

Stewards of the Profession:

A SPECIAL TRUST

Facilitator's Guide

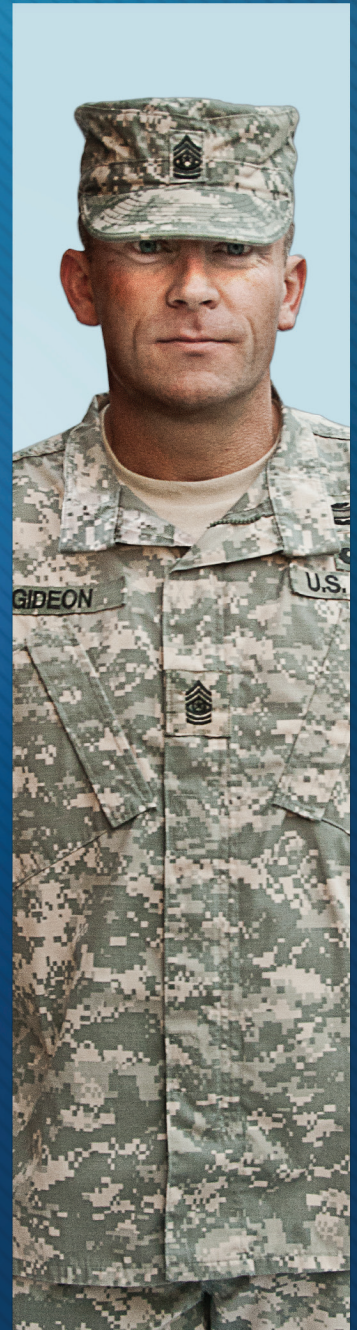


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OVERVIEW

1 INTRODUCTION

Stewards of the Profession: A Special Trust focuses on the Army Profession and Ethic, along with civil-military relations. The concepts of the profession are applied to Command Climate and Leader Development issues.

The audience for *Stewards of the Profession: A Special Trust* consists of four distinct learning populations of strategic leaders. They are General Officers, Colonels, Sergeants Major, and their civilian equivalents. Professionals serving at these senior ranks are veterans of extensive service experience and professional education programs. They have achieved their senior ranks and positions of trust by demonstrating high performance capacities, rapid decision-making skills, and professional character. As stewards of the Army Profession, strategic leaders shape the Army's future leaders and bear the responsibility to protect the profession from devolving into the behavior of a government bureaucracy.

There are four playable characters in the simulation that represent each of the target audiences. Learners will make decisions on behalf of the playable characters and then see the consequences of those decisions play out. *Stewards of the Profession: A Special Trust* allows learners to think through and practice making realistic decisions and then see the consequences of those decisions in a safe environment so that they can apply what they learn to critical real-life situations.

2 LEARNING OBJECTIVES

Within the context of the simulation, the learning objectives are for the learners to develop:

1. Their self-identity as Army strategic leaders, focusing on their role as stewards of the profession. Military professionals (unlike bureaucrats within government occupations) are servants of a higher calling. Stewards of the profession must act in the best interest of society-the American people-even when that means sacrificing their own, and even the Army's, self-interest.
2. Their familiarity with and deep reflection on the essential characteristics of the Army as a military profession; namely, trust with the American people and within the Army, military expertise, esprit de corps, honorable service, and stewardship of the profession. Strategic leaders need to be awakened to their unique responsibility to create and maintain throughout the Army these unique characteristics of profession.

3. Their familiarity with and confidence in their capabilities as stewards of the profession in five areas:
 - a. To ensure the continual generation of new expert knowledge and military expertise,
 - b. To develop future Army professionals and leaders to employ that expertise effectively and ethically, including the certification of all Army professionals according to the “3C’s” of Competence, Character and Commitment,
 - c. To carefully steward Army human and capital resources,
 - d. To adapt and foster the Army’s Ethic, and
 - e. To attend to the motivation, health, and sustainment of Army professionals and their families.

3 SYSTEM REQUIREMENTS

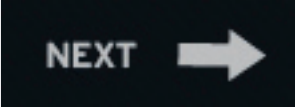
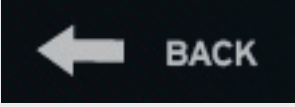


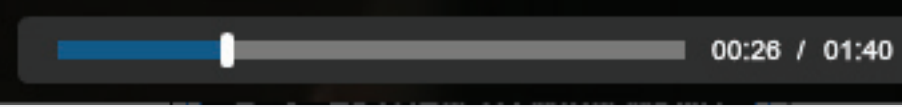

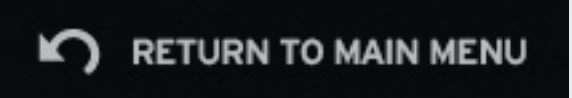

To play *Stewards of the Profession: A Special Trust*, you must have:

- Windows XP or newer / Mac OS X 10.4 or higher
- Adobe Flash Player 10+
- 1Ghz or faster processor (2GHz recommended for full-screen playback at high resolutions)
- 256MB of RAM (512MB recommended)
- DVD-ROM Drive Video Card & Display (1024 * 768 minimum resolution)
- Sound Card & Speakers / Headphones Keyboard & Mouse)

Please note that this program will not work in a DVD player.

4 USING THE INTERFACE

Instructions for navigating the program:

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

5 DELIVERING THE LESSON

Stewards of the Profession: A Special Trust can be used by individual learners as distance learning or as part of a traditional classroom course facilitated by an instructor.

FACILITATED CLASSROOM DISCUSSION

1 MATERIALS NEEDED

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

- A Special Trust DVD
- Facilitator's Guide
- PC or Mac computer, monitor or video projector
- Screen if projecting

2 STARTING THE PROGRAM

Stewards of the Profession: A Special Trust comes on 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 *Stewards of the Profession: A Special Trust* 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 "Stewards of the Profession: A Special Trust."

Mac Users

1. Insert *Stewards of the Profession: A Special Trust* into your DVD-ROM drive.
2. Double click on *Stewards of the Profession: A Special Trust* disc icon on your desktop (or browse to its location in the Finder).
3. Double click on "Stewards of the Profession: A Special Trust."

After launching the program, the main menu will display. Click on a character to navigate to the character's landing page. From here, you can begin that character's story from the beginning by clicking the "Play As..." button. If you would like to jump to specific decision points within the story, click the "Decision Map" button. From this page you may click on a menu option and jump to that decision point in the story.

