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“Personal Impact”



Lessons from Yusufiyah: Table of Contents

For all members of the Army Profession

<http://cape.army.mil>

“Personal Impact”

Table of Contents

1: Checklist	p. 3
2: Who’s who	p. 3
3: “Personal Impact” Video Transcript	p. 4
4: Additional Resources.....	p. 5
5: How to Run Your Workshop.....	p. 6
6: Detailed Plan for Your Workshop.....	p. 7-8

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. “Personal Impact” Video Transcript: John Goodwin discusses the personal impact his deployment had on him and the personal impact you have on your Soldiers as a leader



In Iraq in 2006, after months of heavy combat and losses, four soldiers in CPT John Goodwin’s company committed notorious war crimes.

“I’d say the first two-and-a-half, three years I was back, I was angry at everybody. It didn’t matter. It was just residue from everything. (I was) mad at individual actions, mad at me for it happening, for letting it happen I guess. Not necessarily letting it happen, but fostering an environment that it was able to happen in. Whether I knew it was happening or not, it still happened. Like I said, I still get angry at stupid stuff that I have absolutely no control over. (I have) less patience for some of the things I saw in the Army.

One of the reasons I retired was ... I got tired. I *really* got tired. I think it manifests in some of my anger, and I think it continued to build until the point where I finally started to talk to some counselors. I bounced around for a while. But there’s probably not a day that goes by that I don’t think okay, you probably still need counseling and probably will for a long time.

It’s good to get the word out, and this is for a great cause. But, this started with legal proceedings and victory telling people the story. Then it led to some more legal proceedings and newspaper reporters and then Mr. Frederick, and then some other things and then bouncing

from counselor to counselor to counselor. It’s tiring.

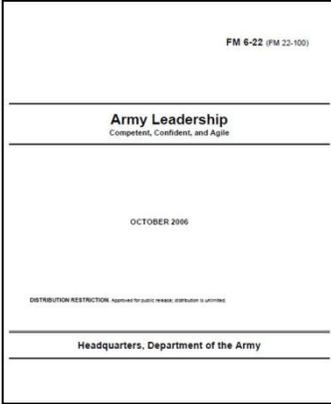
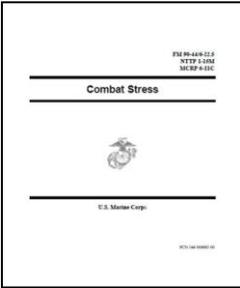
The story doesn’t change: the face changes of who you tell it to. Nothing against this—I completely volunteered for this—but this is going on five years. This is exhausting! It’s like, ‘Really, I have to tell this again?’ I wish I had some heroic D-Day story that, ‘Oh I was there when we stormed Normandy.’ Nope, I got this one. You want to hear it? It goes a little something like this. It gets old.

You see the old World War II vets sitting around and I used to think when I was younger that they were sitting around talking about war stories. No, they’re talking about life with somebody they can identify with, with somebody they’ve got a bond with. They’re not talking about the old days. That’s gone! They know that. They’ve been there; they’ve done that. They’ve got the hats. We’re that next generation. All right, next! What’s next?

Tired. I’m just *tired*. There’s no other way to say it. I can do long runs; I can still probably road march. My back’s all jacked up, but I can still fight the fight. I can sit down and take a nap for a day—not a problem. I am just tired. I think over the last five years, it’s just ground and ground and ground. There’s that initial, ‘All right man, we’ve just got to make it through these couple of weeks. Then we’ll figure out what’s coming next.’ Man, it’s been one slow trickle after another. ‘All right. Okay. My turn to do watch? Great, got it.’ I’ll pull my shift. I’ll do what I got to do. Man, when I’m done, I’m going to bed.”

4. Additional Resources

The following resources are available:

