the CCT?

How does a lack of transparency affect the Company? What about the Battalion and the Army?

Takeaway

The curiosity of leaders is one way that Soldiers understand that they are accountable for their actions. On the other hand, excessive questioning may convey a lack of trust or confidence in subordinates.

CCT Outcomes

If most of the decisions made have not provided clear guidance to support positive development of the Company, consequences play out during a training exercise. When the company is providing security for a convoy vehicle that breaks down, the vehicle personnel cannot fix it. SSG Wallace tries to report the incident on the Company net but can't raise anyone and doesn't have the frequency for the Battalion net. The vehicle is left unsecured and unsupported on a road march. The Unit looks undisciplined, unmotivated, and unprofessional.

If most of the decisions have been sound, then SSG Wallace manages to report the incident to Battalion and stays for support. The Soldiers are complimented for being engaged, motivated, and adaptable, which reflects well on the CCT.

Active Component: CPT Alexandra Ramirez



Captain Alexandra Ramirez has been at her new Command for two months. An ROTC graduate, she deployed with First Cav to Afghanistan as a Platoon Leader and is now taking her first Command of an Engineer Company attached to an Infantry Brigade. Recently divorced, she has one child.

A Command Climate Survey revealed a lack of trust in Company leadership and lack of mentoring and personal development.

In the following pages, CPT Ramirez's decisions will be summarized and discussed.

Decision Point

CPT Ramirez and 1SG Grasso are reviewing the results of the Command Climate Survey. They discuss some of the problems they see in the Company and what to do about SSG Banks' failure to report. CPT Ramirez favors an Article 15 while 1SG Grasso counsels discipline without an Article 15.

How do you want to handle this?

1. It's your call. Tell 1SG you appreciate his perspective, but think that a company grade Article 15 is the way to go.
2. Lean on 1SG's experience and knowledge. Take his advice and avoid non-judicial punishment.
3. Continue to discuss. Take a moment with the 1SG to review this decision in light of your Commander's Philosophy.

The first two options have ramifications later when another disciplinary situation arises involving both an Officer and a young Specialist. CPT Ramirez is in a stronger position later if she decides on the Article 15, but runs the risk of alienating 1SG Grasso by not taking his advice.

If they continue to discuss, then learners face the decision below.

What do you want to do?

1. Tell 1SG that you still think the Article 15 is the way to go.
2. Enforce discipline without an Article 15. Avoid non-judicial punishment.

Either option has ramifications later when another disciplinary situation arises involving both an Officer and a young Specialist. CPT Ramirez is in a stronger position later if she decides on the Article 15. However, she strengthens her relationship with 1SG Grasso if she decides against an Article 15.

For Discussion

How have you worked through disagreements with your NCO when professional opinions differed?

Takeaway

The first step of building a cohesive Company is building a strong CCT, and a good relationship with your 1SG is crucial.

Decision Point

While talking to 2LT McKenna, LTC Hill and CPT Ramirez see SSG Baxter being very hard on a subordinate. 2LT McKenna does not intervene but looks embarrassed.

Do you want to address the Squad Leader's behavior now?

1. Yes. Pull him and 2LT McKenna away from the Battalion Commander and correct him.
2. No. Drop it; this is "NCO business."
3. Yes, but discuss it with 2LT McKenna, not directly with SSG Baxter.
4. No, discuss it later with 1SG.

If CPT Ramirez pulls SSG Baxter and 2LT McKenna aside, then LTC Hill makes a joke about her being a Sergeant. Later, 1SG Grasso isn't happy when she hasn't told him and he's pulled into the situation with no idea of what's happened previously.

If she drops it, then LTC Hill chides her that these are her Soldiers too. Later, 1SG Grasso comments that he wishes she would have told him, so he could have devoted time to resolving the problem.

If she discusses it with 2LT McKenna, then later 1SG Grasso is pleased to see him and the Platoon Sergeant counseling a Squad Leader about the same issue.

If she discusses it later with 1SG Grasso, then he appreciates the information and goes to work on the problem.

For Discussion

How much do you think the presence of LTC Hill affected CPT Ramirez' decision? Should it?

How will CPT Ramirez' actions here likely affect her Soldiers?

Takeaway

It's important that a CCT act as mentors to their Junior Leaders.

Decision Point

As the conversation with LTC Hill continues, he advises CPT Ramirez to aim for a more centralized approach to maintenance, especially if she wants to minimize errors on the reports. 1SG Grasso joins her after LTC Hill leaves.

This could be a good opportunity to discuss the maintenance approach with 1SG. What do you want to do?