3 DELIVERING THE LESSON

The delivery time for each segment is listed below:

- Brigadier General Michael Howard – 55 minutes viewing time with approximately 30 minutes of additional time for discussion
- Katherine Jenkins, SES – 45 minutes viewing time with approximately 20 minutes of additional time for discussion
- Colonel David Collins – 45 minutes viewing time with approximately 20 minutes of additional time for discussion
- Command Sergeant Major Arlen Gideon – 50 minutes viewing time with approximately 20 minutes of additional time for discussion

Explain that learners will have an opportunity to practice making critical decisions with high moral content in uncertain environments. Choices will be complex and lead to consequences with second and third order effects.

Describe *Stewards of the Profession: A Special Trust* as an interactive methodology that allows them to see what happens as the result of the decisions they make.

Explain that this interactive simulation will help them to:

- Develop their self-identities as Army strategic leaders, focusing on their role as stewards of the profession.
- Develop their familiarity with and deep reflection on the essential characteristics of the Army as a military profession; namely, trust with the American people and within the Army, military expertise, esprit de corps, honorable service, and stewardship of the profession.
- Develop their familiarity with and confidence in their capabilities as stewards of the profession in five areas:
 - › To ensure the continual generation of new knowledge and military expertise,
 - › To develop future Army professionals and leaders to employ that expertise effectively and ethically,
 - › To carefully steward Army human and capital resources,
 - › To adapt and foster the Army's ethic, and
 - › To attend to the motivation, health, and sustainment of Army professionals and their families.

Explain that you will lead them through the simulation.



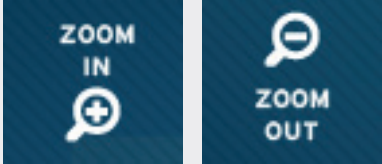
Play the first segment by clicking the “Play As...” button. (This guide starts with Brigadier General Howard, but you can play the segments in any order.) When you reach the first decision point, discuss each option with the group. Poll the participants to see what they want to do, make the choice, and then continue playing until the next decision point. You can use the decision summary in the next section of the guide 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 also to explore alternative outcomes. Be sure to answer questions and encourage discussion. You may go backwards to explore alternative paths, but the outcome of the story will be determined by the last choice made in each situation.

Repeat this process for the other segments of the simulation.

AAR NOTE

At the end of the simulation, learners can choose whether to view the Decision Map page first or the After-Action Report (AAR). The Decision Map page lists all the decision points in each act. The After-Action Report reviews and analyzes each decision, and presents more questions and comments for the learners' reflection. You may use this resource to facilitate learning with each student. (See below for AAR Navigation instructions)

AAR CONTROLS	WHAT IT DOES
	<p><i>Arrows in the upper left and right hand corners of the AAR will allow you to turn the pages.</i></p>
	<p><i>A tool bar on the far left side of the AAR screen will allow you to print the AAR.</i></p>
	<p><i>A tool bar on the far left side of the AAR screen will allow you to increase and decrease the size of the text for easier reading</i></p>

4 BG MICHAEL HOWARD - SUMMARIZING AND DISCUSSING THE DECISIONS



About the Character

Brigadier General Michael Howard has just pinned on BG at 48 years of age and recently assumed duties as the Deputy Commander for Operations in the 101st Airborne Division. In this scenario, he leads a Joint Task Force in a disaster relief mission in Africa. He commanded a BCT in Afghanistan, an Infantry battalion in Iraq, had one joint tour in CENTCOM J3 Current Ops, and commanded a company in the 101st. He has always lived by the philosophy that the best jobs are with troops in the most remote locations and feels that it has served him well. A driven and accomplished tactical leader, he has a personable touch and enjoys camaraderie with Soldiers of all ranks. Howard is proud of the Army Profession of Arms and humbled at the accomplishments of the Soldiers with whom he has served. On the other hand, he is underwhelmed by and somewhat suspicious of civilian counterparts in other agencies. His challenge is to quickly expand

his vision for strategic leadership and move from his comfort zone in tactical leadership.

Decision Point

As the commander of the Joint Task Force, Howard's goal is to help the Provisional Government and the humanitarian organizations get through the crisis caused by the earthquake and back on track toward elections.

WHICH ORGANIZATION DO YOU WANT TO VISIT FIRST?

1. US Ambassador Vernon Myers, US Embassy
2. General Jomo Kikali, Commander of the Host Nation Army
3. Ambassador Carlo Vilpons, Special Representative of the Secretary General (SRSG) Office
4. Mr. Oscar Villegas, UN On-Site Operations Coordination Center (OSOCC) Manager
5. Continue forward

Learners must choose all of the above options before proceeding. No outcomes are associated with the sequence of choices.

For Discussion

How might the information and point of view of each of these people inform your decisions?

What are some areas of common ground with these organizations?

Takeaways

In joint, interagency, intergovernmental, and multinational (JIIM) operations, communication with key stakeholders is vital. As a strategic leader, your vision must expand beyond your own mission effectiveness to the larger political, social, and moral dimensions at work.

Skill in the JIIM environment is a critical military expertise within the Army Profession.

How you navigate this delicate balance will demonstrate how effectively you can maintain your role as a JTF Commander.

Decision Point

The Ambassador wants the Embassy's Regional Security Officer to review your force protection measures.

WHAT DO YOU WANT TO SAY?

1. I'll be glad to discuss force protection with the RSO.
2. I am willing to discuss them, but remember that force protection is the military commander's Title X responsibility.
3. I don't believe that will be necessary since force protection is the military commander's Title X responsibility.

If learners decide to discuss force protection without a reminder of Title X responsibility, then Howard misses the opportunity to assert his responsibility for the force protection of his Soldiers.

If learners decide to discuss force protection and remind the Ambassador about the commander's Title X responsibility, then Howard asserts his responsibility but still gains from the insight and experience of the Country Team.

If learners decline to discuss force protection with the Embassy's RSO, then the Ambassador chides Howard about needing to learn all he can from the Country Team.

For Discussion

What insights have you gained from your interaction with Ambassador Myers?

How important is the clarity of communication and intent of purpose in interagency environments? Why?

Takeaway

In an interagency environment, many personalities and agendas are at play, and organizational cultures may at times impede understanding and teamwork.

Decision Point

General Kikali wants to assign a liaison, work out delivery points for aid, and have his troops make the deliveries into the disaster areas.

WHAT DO YOU WANT TO SAY?

