

“Unit Identity”



Lessons from Yusufiyah: Table of Contents

For all members of the Army Profession

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“Unit 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 Diem is an Infantry NCO who has deployed several times to Iraq and Afghanistan with the 101st (Airborne) Division. He was also a Team Leader for 1st Platoon, Bravo Company.

3. “Unit Identity” Video Transcript: John Diem discusses Unit Identity



John Diem is an Infantry noncommissioned officer. He has deployed several times to Iraq and Afghanistan with the 101st Airborne

Division (Air Assault) and has seen heavy combat at the small unit level.

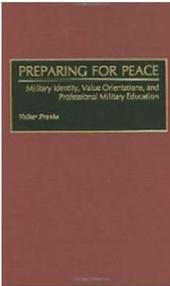
“Individuals should be seen as an indication of what their unit is. So if you reward a Soldier a bronze star with valor, yes you are giving *that Soldier* an award—you are recognizing valor on the field—but primarily what you’re doing is showing that unit *this guy* has taken your identity and purified it given the

right time, place, overall environment and demonstrated who you as a group are. Does that make sense?

We can’t allow Soldiers to be overconfident or have an unrealistic expectation of battle and that’s exactly what we do by calling everybody warriors—by allowing leaders to glorify being a combat killer or being a violent person. None of those things are good things in it of themselves. What you need is a very disciplined organization that is tough, that is very resilient, that is capable of acting even when things aren’t going its way; even when stuff is going very bad; even when contact is consistent, kinetic, and involves casualties on both sides.”

4. Additional Resources

The following resources are available:

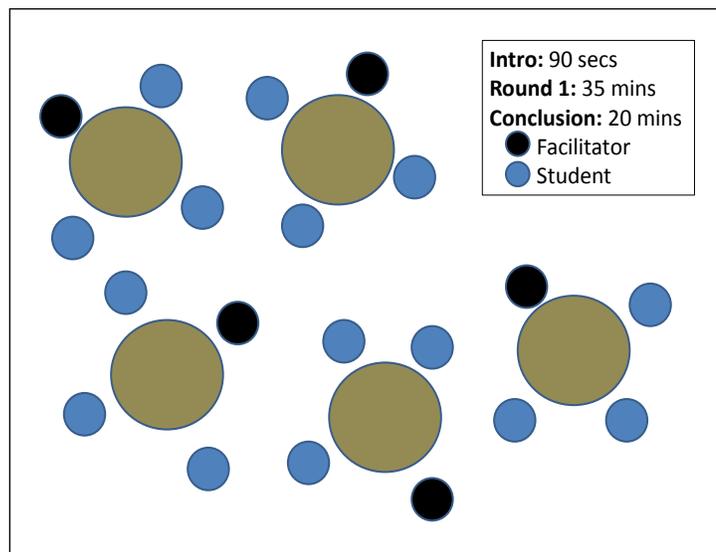
	<p><u>Pentagon Honors Medal of Honor Recipient, Sgt. 1st Class Leroy Petry</u> By: Luis Martinez Article: http://abcnews.go.com/Politics/pentagon-honors-medal-honor-recipient-1st-class/story?id=14066750#.T2zaoXhc-JU</p> <ul style="list-style-type: none"> At the ceremony Petry said, "As you have recognized me today, I ask that you continue to pay tribute and never forget those Rangers and all other men and women of the armed services that have made the ultimate sacrifice."
	<p><u>Medal of Honor recipient saved 36 lives during battle</u> By: Jim Michaels, USA TODAY Article: http://www.usatoday.com/news/military/story/2011-09-06/Medal-of-Honor-recipient-saved-36-lives-during-battle/50288284/1</p> <ul style="list-style-type: none"> "My best friends were in there getting shot at," he said. Meyer said he knew he was taking a chance by defying orders, but he never doubted his decision. "I'd rather be sitting in jail right now for the rest of my life for something like this and those guys be alive than ... questioning if I could have done something different," he said.
	<p><u>Preparing for Peace: Military Identity, Value Orientations and Professional Military Education</u></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>
	<p><u>Military Culture: A Paradigm Shift?</u></p> <p>In this study, Lt Col Karen O. Dunivin, USAF, examines social change in American military culture and explores the current struggle between the military's traditional and exclusionary combat, masculine-warrior (CMW) paradigm or belief system and the contradictory evolving model of military culture characterized by egalitarianism and inclusiveness.</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 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 Unit Identity and discuss esprit de corps, unit culture and who we are as Professional Soldiers.”

ROUND 1 - (35 minutes): Discuss Unit Identity.

[Watch “Diem: Unit Identity”]

1. Diem says, “Individuals should be seen as an indication of what their unit is.” A) What do you think of that statement? B) How is it related to the idea of a professional Soldier operating within the Army Profession?
2. A) What role does *esprit de corps* have in Diem’s idea of unit identity? B) What role does *esprit de corps* have in your idea of unit identity?
3. How can an individual Soldier or leader impact the identity of a unit? (Consider the impact to a unit of having a Medal of Honor recipient versus a war criminal.)
4. Diem talks about giving Soldiers titles like “warrior” and “combat killer.” A) What does Diem say are the negative implications of these terms? B) What do you think?
5. Consider some of the groups from history that you would call “warriors.” What are some of the positive attributes of those groups? Negative?
6. When we apply the term “warrior” to a Soldier, what expectations might we have for him/her? B) What might be the unintended associations?
7. Diem says that being a “combat killer or violent person” is not good in and of itself. A) What do you think he means by that statement? B) What is the “right” way to develop Soldiers who are ready and willing to kill on behalf of the nation?
8. A) Does the Army naturally attract individuals who think they want to kill? B) If so, how should Army leaders respond to these individuals?
9. Diem says it’s important for a unit to be, “capable of acting even when things aren’t going its way.” What does he mean by this?

6. Detailed plan for your workshop (continued)

10. Consider a unit that has established standards and is well-disciplined. A) How would you expect that unit to act in combat? B) What effects does combat have on a unit's discipline?
11. How can the Army, being large in numbers, ensure it is a disciplined organization from top to bottom?
12. What should leaders communicate to Soldiers about units that may have different – even conflicting – standards? B) What determines whether a unit has different standards or is actually undisciplined?
13. How are discipline and resilience related?

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 *esprit de corps* and the identity we share as Professional Soldiers. Leaders should walk away with a better understanding of our shared identity as members of the Profession and the importance of setting a positive command climate with high *esprit de corps* within their unit.

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?