1. Talk to 1SG and get his opinion.
2. You have guidance from Battalion, so there's no need to discuss. Tell 1SG that you plan to move forward with the centralized approach.

If she tells 1SG Grasso that she is moving ahead with the centralized approach, then he does not offer his opinion.

If she asks for 1SG Grasso's opinion, then they have a discussion, with 1SG Grasso giving reasons for favoring the decentralized approach. Learners then face the following question.

What do you want to do?

1. Follow LTC Hill's original guidance and go with the centralized approach.
2. Take 1SG's advice and go with the decentralized approach.
3. Talk to your XO before you decide.

If CPT Ramirez chooses the centralized approach, then when a vehicle is down for maintenance, her Soldiers do not have the knowledge to quickly identify the problem, nor do they have the replacement parts. Because

Platoon Leaders had taken on all the responsibilities, maintenance orders were overlooked.

If CPT Ramirez chooses the decentralized approach, then when a vehicle is down for maintenance, her Soldiers quickly identify the problem and have the part they need to fix the vehicle because the inventory had been closely monitored.

If CPT Ramirez talks to her XO, then she discovers that he also favors the centralized approach. Learners then face a question again about whether to choose the centralized or the decentralized approach.

For Discussion

How do you balance maintaining trust with your Battalion Commander against maintaining trust with your First Sergeant?

How do these approaches affect the development of Squad level leadership?

Takeaway

The actions of the Company Commander should motivate and inspire others because the Command climate emphasizes continuous learning, transparency, and candor.

Reflection Point

CPT Ramirez chats with her daughter on the phone about school and then talks to her former husband. Although this scene does not present a decision point, it offers opportunities for discussion about work/life balance and the need for mentors.

For Discussion

How have you balanced the obligations of work against the needs of family?

CPT Ramirez's former husband has been a Company Commander. How does the personal relationship shown here affect any mentoring?

Takeaway

Company Commanders should seek mentorship from up the chain and develop peer relationships with other Company Commanders.

Decision Point

CPT Ramirez and 1SG Grasso have three slots open for the Warrior Leader Course and guidance from Battalion that only the best candidates should go. They have 10 eligible Soldiers. They agree on the first two slots but are unsure who to put in the last one.

Which Soldier should take the last slot?

1. Soldier 1: SPC Wallace (Did not meet height/weight requirements, but below body fat percentage; seems motivated; 4th on the OML)
2. Soldier 2: SPC Zokowski (Lost best friend in Iraq and taking antidepressants; seems unmotivated; 2nd on the OML)
3. Soldier 3: SPC Grimes (Model Soldier in fitness and smarts but more of a follower than a leader; seems immature; 10th on the OML)

For Discussion

What may be some unintended consequences of selecting Soldier 1, 2, or 3?

How would you frame the argument for the Soldier you chose?

Takeaway

The Army Ethic mandates that Soldiers develop themselves to their fullest ability for the benefit of their Unit and the Profession. It is the responsibility of the CCT to oversee and facilitate that development.

Reflection Point

CPT Ramirez picks up her daughter, and she talks with her former husband about her week. Although this scene does not present a decision point, it offers another opportunity to discuss mentoring.

For Discussion

Where have you found important mentors?

Was this exchange an example of effective mentoring? Why or why not?

Takeaway

The demands of the high OPTEMPO make it challenging to find mentors, whether downrange or in home station. Seek out mentorship if needed.

Decision Point

CPT Ramirez and 1SG Grasso find the arms room unguarded. SPC Packer stepped away to the bathroom, leaving 2LT Carr in charge. She left when she was needed elsewhere.

CPT Ramirez and 1SG Grasso discuss appropriate punishments. CPT Ramirez favors taking a strong disciplinary action with both of them, while 1SG Grasso feels that 2LT Carr should be punished more severely because she's a leader.

If CPT Ramirez went easy on SSG Banks in the beginning, she is faced with the following choice:

How do you want to handle this?

1. Discipline 2LT Carr and SPC Packer with equal severity.
2. Take 1SG's advice and go harder on 2LT Carr.

If CPT Ramirez punishes them both equally, but went easy on SSG Banks in the beginning, then her Lieutenants wonder if she is a pushover for going easy on SSG Banks.

If CPT Ramirez is harder on 2LT Carr and went easy on SSG Banks in the beginning, then her Lieutenants grumble that she's harder on Officers and inconsistent with discipline.

If CPT Ramirez chose to give SSG Banks an Article 15, she is faced with this choice instead:

Do you want to take 1SG's advice and inflict stronger discipline on 2LT Carr?