1. We need to find a way to deliver aid in the most effective manner at minimal risk.
2. My mission is to work with both your Army and the United Nations mission to save lives and alleviate suffering.
3. In my country, my authority as a Soldier comes from our Constitution and our civilian leaders.

If learners emphasize effectiveness at minimal risk, then Kikali assumes Howard agrees with him and shares his disdain for the NGOs.

If learners remind Kikali about the mission, then Kikali acknowledges the point and dismisses it.

If learners refer to the U.S. Constitution, Kikali reminds Howard that their countries are very different. The comment irritates him without accomplishing anything.

For Discussion

What unintended consequences could potentially come out of this meeting?

What challenges might you anticipate from the HN Military in this situation?

What cultural differences might you anticipate as possible points of tension?

How might your perceptions and judgments concerning the HN Army and its Commander influence the performance of your staff in pursuing the coordination and cooperation your mission requires?

Takeaway

In this environment, cultural differences, biases, and assumptions can all affect your working relationships.

Reflection Point

Ambassador Vilpons does not want to use the Colosseum for humanitarian purposes because of its history. He urges Howard to consider ways that he can increase the prestige of the international partners who are here for the long term. While no decision point is presented, the scene offers opportunities for discussion about different priorities.

For Discussion

What challenges might you anticipate based on this meeting?

What preparations must a Command team perform to understand the cultural aspects of international environments?

Takeaway

In this environment, you may find tension between what you need to do and how your actions are perceived.

Reflection Point

The humanitarian sector is resistant to working with the military and does not want to compromise. While no decision point is presented, the scene offers opportunities for discussion about the challenges of working with organizations that distrust the military.

For Discussion

Have you dealt with similar problems in the past? How were you able to compromise without sacrificing your mission?

What are some ways you could build trust with the humanitarians in this situation?

What preparations must a Command team perform to understand humanitarian organizations in international environments?

Takeaway

In this situation, both the US Army and the humanitarian sector—International Organizations and Nongovernmental Organizations—are working towards the same goal, yet they have very different ways of getting there.

All relationships between organizations are based on a level of understanding and trust. It is important to recognize the barriers in achieving them.

Decision Point

The issue is delivering aid. Both the humanitarian sector and the Host Nation Army refuse to cooperate with the other.

WHAT IS YOUR GUIDANCE?

1. Focus first on coordination with the HN military.
2. Focus first on coordination with the OSOCC.
3. Inform both that we're staging materials forward and will hand off to the agencies that will coordinate with us.

If learners decide to coordinate with the Host Nation Army, then the aid delivery is a success for the majority factions. Four cisterns are found intact and checked for potability, and 2,500 gallons of water are pumped in. Eleven corpses are found, but so is a young survivor. Unfortunately, Kikali chose to work through militias that only deliver aid to their own villages and supporters. The Tzinga minority in the same region does not receive aid, and there are more deaths due to lack of water, food, and medical aid.

If learners decide to coordinate with the humanitarians, then the aid delivery effort moves very slowly. General Kikali is angry. By the time aid arrives, 15 corpses are found, many of which died of dehydration just before help arrived. The young survivor is rescued, but Soldier morale is low with frustration over the slowness of the aid effort. Longer term effects include growing animosity between the Host Nation Army and the humanitarians.

If learners decide to stage materials forward and hand off to agencies that will coordinate with the US military, then the Host Nation Army and the humanitarians divide the cargo and distribute it in different areas. Four cisterns are found intact, checked for potability, and 2,500 gallons of water are pumped in. Eleven corpses are found, but so is a young survivor. News reports feature the work of the humanitarians. Soldier morale is good. Longer term effects include the hardening of ethnic divisions.

For Discussion

What factors shaped your decision?

What downstream consequences might you foresee?

How are other stakeholders affected by your decision?

Takeaway

Any course of action entails unintended consequences. Strategic leaders must plan for the second and third order effects of their choices.

Decision Point

A journalist asks about allegations of sexual abuse of local women by military members of the relief effort, and a sergeant reports seeing men in uniform with blue berets leave with three local women in their SUV.

WHEN DISCUSSING WHAT TO DO WITH CSM GIDEON, WHAT DO YOU WANT TO SAY?

1. I'll go to the US Ambassador then the SRSG.
2. Let's go to the UN Force Commander first.
3. We don't have hard evidence. Let's stay focused on the discipline of the US Joint Task Force.

If learners decide to see the Ambassadors, then the UN investigation identifies five military observers involved in the systematic abuse of minor girls. They are shipped out and face prosecution at home.

If learners decide to see the UN Force Commander, then the UN Force investigates and ships home several military observers. However, the incident is kept quiet, and the observers still receive mission medals.

If learners decide to focus on the Task Force discipline instead, then the press picks up the story and doesn't specify the UN Force but rather "the disaster relief effort, to which the United States has contributed over 3,000 Soldiers."

In the long term, in every outcome, learners are asked to explain their actions in a Congressional hearing.

For Discussion

To what extent does honorable service in the profession depend on proactively ensuring morally right means and outcomes in the actions of allies as well as in US Forces?

What are the potential impacts of morally flawed action in allied operations upon the esprit de corps within US Forces and the trust of the American People?

To what extent does US mission success depend on the integrity, competence, and achievement of non-US actors?

How can the US strategic leader promote mission success in this environment?

Takeaway

Maintaining the trust of the American people in its Army is paramount, even if your actions to do so are not in the best interest of Allies or Soldiers or even the Army itself.

Reflection Point

Troubling issues arise in the security environment. Radio de Liberation Nationale (RLN) intensifies the propaganda promoting violence. There are worries that this could lead to the genocide of the Tzingas, since a propaganda radio station was a significant factor in orchestrating the Rwanda genocide in '94. There are also concerns about situations troops are facing that stress the current ROE. Although no decision point is presented about the ROE, this scene offers many opportunities for discussion about the challenges faced in this kind of environment.

For Discussion

What is the importance of influencing organizations outside your command to support your mission?

What moral issues are involved and what is the appropriate risk management from the view point of the JTF Commander?

Takeaway

Strategic leaders often face problems for which there are no existing precedents or guidance.

Decision Point

SOMETHING HAS TO BE DONE ABOUT RLN. WHAT IS YOUR DECISION?

1. Continue to press for US policy leadership to take action to shut down the RLN.
2. Take direct action with US forces to seize the RLN broadcast equipment.
3. Ask the African battalion commander to consider seizing the RLN broadcast equipment.
4. Ask the Chinese Police commander to consider seizing the RLN broadcast equipment.