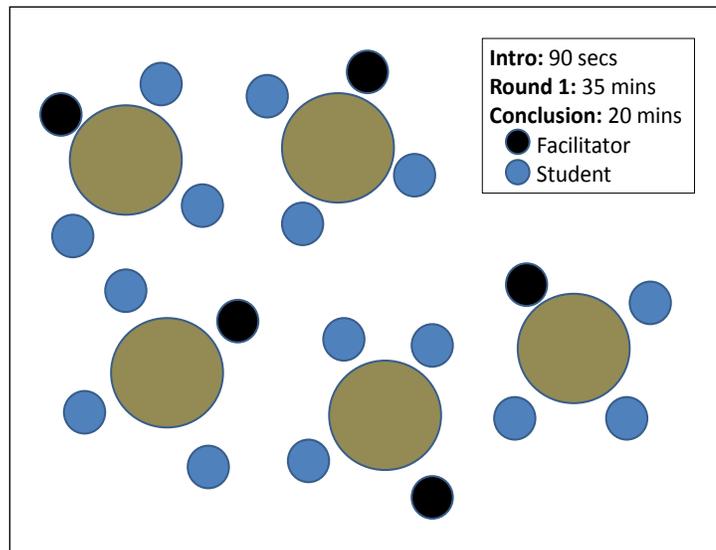
	<p><u>FM 6-22, Army Leadership</u></p> <p>4-42. Army leaders show a propensity to share experiences with the members of their organization. When planning and deciding, try to envision the impact on Soldiers and other subordinates. The ability to see something from another person’s point of view, to identify with and enter into another person’s feelings and emotions, enables the Army leader to better care for civilians, Soldiers and their families.</p> <p>3-65. Leadership without authority can originate from one’s expertise in a technical area. If others, including those of higher rank, consistently seek a Soldier’s or civilian’s expertise, that person has an implied responsibility to determine when it is appropriate to take the initiative related to that subject. When leading without designated authority, leaders need to appreciate the potential impact and act to contribute to the team’s success. (Appropriate actions are discussed further under the competency of Extends Influence beyond the Chain of Command in Chapter 7.)</p>
	<p><u>FM 90-44/6-22.5</u></p> <p><i>Combat Stress</i> is the mental, emotional or physical tension, strain or distress resulting from exposure to combat and combat-related conditions. Controlling combat stress is a command responsibility. In terms of Service members lost from action and reduced performance, combat stress seriously affects mission accomplishment. It is a leader's responsibility to take action to strengthen Service members’ tolerance to combat stress and manage it in his or her unit.</p>
	<p><u>“Fatigue and its Effect on Performance in Military Environments”</u></p> <p>By: L.L. Miller, P. Matsangas and L.G. Shattuck Article: http://www.dtic.mil/cgi-bin/GetTRDoc?AD=ADA487169</p> <p>This article from the Naval Postgraduate School discusses initial military actions in Operation Iraqi Freedom and the fact that sleep deprivation was considered a "normal" part of combat. They make the (scientific) case that such consistent sleep deprivation is a hazard to the well-being of Soldiers and mission success, and urge leaders to re-look how they treat the importance of sleep.</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 command climate as well as the personal impact you can have on Soldiers as a Leader, and the personal impact a deployment can have on the leader him or herself”

ROUND 1 - (35 minutes): Discuss the personal impact a leader can have on Soldiers.

[Watch “Personal Impact”]

****Facilitator Note: The video fades to black at 2:02. Decide whether to pause the video at that point and discuss or play the entire video at once. Questions pertaining to 00:00-02:02 are numbers 1-5.)**

1. Goodwin struggled with his emotions, even after his deployment. He said, “I was angry at everybody. It didn’t matter. It was just residue from everything.” A) What (or with whom) is Goodwin angry at? B) Can you relate to this? If so, what are you angry at?
2. A) How do Soldiers’ emotions from combat carry over into their civilian life? B) What can happen as a result of these emotions?
3. Goodwin struggles to explain why he was angry. He asks himself “Did I let it happen? Did I foster an environment to let it happen?” A) What is Goodwin struggling with? B) How does this relate to the idea, “a leader is responsible for everything the unit does or fails to do?” C) How should leaders respond when tragedies like this happen?
4. Goodwin says he needs counseling and likely will for a long time. A) Why is it so difficult for Soldiers to seek counseling? B) Is it more difficult for leaders? How so?
5. A) At what point should a Soldier seek help? B) What are some of the signs that a Soldier should get counseling?
6. Goodwin describes how it feels to share his story over and over again. He said he is tired of it – “It’s exhausting.” A) Why might it be so hard to continue to revisit those experiences? B) What makes a memory hard to talk about? C) Does failure factor into it?
7. Are you able to talk about your military experiences—good and bad?

6. Detailed plan for your workshop (continued)

8. Goodwin says it's comforting to talk to, "somebody you can identify with, bond with."
A) What makes the military community unique? B) What creates those bonds? C) Who do you trust enough to confide in
9. Goodwin says he can still physically "fight the fight" but mentally he is just tired. How do a Soldier's experiences weigh on him/her emotionally and mentally?
10. What are the long-term effects of a mentally/emotionally exhausting deployment?
11. Goodwin says, "Over the last five years it's just ground and ground." How would you describe Goodwin's emotional state and his "sense-making" of the events that occurred?
12. If you were Goodwin's leader, what would you say to him right now?

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 the importance of setting a positive command climate. Leaders should walk away with a better understanding of the impression we make on Soldiers and the necessity to cultivate a positive command climate within our units. Leaders should also walk away with a better understanding of the amount of stress and responsibility that can be placed on a leader during a deployment and the personal impact that can have on the individual.

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

Learning	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?
Reflection	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?