1. Yes. You may have damaged your relationship by not taking 1SG's advice in the past.
2. No. You have to do what you think is right, even if it means you disagree with him again.

If she had originally given SSG Banks an Article 15 and punishes them both equally, then her Lieutenants admire the high standards for discipline but worry about whether she's encouraging the kind of zero-defect mentality that she says the Company should leave behind.

If she originally gave SSG Banks an Article 15 and then goes harder on 2LT Carr, then again the Lieutenants accuse her of having a zero-defect mentality.

For Discussion

Why is the earlier decision about SSG Banks now so important?

How would you assess the appropriate punishment in this situation?

Takeaway

When making disciplinary decisions, a Soldier's rank, maturity, responsibility, and intent are also factors to consider.

Decision Point

Battalion asks the CCT to reassess the candidates selected for the Warrior Leader Course in light that all the selections were men. CPT Ramirez notes that Specialist Brooks, the one woman on the Order of Merit List, is an average candidate.

What do you want to do?

1. Tell LTC Hill that you will send SPC Brooks instead of the other Soldier.
2. Tell LTC Hill that you and 1SG stand behind your original decision, but you will carefully consider his guidance for future candidate selections.
3. Tell LTC Hill that you and 1SG stand behind your decision, but will make sure a female Soldier goes next quarter.

If CPT Ramirez sends Specialist Brooks, then she later admits to LTC Hill about not liking that decision, and he tells her that unless he gives her a direct order, the decision should be the CCT's call to make.

Standing by the original decision has no significant consequences. The third option, offering to send a female Soldier next quarter, is perceived by 1SG Grasso to be a good compromise.

For Discussion

Are there any other options in this situation that could be explored?

Takeaway

It's the CCT's responsibility to select the best candidates, but it's also important to build a diverse Army Profession.

Outcomes

Based on how much CPT Ramirez solicited and listened to First Grasso's advice, LTC Hill either compliments her on the solid team they have created or counsels her about making better use of the First Sergeant's knowledge and experience.

For Discussion

What were the key decisions that CPT Ramirez made that most affected the outcome?

Takeaways

While Company Commanders do not always have to agree with their First Sergeants, it's wise to solicit their opinions and make good use of their knowledge and experience.

The CCT serves as the cornerstone for how the Company functions and the individual behaviors of its members.

Learners can now go on to the second section to make decisions for the CCT. That decision summary can be found on page 83.

8 Active Component: 1SG Mark Grasso



First Sergeant Mark Grasso has recently moved from an E8 Battalion staff position to his first assignment as a First Sergeant. With 20 years in the Army, he has deployed twice to Iraq and once to Afghanistan. He is married with three children.

1SG Grasso is breaking in a new Company Commander while still trying to learn the ropes himself. They get along so far, but they are still trying to figure out how to work as a team.

In the following pages, 1SG Grasso's decisions will be summarized and discussed.

Decision Point

CPT Ramirez and 1SG Grasso are reviewing the results of the Command Climate Survey. They discuss some of the problems they see in the Company and what to do about SSG Banks' failure to report. CPT Ramirez favors an Article 15 while 1SG Grasso counsels discipline without an Article 15.

How do you want to handle this?

1. It's her call. She's the one in command. Tell CPT Ramirez you trust her discretion.
2. It's your job to advise the Commander, even if you disagree. Push harder to keep disciplinary action at the Company level.
3. Continue to discuss. Take a moment with CPT Ramirez to review this decision in light of her Commander's Philosophy.

If 1SG Grasso pushes harder, then CPT Ramirez agrees. In the second section, the CCT portion of the simulation, SSG Banks later improves his performance and sets a good example for his Squad. Both of the first two options have ramifications later when another disciplinary situation arises involving an Officer and a young Specialist.

If they continue to discuss, then learners face the decision below.

How do you want to handle this?

1. You've said your piece. Tell CPT Ramirez that you trust her discretion and will support the Article 15 if she thinks that is best.
2. It's your job to push for what's best for your Soldiers. Recommend that she avoid non-judicial punishment.

If 1SG Grasso supports the Article 15, that decision has ramifications later when another disciplinary situation arises involving an Officer and a young

Specialist. If he pushes and recommends avoiding an Article 15, then CPT Ramirez agrees. SSG Banks later improves his performance and sets a good example for his Squad.

For Discussion

How have you worked through disagreements with officer leadership when professional opinions differed?

Takeaway

The first step of building a cohesive Company is building a strong CCT, and a good relationship with your Company Commander is crucial.