If learners decide to press for US policy leadership, then there is no guidance and no action. The situation plays out depending upon how the learners coordinated the original aid delivery.

- *If learners use the Host Nation Army and the humanitarians, then broadcasts from RLN continue, and the militia becomes more aggressive. US Soldiers, feeling threatened, fire on a militia. Violence erupts, halting aid deliveries, and more than 3,000 people die before the UN forces and Host Nation Army restore order. The prospects for elections are grim, and the viability of the UN program is left in doubt.*
- *If learners use only the humanitarians to deliver aid, then broadcasts from RLN continue, and the militia becomes more aggressive. US Soldiers, feeling threatened,*

end up firing on a militia. Aid operations finally continue, with elections on track, although Kikali denounces the process as corrupt.

- *If learners use the Host Nation Army alone, then Kikali uses his influence to tone down inciting broadcasts from RLN and consolidates his position in the Provisional Government. The Host Nation Army also appears to be in the position to manipulate the upcoming elections, casting doubt on the effectiveness of the UN mission there. In every outcome, learners are asked to explain their actions in a Congressional hearing.*

If learners decide to take direct actions with US forces, then a militia element tries to defend the radio station, and in the fire fight, one US Soldier dies and three are wounded and evacuated. The silencing of RLN allows the Government message to be heard without the inflammatory propaganda. Ethnic tensions that were aggravated by the disaster begin to abate. Learners are asked to explain their actions, in light of the American casualties, in a Congressional hearing.

If learners decide to ask the African battalion commander to consider seizing the broadcast equipment, then the African Battalion takes down the radio station by force, killing six militia members and wounding a female technician in the station. There is a strong reaction by members of the African Union at the excessive use of force and three African nations withdraw their contingents from the UN Force. The silencing of RLN allows the Government message to be heard without the inflammatory propaganda. Ethnic tensions begin to abate; however, the SRSG complains that this initiative has placed the entire UN program in country at risk. Learners are asked to explain why they used an African battalion in a Congressional hearing.

If learners decide to ask the Chinese Police commander to consider seizing the equipment, then the Chinese police take control of the radio station without casualties. Intelligence suggests that the Chinese exercised financial influence to get General Kikali's cooperation to ensure no militia members were near the station when the Chinese approached. The silencing of RLN allows the Government message to be heard without the inflammatory propaganda and ethnic tensions begin to abate. The Chinese are lauded in the international press for demonstrating great restraint and regional leadership as an emerging great power. Learners are asked to explain in a Congressional hearing why they went to the Chinese.

For Discussion

What considerations must a Command team review prior to intervening in another country's political or cultural problems?

How might your actions on this mission shape the trust the Congress and the American people place on the military expertise of the US Army? The confidence the Congress and the American people place in the US Army? The esprit de corps of the US Army?

How will your answers to the Senators' questions reflect on civil-military relations and the trust between the Army and the nation's civilian leaders?

Takeaway

Civil-military relations are a special area of responsibility for Army strategic leaders. Trust and honorable service demand frank, honest, professional judgment that fully responds to questions from Congress. Response to political leaders should focus on military facts and judgments, and leave matters of policy controversy for comment by civilian leaders of the Army, Defense Department, and Executive Branch.

5 KATHERINE JENKINS, SES - SUMMARIZING AND DISCUSSING THE DECISIONS



About the Character

Katherine Jenkins serves as the Deputy to the Commanding General at a TRADOC Center of Excellence. She has spent 22 years as an Army civilian. Her husband was medically retired as an Army First Sergeant at 18 years of service after encountering an IED in Iraq. Her relocations as an Army spouse forced her to pursue opportunities in various Army organizations, including the Army Staff (G8), the Installation Management Office at Fort Knox, and Redstone Army Arsenal. This diverse experience broadened her perspective on Army administration and accelerated her advancement. She feels a responsibility for development and morale of other members of the Army Civilian Corps. She was especially burdened recently in the execution of a difficult BRAC relocation and downsizing process in which many positions were eliminated and some civilian employees were unable or unwilling to make the relocation. Her challenge is expand her

vision of her role as an Army executive with responsibilities and discretion commensurate with the senior military officers with whom she works.

Decision Point

The issue is the development of teamwork in a Command Group with new players. It is inefficient for each member to bring new issues directly to the Commander and it does not provide him the best support. Fundamentally, you all need the same situational awareness.

HOW DO YOU WANT TO ADDRESS TEAMWORK WITHIN THE COMMAND GROUP?

1. Tactfully discuss it now, in the meeting.
2. Seek to build rapport and teamwork incrementally over time.
3. Ask Colonel Knight and CSM Gideon if they'd like to join you for lunch.

Choice does not affect future story outcomes – when done tactfully, all options can be effective.

For Discussion

What might be the second and third order effects of establishing or failing to establish trust and teamwork in a senior Command Group?

Takeaway

Many senior military leaders have had very little experience working with Senior Executive Service civilians. For that reason, SES civilians may be the best equipped to build the professional relationship between the Civilian Corps and Soldiers.

Reflection Point

In the next scene, Jenkins counsels Mr. Funston, a GS-14, on career development. While no decision point is presented, the scene offers opportunities for discussion.

For Discussion

How have you done your part in the past to maintain loyalty, trust, and morale during uncertain times? Would you have counseled Mr. Funston in a different way? How?

Takeaway

During budget cuts and hiring freezes, morale can be especially low among members of the profession.

Decision Point

In the consideration of civilian capabilities, there are two dimensions of the problem to manage: updating the research on the priority of each mission function and each civilian position within it, and sustaining trust with civilian employees. The Commanding General is concerned about timeliness.

WHAT DO YOU WANT TO RECOMMEND?

1. Start the position research immediately and schedule town hall meetings and an information campaign to follow.
2. Conduct town hall meetings and launch an information campaign first, then perform the position research.

If learners choose to start the information campaign immediately, then when the Commanding General appears at a town hall meeting, it goes well because the command reached out to civilian employees before starting research on civilian requirements. This kept the rumors from getting out of hand.

If learners decide to start the research first, then the town hall meeting is hostile, because the delay contributed to rumors, setting a negative tone.

For Discussion

What risks does the Command assume by waiting to perform position research after the information campaign? Whose job is it to assess those risks and take measures to mitigate them?

What risks did the Command assume by starting research before launching the information campaign? Whose job is it to assess these risks and to take measures to mitigate them?

