

## “Identity”



# Lessons from Yusufiyah: Table of Contents

For all members of the Army Profession

<http://cape.army.mil>

## “Identity”

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## 1. Checklist

- Recruit additional strong/respected leaders from your unit to be facilitators with your unit. (Recruit as many as the situation mandates)
- Watch the video and read the transcript prior to your facilitation.
- Review the additional resources.
- Review the “How to run your workshop” guidelines prior to facilitating.
- Think about a personal experience that relates to the scenario.
- Resource Prep:
  - Make copies of the video transcripts and facilitation questions as needed for each of your facilitators.
  - If you plan on showing video clips, test to make sure they work on the system in your designated training area.
  - Make sure you have a whiteboard with dry-erase markers.

## 2. Who's Who



John Goodwin was an Infantry Officer and the Company Commander for Bravo Company.

### 3. “Identity” Video Transcript: John Goodwin discusses Identity and his deployment to Iraq



*John Goodwin experienced heavy combat in Iraq’s Triangle of Death just before the surge. He recently retired from a career in the Army that included service*

*both as an enlisted Soldier and as an Infantry officer.*

“I just retired recently out of the warrior transition battalion out here in Fort Carson. (I am) currently working in DPTMS up at the United States Army garrison here at Fort Carson.

My grandfather was in the Navy. He was a combat photographer and my uncle was in the Army as well. (He) served in Vietnam. So, that kinda gave me a little bit. My dad was in the National Guard through some of the riots in the ‘60s, so that tie has kinda always been there. But really the trigger for me—as crazy as it sounds—was when I was in seventh grade, there was this book. It might have been 20 pages, a lot of pictures, very few words—which is great for a Soldier. It was called ‘Tank Driver.’ M1s had just come out and I read through that book and I was like, ‘That’s what I want to do,’ not necessarily to be a tank driver, but I was like ‘I’m joining the Army.’ I knew from that day that that was what I was going to do.

Initially whenever I came into the Army all I wanted to be was a sergeant and that was it. I

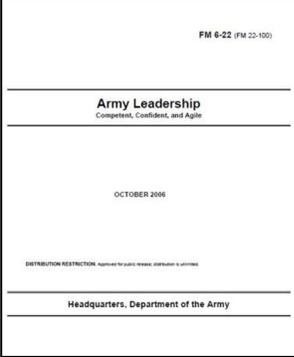
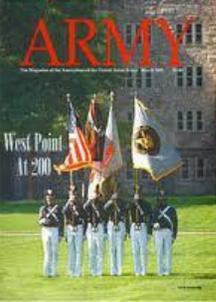
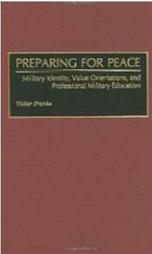
just wanted to go fight and serve for my country and that was it. It was nothing more than that until I joined and then the way of life, develop a family, move around the country; it’s just your lifestyle.

I didn’t go to college right after high school so really at that point, I didn’t know what else there was out there. And hell, after 20 years it’s like the Army’s still there, ya know? This is it. I do not know what it’s like to be a civilian. I had a period of six years that I was in the National Guard. Yea, I was a civilian; was working 9-5 building yachts in Wisconsin for a couple of years and then I went to college. Even though I wasn’t full-time Army, I was still in the National Guard.

So, even though I wasn’t a full-time Soldier, I was a part-time Soldier; that drew me back in because that was very hard. I just couldn’t get rid of it. I’ve done it ever since I was 18. It’s in your blood. Some people want to do it for themselves to benefit themselves. Other people do it because they want to serve their country and kinda pay that due. That was part of it. Some peoples come in, do a stint and get out. Other peoples, you can’t walk away from it. It’s really hard. Even after retiring, it’s like, ‘Okay, I’ve got to get out of the Army,’ and I’m still working for the Army. It’s like, ‘Maybe I shouldn’t have retired?’ But it was time.”

## 4. Additional Resources

The following resources are available:

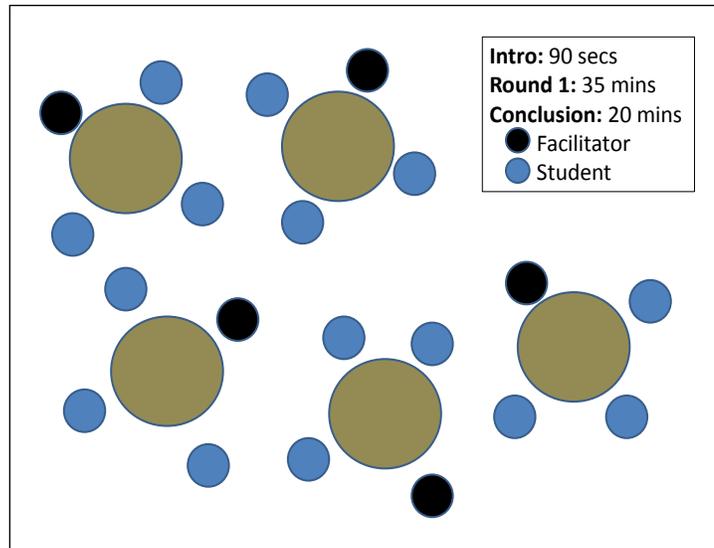
	<p><b><u>FM 6-22, Army Leadership</u></b></p> <p>1-4. The knowledge that leaders should use in leadership is what Soldiers and Army civilians KNOW. Leadership requires knowing about tactics, technical systems, organizations, management of resources and the tendencies and needs of people. Knowledge shapes a leader’s identity and is reinforced by a leader’s actions.</p> <p>3-11. As they do with all Army leaders, the Army Values guide officers in their daily actions. These values manifest themselves as principles of action. Another essential part of officership is a shared professional identity. This self-concept, consisting of four interrelated identities, inspires and shapes the officer’s behavior. These identities are warrior, servant of the Nation, member of a profession, and leader of character. As a warrior and leader of warriors, the officer adheres to the Soldier’s Creed and the Warrior Ethos. An officer’s responsibility as a public servant is first to the Nation, then to the Army, and then to his unit and his Soldiers. As a professional, the officer is obligated to be competent and stay abreast of changing requirements. As a leader of character, officers are expected to live up to institutional and National ethical values.</p>
	<p><b><u>What’s going on in Basic Training</u></b></p> <p>By: LTG Mark Hertling          Article: <a href="http://bit.ly/LgqUt8">http://bit.ly/LgqUt8</a></p> <p>Transforming a civilian into a soldier in the short period of time available during initial entry training (IET) is a tough mission, especially given the unique skills, attributes and values we need our soldiers to possess for the current operating environment.</p>
	<p><b><u>Preparing for Peace: Military Identity, Value Orientations, and Professional Military Education</u></b></p> <p>But once they become members of the armed forces, people tend to partially define themselves by their military experience and remember their service far more vividly than they recall any commercial company they work for or other professional pursuits they engage in. Indeed, this speaks to the uniqueness of military service and that at the present time Americans hold the armed forces in the highest esteem of any public institution in the country.</p>