Reflection Point

On the phone, 1SG Grasso and his wife discuss their teenage son and appropriate punishment for an infraction. He later talks to CSM Olmos about how things are going in the CCT so far and a decentralized approach to maintenance. Although this scene does not present a decision point, it offers an opportunity to talk about appropriate discipline and giving subordinates responsibility.

For Discussion

What can you apply to counseling your Soldiers from 1SG Grasso's conversation with his wife about their son?

Have you worked with Officers that represent either extreme described by CSM Olmos?

Takeaways

First Sergeants are senior Soldier leaders and motivators in the Company.

Leaders are more engaged when they are given more responsibility and held accountable.

Decision Point

In a conversation with CPT Ramirez, she relates that LTC Hill recommended a centralized approach to maintenance. She would like to follow LTC Hill's advice, unless 1SG Grasso thinks they need to discuss it further.

How do you want to respond?

1. Explain that CSM Olmos just gave you conflicting guidance. Dig deeper to have a clearer understanding of what the Battalion Commander told her.
2. Focus the discussion on what's best for the Soldiers. Discuss why you think the decentralized approach is the better way to go.
3. CPT Ramirez has guidance from the Battalion Commander. You should agree and follow through on her decision.

If 1SG Grasso digs deeper, then he also presents his reasons for favoring a decentralized approach, and she agrees with him. In the longer term, it's a good decision. When a vehicle is down for maintenance, the Soldiers quickly identify the problem and have the part they need to fix the vehicle because the inventory had been closely monitored.

If he focuses the discussion on what's best for the Soldiers, then she agrees with the decentralized approach. In the longer term, it's a good decision. When a vehicle is down for maintenance, the Soldiers quickly identify the problem and have the part they need to fix the vehicle because the inventory had been closely monitored.

If he agrees with her decision, then CPT Ramirez goes with the centralized approach. When a vehicle is down for maintenance, the Soldiers do not have the knowledge to quickly identify the problem, nor did they have the replacement parts. Because Platoon Leaders had taken on all the responsibilities, maintenance orders were overlooked.

For Discussion

How do you balance maintaining trust with your Command Sergeant Major against maintaining trust with your Company Commander?

How do these approaches affect the development of Squad level leadership?

How have you tried to ensure that options and consequences are fully discussed?

Takeaway

Take time to discuss important decisions with your Company Commander.

Decision Point

SSG Banks thanks 1SG Grasso for trying to help and comments that at least the Company has one person up the chain looking out for NCOs.

If SSG Banks did receive an Article 15, then learners face the following question.

How do you want to respond?

1. Tell SSG Banks you did what you could, but the choice was out of your hands.
2. Tell him the choice was made by both you and the Company Commander as a team.

If 1SG Grasso tells SSG Banks that he did what he could, then he runs the risk of causing divisions in the Company between Enlisted and Officers. If he tells him that the choice was made by the CCT, then he presents a united front.

If SSG Banks did not receive an Article 15, then learners face the following question.

How do you want to respond?

1. Tell SSG Banks that it was a choice made by both you and the Company Commander as a team.
2. Tell him, "You're welcome, but don't let it happen again."

If he tells SSG Banks that the choice was made by the CCT, then he presents a united front. If he says "You're welcome," then he runs the risk of causing divisions in the Company between Enlisted and Officers.

For Discussion

What are the benefits and risks of presenting yourself as the Squad Leader's advocate? What about as a team with the Company Commander?

Takeaway

Present a united front with the Company Commander to Soldiers.

Reflection Point

1SG Grasso meets with Platoon Sergeants to give them an update on the training plan approach and to discuss leadership skills. Although this scene does not present a decision point, it offers opportunities for discussion about the hazards of a zero-defect approach.

For Discussion

How does a zero-defect mentality affect other areas of a Soldier's life beyond operations?

How does a zero-defect mentality affect professional development?

Takeaway

Professional development is an essential part of being a Steward for the Profession.

Decision Point

CPT Ramirez and 1SG Grasso have three slots open for the Warrior Leader Course and guidance from Battalion that only the best candidates should go. They have 10 eligible Soldiers. They agree on the first two slots but are unsure who to put in the last one.

Which Soldier should take the last slot?

1. Soldier 1: SPC Wallace (Did not meet height/weight requirements, but below body fat percentage; seems motivated; 4th on the OML)
2. Soldier 2: SPC Zokowski (Lost best friend in Iraq and taking antidepressants; seems unmotivated; 2nd on the OML)
3. Soldier 3: SPC Grimes (Model Soldier in fitness and smarts but more of a follower than a leader; seems immature; 10th on the OML)

For Discussion

How would you frame the argument for the Soldier you chose?