Takeaways

The best time to discuss a problem is before it happens. Proactively plan for all reasonable contingencies, including "worst case scenarios" and anticipate the second and third order outcomes.

Decision Point

In the previous conversation, the Commanding General makes a comment about the civilian employees issue being in Jenkins' "lane."

DO YOU WANT TO DISCUSS YOUR ROLE AS DEPUTY TO THE COMMANDING GENERAL?

1. Not now. Build some further confidence then discuss it if needed.
2. Yes. Get the issues on the table.

If learners choose to not to address it at this time, then the Commanding General continues to exclude Jenkins from important functions of the Center of Excellence.

For Discussion

What could some of the consequences be if you fail to discuss your roles and responsibilities with your superior?

How can you create an awareness of your capabilities and your potential value added without stepping out of your lane?

Takeaway

In some cases, you may be the first SES that a commander has ever had within their Command Group. It may be up to you to initiate communication and understanding. Clearly defining the unique assets that an Army civilian can bring to bear can be a key factor in building trust among members of the Army Profession.

Decision Point

The issue is whether to conduct an outreach campaign to help drive the issues covered in the news or maintain the current posture.

WHAT DO YOU WANT TO DO?

1. Respond to questions as they arise.
2. Conduct an outreach campaign.

If learners decide to conduct local outreach, then Jenkins discovers new talking points which the command shares with its Congressional representative. The command team also finds that a larger media market begins giving the Post favorable coverage.

If learners choose not to do outreach, then when a flu epidemic breaks out, Jenkins does not have an existing relationship with the press, and her calls to the press to encourage them not to panic the public backfire.

For Discussion

What tensions might arise between your role as a community leader and your role as a steward of the Army Profession? Which should take priority: trust with the community or trust within the Army?

In what ways may civilian leaders be more, or less, qualified to manage this relationship than uniformed leaders?

Takeaway

As a strategic leader, your choices almost always have influence not only within the Army but off Post and into the community.

Decision Point

THE ISSUE IS POSSIBLE DELAYS IN THE TRAINING SCHEDULE. WHAT DO YOU RECOMMEND?

1. Push trainees through on schedule.
2. Coordinate an extra week of training to ensure qualification.

Choice does not affect future story outcomes – the Commanding General backs up the decision either way. If learners choose to coordinate an extra week, the decision is overruled due to factors outside of the Command.

For Discussion

Who has assumed the risk in the COE's training decision?

What are the responsibilities of senior leaders in assessing and assigning risk?

Takeaway

As a strategic leader, your choices may affect military personnel and operations far beyond your own post.

Decision Point

The Hospital Commander is pressing for an exemption for one of his employees facing RIF.

HOW DO YOU WANT TO RESPOND TO HIS REQUEST FOR HELP?

1. Ask him to keep you informed as he seeks support from NETCOM or MEDCOM.
2. Ask the CG to lean on NETCOM and MEDCOM for support.

If learners decide to get the Commanding General involved, then the data analyst position is saved, but two hospital supply management positions are consolidated instead.

If learners do not get the Commanding General involved, then the Hospital Commander loses the experienced data analyst. This later has long-term effects when a flu epidemic breaks out. Because the experienced civilian was gone, the incident tracking system did not give the Post warning in time to immediately isolate units and segregate symptomatic individuals.

For Discussion

What developmental experience might enable you to visualize common interests with organizations from which you must seek support?

How does an organizational leader build teamwork and common purpose which allow stake holders to work together, even when there is competition for personnel and resources?

Takeaway

As a senior leader, you can lead by means of influence outside your organizational boundaries. It's up to you to assess the sources of that influence and when to exercise it.

Decision Point

New arrivals are about to enter the training pipeline.

WITH THE FLU EPIDEMIC ON POST, WHAT DO YOU WANT TO RECOMMEND TO THE COMMANDING GENERAL?

1. Stop the training pipeline for 7 to 14 days.
2. Keep isolation measures in effect, but keep the pipeline moving.

If learners decide to stop the training pipeline, and they still have the experienced data analyst in place, then that decision is questioned as too conservative, given that they received early warning of the flu infections. If they do not have the experienced data

analyst, then the decision to stop the pipeline is considered prudent.

If learners decide to keep the pipeline moving, and they still have the experienced data analyst in place, then the infection is contained because of the early warning. If they try to keep the pipeline moving without the early warning and the experienced data analyst, then their decision is reversed, and the pipeline stops.

For Discussion

How are you prepared for making discretionary judgments? What are your responsibilities to develop those skills? How is the Army assisting you to prepare for responsibilities such as these?

What is the nature of strategic leadership? When in your development do you begin to exercise the skills and judgment appropriate for strategic leadership?

Takeaways

Discretionary judgment is a hallmark of a professional.

Strategic leadership as a professional requires anticipating long term consequences while balancing operational benefits and risks.

6 COL DAVID COLLINS - SUMMARIZING AND DISCUSSING THE DECISIONS



About the Character

Colonel David Collins advanced rapidly in rank through deployments to Iraq and Afghanistan. Unfortunately, his marriage was a casualty of his multiple deployments and endless hours at work. He tries to maintain contact with his only son, who lives with his mother. Collins feels that his key strength has been the ability to quickly distill issues to their essence, make a decision, and move on to the next issue. In part this skill has been supported by his inclination to stay focused on the stated mission guidance. He has had practically no contact with Army Civilians in senior positions and has a tendency toward parochialism toward the Field Artillery branch. His challenge is to recognize the strategic implications of everyday choices.

Reflection Point

Collins talks to a speechwriter for the Chief of Staff of the Army for a speech the Chief is giving about Wounded Warriors. While no decision point is presented, the scene offers opportunities for discussion when Collins speaks without considering the policy implications and his words cause an uproar.

For Discussion

Who are the external audiences who might be especially alert to perceived indications of changes in Army policy? What are the challenges of balancing the needs and demands of these external stakeholders?

What tensions exist between the deliberative, coordinated work of a senior staff and

the demands of speed and responsiveness in strategic communications? What are the implications for your work in a senior staff?

Takeaway

The external stakeholders of the Army may be highly attentive to and influenced by diverse communications from the Army and its leaders.

Decision Point

The assignment: How can the number of nondeployable, wounded, ill, and injured (WII) in the end strength be reduced? How can the Army ensure that Soldiers fielded are the most resilient based on all evidence available to us? Specifically, how should medical evidence from past emotional and mental problems be used in the Army's various selection processes?