## 5. How to run your workshop

The basic concept provided below is a way to facilitate this module. Modify as necessary to fit the needs and demographics of the group. We find that having a variety of ranks/leadership positions in each group increases perspective and maximizes takeaway.

**PREP:** Have a whiteboard and markers available. Bring copies of the video transcripts. Have a Facilitator Guide available for each facilitator. Get there early and set up the room in huddles large enough to support a variety of leadership at each table. Put chairs around one table (keep people close), rather than pulling several tables together.

**BASIC CONCEPT:** Meet for 55 minutes to discuss the module. The group breaks down into huddles large enough to support a variety of leadership at each table. For example, you want to have SLs, PSGs, PLs and CDRs in the same huddle so you can maximize the overall effectiveness and increase the number of vantage points. Have one facilitator at each table to guide (NOT LEAD) the discussion. The workshop begins with facilitators asking the participants what their response was to the module. The facilitators' main role is to be a catalyst for conversation and learning about the topic at hand. This module includes two rounds of discussion and ends with personal stories and vignettes that relate to the module.



### KEYS TO SUCCESS:

- Let participants do most of the talking.
- The facilitators' key role is to ask questions that spark thought and conversation.
- Ensure you engage each level of leadership and everyone within your group. Do not let any one person dominate the conversation.
- Have questions prepped for each round to drive the conversation. (See "Detailed Plan" on page 5)
- You are a catalyst for conversation. Make sure that you continue to ask questions that make your group dig deeper.

## 6. Detailed plan for your workshop

### INTRODUCTION (90 seconds)

*Introduce the Workshop in a way that communicates the purpose of the event.*

*“Today we’re going to look at the Army Profession and discuss Identity as a member of the Profession and the inherent struggles that coincide with it.”*

### ROUND 1 - (35 minutes): Discuss Identity

#### [Watch “Goodwin: Identity”]

1. After watching the video, how would you describe Goodwin’s identity?
2. Goodwin talks about what drove him to join the Army. He says, “I knew from that day that was what I was going to do.” A) How are personal callings developed? B) What contributes to that calling? (experiences, exposure, spheres of influence, etc..)
3. Goodwin lists a few reasons people join the Army. He says, “Some people want to do it for themselves to benefit themselves. Other people do it because they want to serve their country and pay that due.” What other motivations might a person have for joining the Army?
4. Goodwin describes his motivation to fight and serve his country, and how his thinking changed as he continued in his career. How have your motivations and your mindset developed as your career has progressed?
5. Through time, Goodwin took on a, “Soldier’s lifestyle.” Describe a Soldier’s way of life. How does it differ from other lifestyles?
6. A) How does a person’s lifestyle contribute to his/her overall identity? B) How does this apply to a Soldier’s professional identity? C) How would you describe your identity?
7. Goodwin says, “Some people come in, do a stint, and get out. Other people, you can’t walk away from it.” A) How does a Soldier know when to stay in the Army, and when it is time to leave? B) How can a person evaluate whether they made the right decision?
8. A) What kinds of civilians make good Soldiers? B) What kinds of Soldiers make good civilians?
9. A) How is Goodwin doing with his transition to civilian life? B) What are the indicators in his interview that inform your answer? C) How will you do in your transition? D) What makes the transition harder or easier on a person?

## 6. Detailed plan for your workshop (continued)

10. A) What does our nation expect from our veterans? B) How will you prepare your Soldiers now to become good civilians later?

### **ROUND 2 - Conclusion (20 minutes): Personal Vignettes and takeaways.**

*Facilitator asks students to share any personal vignettes and takeaways from the module.*

**It is important for the group to relate to this story on a personal level. Conclude the module emphasizing Identity as a member of the Army Profession. Leaders should walk away with a better understanding of our Identity and some of the inherent struggles that coincide with it.**

**Upon concluding, the following questions are useful for determining learning and promoting reflection:**

<b>Learning</b>	Q - What did you learn from listening to the reactions and reflections of other leaders?  Q - What are the future implications of this decision and or experience?
<b>Reflection</b>	Q - How do you feel/what do you think about what you learned?  Q - What will you do with your new information?  Q – How can you integrate new learning into your Command team philosophy, command structure and climate?