How do you balance decisions that affect the long-term health of the Army Profession with the near-term health and morale of your Soldiers?

Takeaway

The Army Ethic mandates that Soldiers develop themselves to their fullest ability for the benefit of their Unit and the Profession. It is the responsibility of the CCT to oversee and facilitate that development.

Reflection Point

1SG Grasso and his wife Sarah wait for their teenage son to return home. Although this scene does not present a decision point, it offers another opportunity to discuss discipline and earning trust.

For Discussion

What can you take from this scene and apply in mentoring your Soldiers?

Was this exchange an example of effective mentoring? Why or why not?

Takeaways

Be upbeat and positive when recognizing accomplishments.

Find ways to reward good work.

Decision Point

CPT Ramirez and 1SG Grasso find the arms room unguarded. SPC Packer stepped away to the bathroom, leaving 2LT Carr in charge. She left when she was needed elsewhere.

CPT Ramirez and 1SG Grasso discuss appropriate punishments. CPT Ramirez favors taking a strong disciplinary action with both of them, while 1SG Grasso feels that 2LT Carr should be punished more severely because she's a leader.

If CPT Ramirez has not taken his advice before, then learners face a question about whether 1SG Grasso should say anything at all here. If he doesn't, then CPT Ramirez asks if 1SG Grasso agrees, leading to the question below. If she has taken his advice before, then learners go straight to this question:

How do you want to respond to CPT Ramirez?

1. Go along with her choice and agree that the Company should enforce strong disciplinary action to both 2LT Carr and SPC Packer.
2. Discuss how the Company should expect more from leaders. Recommend that 2LT Carr receives tougher discipline.

If 1SG Grasso goes along with her choice, then he damages the relationship by continuing to withhold advice. This lack of constructive communication can lead to a situation where the Battalion Leadership becomes aware of the less-than-healthy state of the Company Command Team. If he recommends tougher discipline for 2LT Carr, then CPT Ramirez takes his advice.

For Discussion

Does the earlier decision about SSG Banks affect this situation? Why or why not?

How would you assess the appropriate punishment?

Takeaway

When making disciplinary decisions, a Soldier's rank, maturity, responsibility, and intent are also factors to consider.

Decision Point

Battalion asks the CCT to reassess the candidates selected for the Warrior Leader Course in light that all the selections were men. CPT Ramirez notes that Specialist Brooks, the one woman on the Order of Merit List, is an average candidate.

WHAT DO YOU WANT TO DO?

1. Recommend that you send SPC Brooks instead of the other Soldier.
2. Recommend that you stand behind your original decision.
3. Recommend that you stand behind your decision, but tell Battalion that a female Soldier will go next quarter.

If 1SG Grasso recommends that they send Specialist Brooks, then she barely passes a PT test later. 1SG Grasso tells CSM Olmos that he regrets the decision to send her.

If he recommends standing by the original decision or compromising by promising to send a female Soldier the next quarter, then the Soldier who is sent develops into a good leader.

For Discussion

Are there any other options in this situation that could be explored?

Takeaway

It's the CCT's responsibility to select the best candidates, but it's also important to build a diverse Army Profession.

Outcomes

Based on how much 1SG Grasso offered advice and shared his experience, CSM Olmos either compliments him on the solid team they have created or counsels him about doing his best for the Company and coming to him when he feels strongly but isn't comfortable pressing his point with the Company Commander.

For Discussion

What were the key decisions that 1SG Grasso made that most affected the outcome?

Takeaways

Always share your knowledge and experience with your Company Commanders even though the Company Commander may not always agree with your recommendations.

The CCT serves as the cornerstone for how the Company functions and the individual behaviors of its members.

Learners can now go on to the second section to make decisions for the CCT. That decision summary is on the next page.

Active Component: Company Command Team



Decision Point

CPT Ramirez and 1SG Grasso are reviewing readiness reports. They have a new Platoon Leader and several new Squad and Team Leaders in other Platoons. They wonder if they should do some checking on whether the reports are accurately representing the Platoons' readiness.

What should the CCT do?

1. Trust the Professionalism and honesty of your subordinates. Accept these reports and wait to see how the STX goes in a couple of weeks.
2. Set up training events so you can assess the Platoon's competencies.
3. Get more specific. Send word to the Platoons for them to take another look, asking them if they can honestly say that they can accomplish this task, to time, to standard, in MOPP-4.

If the CCT accepts the reports, then during STX training, the leaders of one Platoon do not seem able to make adjustments and appear to be both over-confident and under-prepared.

If the CCT sets up training events, then the leaders of one Platoon give CPT Ramirez an assessment that is much more realistic than their first one in garrison.