WHERE WOULD YOU LIKE TO START YOUR RESEARCH?

1. Visit the Office of the Army Surgeon General.
2. Call a battle buddy in the TRADOC G-3.

Learners must choose both of the above options before proceeding. No outcomes are associated with the sequence of choices.

For Discussion

With appreciation for the complexity of the issues of wounded warriors and readiness, are the Warrior Transition Units the approach to the problem?

Why do you think Army policy is different from the other Services?

How would your approach in this situation change if the media got involved?

Should the prospect of positive or negative press ever shape your decisions?

Takeaway

*Thinking critically to support strategic leaders is your task. You will need to tell strategic leaders what they **NEED** to hear, not merely what you think they **WANT** or **EXPECT** to hear.*

Decision Point

WHAT DO YOU WANT TO RECOMMEND TO GENERAL GREY?

1. Maximize WII Soldiers serving in TRADOC.
2. Maximize WII Soldiers hired as DA Civilians.
3. Maximize WII service both in uniform and as DA Civilians.
4. Pilot program of both.

If learners choose to maximize WII Soldiers serving in TRADOC, then nondeployable Soldiers in the Training Brigade occupy positions that might otherwise be held by Soldiers with more recent operational experience, but there is a higher level of personnel fill in the Training Brigade.

If learners choose to maximize WII Soldiers hired as DA Civilians, then the hiring preference to implement this policy reduces the diversity of open competition for new civilian hires and, in the long run, may adversely impact the capabilities of the Army Civilian Corps.

If learners decide to maximize WII service both in uniform and as DA Civilians, then the hiring preference to implement this policy reduces the diversity of open competition for new civilian hires and, in the long run, may adversely impact the capabilities of the Army Civilian Corps.

If learners choose to implement a pilot program, then the number of former WII Soldiers serving in TRADOC in uniform and hired as DA Civilians is small. The program founders as complications are discovered during implementation. The benefit to readiness is minimal, but Army Civilian hiring on the installation is able to focus on high potential individuals in an open competition.

For Discussion

What factors do you consider when deciding between full implementation of a program (1, 2 and 3) and a pilot program?

What were the long term consequences—the second and third order effects—that you considered in making your recommendation?

In what ways could this course of action impact the effectiveness and strength of the profession? Military expertise? Esprit de corps? Trust?

Takeaway

Your decisions will affect the lives of many other Soldiers and may have far-reaching policy effects.

Decision Point

YOU CONTINUE YOUR RESEARCH. WHERE DO YOU WANT TO GO NEXT?

1. Office of the Chief of Legislative Liaison.
2. G-1 Sergeant Major.
3. Continue forward.

Learners must choose both of the above options before proceeding. No outcomes are associated with the sequence of choices.

For Discussion

What information/perspective would each bring to the research?

Decision Point

You identify options for dealing with the warrior transition process in a structural way.

WHAT DO YOU WANT TO RECOMMEND?

1. Within current law: Board WTU Soldiers quickly.
2. Within current law: Board WTU Soldiers within a set period - e.g., 12-months.
3. New law: Transfer WTC to VA.
4. New law: Create a hybrid DOD-VA WTC.

If learners decide to quickly board Soldiers in the WTU's for service qualification, then the risk is that WTU members might conclude that the Army had abandoned them at their time of greatest need.

If learners decide to set a limit of the time Soldiers may remain in the WTU before facing a board for service qualification, then the risk is that WTU members might conclude that the Army's commitment to them came with a time limit.

If learners decide to get legislative authority to transfer the Warrior Transition Command to the Department of Veterans Affairs, then readiness in TRADOC and the Operating Force is enhanced as nondeployable Soldiers are removed from the end strength. However, morale of Soldiers entering the WTC is damaged as they feel they have lost their identity as Soldiers. Longer term consequences for recruiting and the trust of the American people are yet unknown.

If learners decide to get legislative authority to create a DOD-VA hybrid Warrior Transition Command, then readiness in TRADOC and the Operating Force is enhanced as nondeployable Soldiers are removed from the end strength.

For Discussion

What downstream consequences can you envision for decisions to change the management of WII Soldiers?

How can these decisions impact the trust of Soldiers and the American People in the Army?

Change in legislation can be a very slow process. How does knowledge of this reality influence your decision? Should it?

Takeaway

Decisions made in senior staffs necessarily deal with macro-level issues but potentially have far reaching human consequences. Senior leaders bear a great burden and responsibility to anticipate these consequences.

Decision Point

YOU'RE THINKING THROUGH THE GENERAL'S QUESTIONS ABOUT RESILIENCE. WHERE DO YOU WANT TO GO NEXT?

1. Surgeon General's Office to meet the Director of Behavioral Health.
2. G-1 Sergeant Major.
3. Continue forward.

Learners must choose both of the above options before proceeding. No outcomes are associated with the sequence of choices.

For Discussion

What information/perspective would each bring to the research?

Decision Point

WHAT DO YOU RECOMMEND TO GENERAL GREY REGARDING RESILIENCE?

1. Emphasize the culture of “no stigma.”
2. Raise medical qualifications based on prior treatment.

If learners decide to preserve the culture of “no stigma,” then that carries some risk associated with failing to consider nondisqualifying medical history in the selection for promotion and command.

If learners decide to press the Medical Department to raise medical standards for qualification for promotion and command, then some potentially unstable individuals may not be filtered by this policy. Soldiers throughout the Army may conclude that they are better off keeping their medical and emotional issues to themselves to preserve their chances for advancement.

For Discussion

Have you ever been placed in a situation where you had to choose between an outcome that benefits the Army as a whole, but hurts your neighbor? Could you still make the choice if it hurts you? Where do you draw the line?

Do you allow your gut instincts and/or emotions to influence your decision making? Is this the act of a professional?

Takeaway

Stewards of the profession must act in the best interests of the Army—even when that means sacrificing a fellow Soldier’s self-interest or your own.

7 CSM ARLEN GIDEON - SUMMARIZING AND DISCUSSING THE DECISIONS



About the Character

Command Sergeant Major Arlen Gideon was promoted to E-9 five years ago and served as the CSM of the 1/502nd Infantry in Afghanistan. Since his first enlistment in the mid-80's, he has been part of nearly every major Army deployment. He participated in Desert Shield/Desert Storm with the 82nd, had two deployments to Bosnia in the 1990's, and two deployments to Iraq and two to Afghanistan. His wife, Maggie, was his high school sweetheart and understood from the beginning that when he put on the uniform he was married to the Army as well as her. Gideon is a Soldier's Soldier, commanding trust up and down the chain of command. His challenge is to adapt his vision of the Army's mission environment to match that of the strategic leaders he will advise and support.