If the CCT asks the Platoons to review their reports, then the leaders of one Platoon seem under-confident, as if always looking for the Company Commander's approval.

For Discussion

What are the benefits and risks of each approach?

How do you balance building trust with the need for assessments to be accurate?

Takeaways

Company Commanders and First Sergeants assist each other to find opportunities for delegation, effective guidance, and accepting appropriate risk.

To develop professionally, subordinates must have the opportunity to gain confidence through experience and learn from mistakes.

Decision Point

SGT Hart's pregnant wife has preeclampsia, a serious medical condition that endangers both mother and child. SGT Hart is still trying to absorb the news. CPT Ramirez and 1SG Grasso send him home to be with his wife. They discuss what steps to take with Platoon Leadership to support SGT Hart and mitigate the effects on the Team, Squad, Platoon, and Company.

How should the CCT handle this?

1. Tell SGT Hart that the Company will work with him to provide as much flexibility as he needs to take care of his wife.
2. Tell SGT Hart that the Company will work with the FRG and other Army resources to support his wife. But he still needs to lead his Team, especially in the upcoming STX.

If the CCT decides to provide flexibility, then during STX training, a Squad does not perform to standard because of half-stepping Hart's team through the exercise, since Hart's replacement is not fully up to speed.

If the CCT tells SGT Hart that he needs to lead his team, then the team performs poorly because SGT Hart is there in body only, mind someplace else. He is frustrated with his performance and loses his temper with his Soldiers.

For Discussion

How do you balance Soldier welfare and the mission?

How will these choices affect Soldier morale? What about Professionalism within the Company?

Takeaways

Family situations present difficult choices because they affect other Soldiers, the equitable distribution of mission tasks, and the overall mission performance.

Command climate is dependent upon the trust subordinates have that their leaders will make decisions in an equitable, fair way.

Decision Point

Third Platoon conducted a monthly 10-percent inventory and found that the serial numbers for two M-4s do not match, although they have the correct number of M-4s in inventory. The CCT immediately orders two Platoons in the field to conduct an inventory.

Should the CCT inform Battalion of the incident?

1. Yes. Call LTC Hill immediately.
2. No. Wait until you conduct an inventory of all weapons in the field.

If the CCT calls LTC Hill, then he is glad to be informed, but he asks to be called back when the CCT has “some real information.”

Regardless of whether or not the CCT informs Battalion, they soon find out that First and Second Platoons can account for everything, and their serial numbers match what’s in the file. Two weapons are still unaccounted for. 1LT Lucas wonders if they could have had a mix up with another Company. Learners then face the following question.

What should the CCT do?

1. Call the other Companies in the Battalion and ask them to inventory their M-4s.
2. Call the two Platoons back in from the field to conduct a 100-percent layout. Lock down the Company.
3. Do both.

If the CCT asks other Companies to inventory their M-4s, then learners face another question about whether to inform Battalion (if they haven’t already). If the CCT decides to wait to call until after the Companies do

their inventories, then it is too late, and LTC Hill finds out from another source. Although the problem is fixed, with the M-4s found in another Company, he is unhappy about finding out from another Company Commander and not CPT Ramirez.

If the CCT asks for a 100-percent layout and locks down the Company, then learners face another question about whether to inform Battalion (if they haven't already). If the CCT decides to wait to call, then it is too late. The problem is not in their Company, and CPT Ramirez must call the other Companies to check their inventories. This late notice runs the risk of damaging trust with the other Company Commanders by waiting, and LTC Hill finds out from another source about the problem.

If the CCT does both, then learners face another question about whether to inform Battalion (if they haven't already). If the CCT waits, it is too late. Although the problem is solved when the M-4s are found in another company, LTC Hill is unhappy that he finds out about the situation through another Company Commander and not CPT Ramirez.

For Discussion

How do you balance maintaining trust with other Companies and your Battalion by reporting a situation immediately against making sure you have the complete picture?

Takeaway

To maintain trust, the CCT must be transparent in all of its dealings with Battalion and other Companies.

Decision Point

The next day, CPT Ramirez and 1SG Grasso hear from 1LT Lucas about the chain of events that resulted in the problem with the M-4s. There were three separate failures. They discuss what to do next.

What should the CCT do to immediately address this problem?

1. Combat this basic Soldier discipline problem with a full Company layout, PT under arms, and serial number spot checks.
2. Create new policy requiring that an additional person double check all arms room inventories.
3. Look for opportunities to counsel the specific individuals at fault and consider re-training them on lost skills.

If the CCT treats this as a basic Soldier discipline issue, then one Platoon has two injuries during PT. Learners face the following question about what to do next, and the remaining choices appear, along with the choice to move on.

If the CCT creates new policy, then the inventories are error-free, but the extra personnel strain resources, and the NCO in the arms room does not develop ownership of his responsibilities or professionalism. Learners face the following question about what to do next, and the remaining choices appear, along with the choice to move on.

If the CCT opts for counseling, then the CCT mentors young NCOs and works with the arms room NCO to find weak links in the process of turning in weapons. Over time, this effort contributes to more leader responsibility and better ownership of basic Soldier tasks. Learners face the following question about what to do next, and the remaining choices appear, along with the choice to move on.

What should the team do next?

1. The CCT has done everything it needs to do to handle this problem. Move on.
2. Combat this basic Soldier discipline problem with a full Company layout, PT under arms, and serial number spot checks.
3. Create new policy requiring that an additional person double check all arms room inventories.
4. Look for opportunities to counsel the specific individuals at fault and consider re-training them on lost skills.

For Discussion

What may be some second- and third-order outcomes from each decision?

How do you balance wanting to solve problems with the need to be a careful Steward of resources?

Takeaway

Professional development can be a productive by-product of CCT decisions made to address operational and disciplinary issues.

Decision Point

The high-risk pregnancy of SGT Hart's wife continues, leading to other dilemmas for the CCT.

If the CCT agreed earlier to give SGT Hart as much flexibility as needed to care for his wife, then he continues to miss a lot of work, and other Soldiers are asking for time off as well. Learners face this question.

Should the CCT tell the PSG that SGT Hart be strictly held to normal standards of duty?

1. Yes ... unless something changes with the pregnancy, SGT Hart should be held accountable.
2. No. The team shouldn't go back on its word to SGT Hart.

This choice leads to a brief discussion of keeping the team's commitment to a Soldier versus the importance of adhering to standards. With either outcome, the CCT has to weigh the effects of the decision on SGT Hart as he goes through a difficult time against the needs of the other Soldiers in the Company and their perceptions of fairness. In the end, no matter which course is taken, SGT Hart expresses his appreciation that the CCT dealt with him in a fair and thoughtful manner.

If the CCT agreed to work with the FRG and other Army resources to support his wife, then SGT Hart fails his run during APFT due to a late night with his wife and a few extra pounds he has gained. Learners face this question.

Should the CCT tell the PSG that SGT Hart be given a chance to retake the test?

1. Yes. He should be given a second chance due to his circumstances.
2. No. It's not the end of the world if he's placed on the remedial PT list. He can retake the test once things with his family calm down.

This choice leads to a brief discussion of the importance of adherence to standards and the hope that SGT Hart will return to form once his family troubles are over. With either outcome, the CCT has to weigh the effects of the decision on SGT Hart as he goes through a difficult time against the needs of the other Soldiers in the Company and their perceptions of fairness. In the end, no matter which course is taken, SGT Hart expresses his appreciation that the CCT dealt with him in a fair and thoughtful manner.

For Discussion

How do you balance accommodating one Soldier because of special circumstances with the need to maintain standards for other Soldiers?

How does changing a commitment to SGT Hart affect his perception of the Company? What about the perceptions of other Soldiers about the Company and fairness?

Takeaway

Maintaining trust can be complicated. A decision to excuse one Soldier from standards may undermine the commitment of the others, and maintaining confidentiality about one Soldier's circumstances may limit the CCT's ability to explain why such a choice was made.

Decision Point

Sergeant Murray's performance has been declining. She has been late to formation three times, not running as fast, and has left her tools out unattended overnight. As the CCT discusses her performance with her, the team discovers that her husband is in rehab, made a suicide attempt last year, and the atmosphere at home has been tense over the last month as he has suffered some setbacks. They offer her some immediate resources and discover later that there is nothing in her counseling packet about her home situation.

How should the CCT address this problem?

1. Counsel at the Platoon level. Teach SGT Murray's Platoon Leader and Platoon Sergeant better counseling skills.
2. Place a Company-wide emphasis on behavioral health, resiliency, and suicide prevention training and establish a counseling program.
3. This is an extreme circumstance and probably an isolated incident. Just deal with the immediate needs of this Soldier.

If the CCT decides to counsel at the Platoon level, then learners face the next question below. In the longer term, although SGT Murray gets the help she needed, the next Command Climate Survey shows a lower score for "I receive the counseling and coaching needed to advance my career." Because there was no Company-wide emphasis on counseling, the discovery of weak counseling packets and "surprise" incidents continues.