Reflection Point

On the Africa humanitarian mission, Gideon is briefing Brigadier General Howard. He mentions ramp space and log flow, along with the need to be aware of the emotional dimension of this mission with the Soldiers: none of them have seen death and suffering on this scale. While no decision point is presented, this scene offers opportunities for discussion about the Army Profession's essential characteristics and the role of the Noncommissioned Leaders of Soldiers.

For Discussion

In what ways does a changing mission environment challenge the expertise of a Noncommissioned Leader of Soldiers?

How does this reflect on Noncommissioned Officers as Professionals?

Takeaway

Competence and experience of Soldiers is the basis of the Army Profession's military expertise.

Character and commitment of Soldiers inform the Army Profession's honorable service and stewardship.

Reflection Point

A reporter asks about allegations of sexual abuse of local women by military members of the relief effort. Gideon plans to discuss this with the sergeants major. While no decision point is presented, this scene offers opportunities for discussion about self-policing (stewardship).

For Discussion

How can allegations such as sexual abuse damage trust? With whom?

How does evidence of the lack of self-policing within the JTF reflect on honorable service and stewardship within the profession?

How can allegations like this affect organizational esprit de corps?

Takeaway

The Army Profession is grounded in trust and honorable service, and this depends on members of the profession being self-policing.

Decision Point

A sergeant reports seeing men in uniform with blue berets leave with three local women in their SUV. BG Howard asks for your thoughts about the best approach.

WHAT DO YOU WANT TO SAY?

1. Focus on maintaining military discipline within the US JTF.
2. Focus on the news that evidently no US Soldiers are involved.
3. Focus on the impact on the overall humanitarian mission.

If learners decide to focus on discipline within the US JTF, then partly based on this input, Howard chooses not to engage the UN chain of command on suspected abuses by members of the UN Force. The press picks up the story and reports on the sexual exploits of "the disaster relief effort, to which the United States has contributed over 3000

Soldiers.” The press and the American public do not understand that US Soldiers were not involved.

If learners decide to focus on the news that evidently no US Soldiers are involved, then Howard wonders about Gideon’s lack of appreciation for the broader moral and mission implications. Partly based on this input, Howard chooses not to engage the UN chain of command on suspected abuses by members of the UN Force. The press picks up the story and reports on the sexual exploits of “the disaster relief effort, to which the United States has contributed over 3000 Soldiers.” The press and the American public do not understand that US Soldiers were not involved.

If learners decide to focus on the impact on the overall humanitarian mission, then partly based on this input, Howard chooses to engage the UN chain of command concerning suspected abuses by members of the UN Force. A resulting UN investigation identified five military observers involved in systematic abuse of minor girls. They are shipped out and face prosecution at home.

For Discussion

What is the Senior NCO’s role as an advisor to a strategic decision maker?

How does the Senior NCO develop credibility and influence with a strategic leader?

Takeaway

The Noncommissioned Officer’s ability to visualize the mission broadly makes him or her a valued contributor to the Commander’s decision making.

Decision Point

Troubling issues arise in the security environment, including Radio de Liberation Nationale (RLN) broadcasts that are promoting violence, resulting in murders of Tzinga families. Gideon considers how the JTF’s Soldiers would react if they encountered a violent ethnic attack.

WHAT DO YOU WANT TO SAY?

1. Need to assess appropriateness of the ROE for this new mission environment.
2. Need to ensure Soldiers are well rehearsed in the ROE.
3. The Soldiers of the Command are on top of the ROE.

If learners urge a reassessment of the ROE, then Howard asks him to come up with scenarios that might stress the current ROE, and the Command takes a fresh look. The RLN radio continues to incite ethnic tensions. A militia road block tries to seize a US Task

Force aid convoy. Under the revised ROE, US Soldiers stand their ground but exercise restraint. No shots are fired and the confrontation is averted.

If learners stress making sure that Soldiers are well rehearsed in the ROE, then Gideon focuses on training. The RLN radio continues to incite ethnic tensions. A militia road block tries to seize a US Task Force aid convoy. Feeling threatened, US Soldiers open fire, killing two militia members. Protests break out and aid deliveries are suspended until order can be restored. A Fifteen Six investigation confirms that the US Soldiers acted in accordance with the existing ROE, but that the ROE was not appropriate for the operational situation.

If learners say that the Soldiers are on top of the ROE, then no action is taken. The RLN radio continues to incite ethnic tensions. A militia road block tries to seize a US Task Force aid convoy. Feeling threatened, US Soldiers open fire killing two militia members. Protests break out and aid deliveries are suspended until order can be restored. A Fifteen Six investigation confirms that the US Soldiers acted in accordance with the existing ROE, but that the ROE was not appropriate for the operational situation.

For Discussion

How does the Sergeant Major's professional expertise contribute to his or her ability to serve as a steward of the Army Profession?

What are the implications for establishing clarity of ROE for the trust that Soldiers have in their leaders and the Army?

Takeaways

As a Sergeant Major, you may have opportunity to serve as a "strategic influencer" with senior leaders making decisions for the US Army.

The Sergeant Major has the experience and expertise to identify key assumptions from the perspective of Soldiers engaged in front line activities.

Reflection Point

Gideon moves on to serve as Command Sergeant Major to a 2-star, TRADOC Training Center of Excellence. As they are moving, Gideon talks to his wife Maggie about taking care of troops by thinking about the mission on the same level as the Commander. Although this scene does not present a decision point, it offers opportunities for discussion about investment and commitment.

For Discussion

How has your concept of commitment changed as you have risen in rank and responsibility?

Has the Army kept its commitments to you? How much is your commitment dependent on the Army's commitment to you?

Takeaway

The Army Profession is built on Soldiers and civilians of character, who are competent in their duties and committed to the nation, the Army, and each other.

Reflection Point

In a briefing, Gideon relates to the Commanding General that two Army retirees complained about how much the local real estate market was hurt by the construction of military quarters and transient barracks on Post. Although no decision point is presented, this scene offers an opportunity for discussing that the operational environment for an installation includes the surrounding civilian community.

For Discussion

In what ways have you seen the Army impacted by American life outside the Army and vice versa? How are these impacts shaped by the strategic leaders of the Army Profession? By you?