If the CCT places a Company-wide emphasis on behavioral health, resiliency, and suicide prevention training and establishes a counseling program, then learners face the next question. In the longer term, the

next Command Climate Survey shows a higher score for “I receive the counseling and coaching needed to advance my career.” The Company-wide effort has established a “no-stigma” Command climate with open communication that results in trust in the leadership.

If the CCT deals only with the immediate needs, then learners face the next question. But with no Company-wide effort, the discovery of weak counseling packets and “surprise” incidents continues.

How should the CCT handle the situation with SGT Murray?

1. Let her leaders decide. Give them the opportunity to handle things properly.
2. Command Referral to Behavioral Health.

If the CCT lets her leaders decide, and in the previous decision chose to ‘just deal with the immediate needs of this Soldier,’ then SGT Murray does not get the help she needs, and it almost costs her the life of her son.

If the CCT does a Command Referral to Behavioral Health, and in the previous decision chose to either counsel at the Platoon level or establish a counseling program, then SGT Murray gets the help that she needs.

For Discussion

What are the benefits and risks of each of the suggested approaches to the problem?

Have you experienced problems in the past with insufficient documentation?

Takeaway

Engaged leadership makes the biggest difference in the lives of Soldiers.

Decision Point

A Platoon Leader and his Platoon Sergeant have different ideas of how to conduct training about reacting to an IED. Both complain that the other isn't listening. CPT Ramirez and 1SG Grasso debate about next steps.

Do you want to intervene?

1. No. Let 2LT Brown and SFC Dixon work it out.
2. Yes.

If the CCT does not intervene, then they stop talking and just do it the Platoon Sergeant's way. The training does not go well. Both the Platoon Leader and Platoon Sergeant later admit that they touched on a lot of things but didn't build proficiency in any of them. In the longer term, in the next Command Climate Survey, the Company receives a lower score to the statement "Officers in this unit care about what happens to their Soldiers." The Platoon lost faith in officer leadership since it was perceived that the Platoon Sergeant was in charge.

If the CCT decides to intervene, then learners face the next question.

How do you want to intervene?

1. 1SG Grasso should tell SFC Dixon to support his Platoon Leader.
2. CPT Ramirez should tell 2LT Brown to strongly consider adopting his Platoon Sergeant's guidance.
3. Talk with your subordinates separately about working as a team.
4. Change Command Guidance: add more complexity to this particular task.

If the Platoon Sergeant is told to support his Platoon Leader, then the training is satisfactory, but their ability to work together as a team is no

better, and the Platoon Sergeant is frustrated. In the longer term, the next Command Climate Survey shows that the average score has gone up for the statement “Officers in the unit care about what happens to their Soldiers,” but has dropped for the NCOs. Although the training went well, NCOs across the Company became disengaged, thinking their input was not appreciated, and Soldiers lost confidence in them.

If the Platoon Leader is told to adopt his Platoon Sergeant’s guidance, then the training is satisfactory, but their ability to work together as a team is no better, and the Platoon Leader is frustrated. In the longer term, the next Command Climate Survey shows a lower score for the statement “Officers in this unit care about what happens to their Soldiers.” The Platoon lost faith in Officer leadership since it was perceived that the Platoon Sergeant was in charge.

If the CCT talks with them each separately about working as a team, then the training goes well, as they both have ownership and share their ideas to make the training better. In the longer term, the next Command Climate Survey shows higher scores for both Officers and NCOs to the statement about caring what happens to Soldiers.

If the CCT changes Command Guidance to add more complexity, the training still does not go well for this Platoon. Both the Platoon Leader and Platoon Sergeant later admit that they touched on a lot of things but didn’t build proficiency in any of them. In the longer term, the next Command Climate Survey shows a lower score for Officers caring about Soldiers while the one for NCOs stays the same. Soldiers lost confidence in Officer leadership, and the training was too much for younger Soldiers to handle.

For Discussion

What else is this choice about, beyond the training?

What has worked for you in the past to encourage members of a team to work together?

Takeaways

Platoon Leaders and Platoon Sergeants face the same challenge that the CCT does in becoming a true partnership.

The health of the Platoon Leadership has an impact on the Company, just as the health of the CCT does.

Technical Solutions and Suggestions

This section answers technical questions, helps to trouble-shoot problems, and offers suggestions to create a technically better presentation of *The Company We Keep* in a classroom setting.

Projecting for a Large Audience

The Company We Keep 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.

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

Graphics/Color Issues

The Company We Keep 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.

Playback Problems

Video Skips and Hesitations

The Company We Keep 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 either 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.