Takeaway

A major factor in the effectiveness of the Army Profession is its relationship with American society. Changing values in society, changing levels of resources, the availability of volunteers to serve, and many other factors are important to the Army Profession.

Decision Point

The Deputy invites Gideon to join her in a meeting with the Public Affairs Officer and the Garrison Commander to discuss the state of relations with the local community. She asks for Gideon's take, and he wonders whether they are providing information and helping to shape the discussion of the issues. She asks for his recommendation.

WHAT DO YOU RECOMMEND?

1. Monitor local media and respond as needed.
2. Reach out to the military retirees.
3. Reach out to diverse local audiences.

If learners recommend monitoring the media, then the Deputy, Garrison Commander, and the PAO decide to maintain the current media posture, based in part on Gideon's recommendation.

If learners recommend reaching out to military retirees, then the Deputy, the Garrison Commander, and the PAO make plans to reach out to local military retirees, based in part on Gideon's recommendation.

If learners recommend reaching out to diverse audiences, then the Deputy, the Garrison Commander, and the PAO make plans to expand the outreach to the local community, based in part on Gideon's recommendation.

All of these decisions have a major effect later on during the flu epidemic.

For Discussion

In what ways does the Army culture differ from civil society? What challenges might this create in promoting understanding, trust, and confidence with the local community?

How can relations with military retirees assist in or complicate relations with the local community? What priority should relations with military retirees be given in balance with overall community relations?

Takeaway

Army retirees are part of the Army Profession as "non-practicing professionals."

Decision Point

Flu breaks out at the installation. There are 87 cases so far, and the Training Brigade has locked down. The infection could spread off-Post, and new arrivals are expected soon. The flu outbreak could impact the flow of trainees from their BCT posts to your AIT training center and then on to their divisional posts.

WHAT DO YOU SAY?

1. Shut down the training pipeline - Focus on trust of public and Soldiers.
2. Maintain the planned flow of Soldiers - Minimize disruptions.
3. Shut the flow, except for Fort Jackson's Soldiers.

If learners recommend shutting down the training pipeline, but didn't recommend an outreach program, then the press reports that the decision to shut down the training pipeline is evidence that the flu problem is even larger than previously suspected. The Commander of the Combined Arms Center asks why the Center of Excellence was getting such poor treatment in the media. If learners did recommend an outreach program, then the press coverage says the decision to stop the trainee flow is evidence of the Command's careful attention to public safety. The Commander of the Combined Arms Center compliments the Command on effective management of this challenge.

If learners recommend maintaining the flow of Soldiers, but didn't recommend an outreach effort, then the press reports that the trainee pipeline flow is evidence of the Command's indifference to the seriousness of the flu problem. The Command is forced to reverse the decision and shut down the pipeline. If they did recommend an outreach program, then the press coverage is much more even-handed, with the local media showing interest in the facts. The decision is still reversed, however, due to the need to uphold public confidence.

For Discussion

Can you describe situations in which you had to balance the commitment of resources with the trust of Soldiers or the local community? Is there an inherent priority in this balance?

Should your priority be the commitment to your local mission? The installation? The American public? The Army overall?

In what ways can the abilities of Sergeants Major be enhanced to more effectively support leaders making strategic decisions for the Army?

Takeaways

Your role as an Army professional requires you to exercise discretionary judgment even in areas you have limited expertise.

As an Army senior leader, you influence the judgment of other strategic leaders as a trusted member of the leadership team.

Decision Point

Gideon moves on to his next assignment, to serve as the new Army G-1 Sergeant Major at the Pentagon. Colonel Collins discusses with him his assignment for General Grey to look at moving some of the wounded, ill, and injured (WII) Soldiers from the WTU to productive, nondeployable duties in order to free up deployable Soldiers for the Operating Force while keeping faith with our wounded. He has heard that TRADOC can only absorb a limited number of limited duty Soldiers without impacting their mission capability.

HE ASKS FOR YOUR TAKE. WHAT DO YOU WANT TO DISCUSS?

1. Physical demands of Soldier duties within the Training Brigades.
2. Needs of tactical units within the Operating Force.
3. Implications for the All Volunteer Army.

Choice does not affect future story outcomes – Gideon discusses the weight of the decision with his wife either way.

For Discussion

What are the responsibilities of a senior enlisted advisor?

Are there times when it is appropriate to offer an opinion and times when it is not? How is this related to your duties as a professional?

Decision Point

Colonel Collins asks if the Army should tamper with the WTU system in order to fix its problem with the Army force management process.

WHAT DO YOU WANT TO SAY?

1. Having the most deployable force is strategically critical. The WTC has to bend to that reality.
2. Keeping faith with Wounded Warriors is strategically critical. The Operating Force has to bend to that reality.

In either case, Gideon sees a Soldier on his way home that makes him reexamine his assumptions and decision.

For Discussion

In your experience, how well has the Army answered such difficult questions of trade-offs?

Takeaway

The hardest questions faced by Army professionals do not have clearly right answers.

Decision Point

Colonel Collins asks if the Army should maintain a culture of “no stigma” when it comes to seeking help or using a Soldier’s medical history—including mental and emotional treatment history—in selection for command, promotion, or early retirement.

WHAT DO YOU WANT TO SAY?

1. Having leaders ready to lead is a moral duty of Professionals – to include using medical evidence for selection of leaders.
2. Creating a culture of “no stigma” is the best way to produce leaders ready to lead.

In either case, Gideon sees a Soldier on his way home that makes him reexamine his assumptions and decision.

For Discussion

In what specific situations have your decisions impacted the effectiveness of the Army?

Takeaway

Senior Army leaders serve as stewards of the profession. They must exercise the discretionary judgment and possess the military expertise to understand how decisions can impact the effectiveness of the profession.

TECHNICAL SOLUTIONS AND SUGGESTIONS

This section answers technical questions, helps to trouble-shoot problems, and offers suggestions to create a technically better presentation of *Stewards of the Profession: A Special Trust* in a classroom setting.

1 PROJECTING FOR A LARGE AUDIENCE

Stewards of the Profession: A Special Trust 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 you want to project the simulation, you have two options:

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

2 GRAPHICS/COLOR ISSUES

Stewards of the Profession: A Special Trust is designed to work best in a screen resolution of at least 1024 by 768, with at least High Color (16 bit) color palette/depth.

3 PLAYBACK PROBLEMS

Video Skips and Hesitations

Stewards of the Profession: A Special Trust 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. Also make sure that your computer is not muted.

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.