

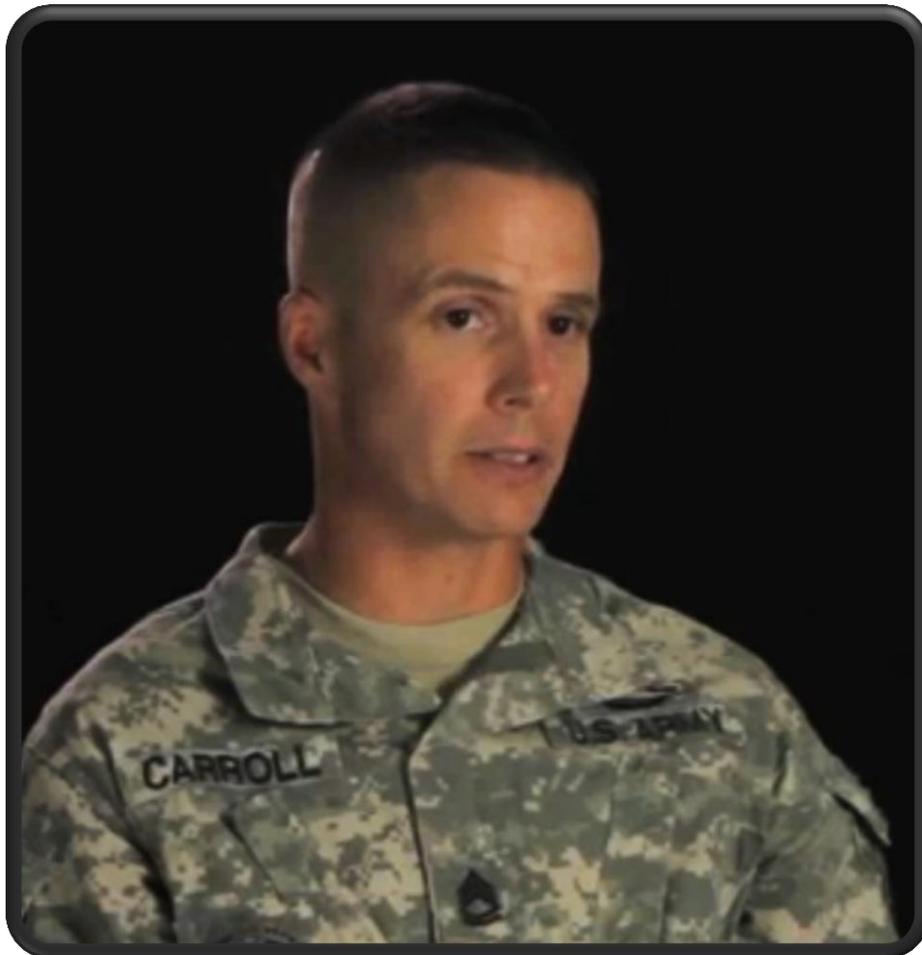


Case-Ex[®] Video: *"Identity Crisis"* Discussion Guide



Published: March 2013 in <http://cape.army.mil>

"Identity Crisis"



CASE-EX[®] VIDEO VIGNETTE: DISCUSSION GUIDE

For all members of the Army Profession

<http://cape.army.mil>

“Identity Crisis”

Table of Contents

| | |
|--|--------|
| 1: Basic Concepts | p. 2 |
| 2: Facilitation: Best Practices | p. 2 |
| 3: “Identity Crisis” Part 1 & 2 Video Transcript | p. 3-4 |
| 4: Additional Resources..... | p. 5 |
| 5: Sample Discussion Questions..... | p. 6-8 |
| 6: AAR/Check on Learning..... | p. 9 |

BASIC CONCEPTS

- Watch the video and read the transcript prior to discussion.
- Review “Facilitation Best Practices.”
- See “Additional Resources” for more content.
- Think about a personal experience, story or event which relates to the scenario and consider using this as a way to start the discussion.
- Present each part of the vignette and lead an open discussion which relates to a desired learning outcome. Use the “Sample Discussion Questions” to help you prepare questions.
- After watching and discussing each part of the story, identify the takeaways and discuss how each participant will apply this experience.

FACILITATION: BEST PRACTICES

The facilitators’ main role is to be a catalyst for conversation and learning about the topic at-hand. This module contains two rounds of discussion and ends with time to reflect on personal stories and vignettes that relate to the module.

Here are some key points to consider when preparing to facilitate a discussion:

- Let participants do most of the talking.
- The facilitators’ key role is to ask questions which spark thought and conversation.
- Ensure you engage everyone within your group and set the conditions for them to share thoughts openly. Do not let any one person or contingent dominate the conversation.
- Have questions prepped for each round to drive the conversation. Ask open-ended questions and encourage participants to elaborate on their answers/thoughts.

You are the catalyst for conversation. Make sure you continue to ask questions that make your group dig deeper. For more information and guidelines on facilitating professional development discussions, visit the CAPE Website at <http://cape.army.mil>.

VIDEO TRANSCRIPT: PART 1



“My name is SFC John Carroll. We’re on patrol in a neighborhood in Mosul.

It was February of 2005 just after the elections. It was a neighborhood near the Armor traffic circle, which was at the time the most dangerous traffic circle on the entire route Tampa through Iraq.

We’d been getting reports of a gray opal doing drive-by shootings throughout Mosul in our AO. While we were talking to some of the people—the commander was talking to people—the gray opal drove up about two blocks away and put a machine gun out the window, fired, it couldn’t have been more than five shots- and then drove off. Our sniper was down. We took care of the causality and got him to the rear. He died.

We spent hours trying to find out who had shot him and finally before dark we found out that it was a gray opal machine gun—same MO as the previous attacks. So the day of his memorial service, I was in the Stryker and I’m in the air-guard hatch and I’m wearing a CVC which has a boom-mic on the right-hand side. I am a right-handed shooter; I look over and there is a gray opal and just as we were coming up I saw the man walking towards the trunk of the car heading back towards the driver’s side.

He was getting ready to get into the vehicle and it was one step that I saw he had been trying to hide the machine gun next to his body, and I just saw it in one step and then he was behind the car.

I grabbed the boom-mic and I yelled, ‘Weapon, right side! Gray opal! Gray opal!’

My weapon came up and I remember time just absolutely slowed down. I remember specifically firing and I had target identification.

There were civilians there; there were probably five civilians in the area and in our line of fire. I remember we were in a moving Stryker and the guy had gotten into the car and was driving away and I remember just literally, ‘Bang, bang, bang!’ Civilian: Lift-up. ‘Bang, bang, bang!’ Civilian: Lift-up. ‘Bang, bang, bang!’ Then the car hit a pole and stopped. (It) was smoking.

We initially got to the car and I was the first one on the ground. I pulled the body out and he was dead on-scene. I put him on the ground and initially we did a sweep looking for the weapon and there was *no* weapon.

I remember everything just froze for me. I had just directed an entire platoon worth of weaponry at a non-combatant.”

VIDEO TRANSCRIPT: PART 2



“When we got to the car and I couldn’t find the weapon – I mean my whole squad/team was out of the vehicle, the Stryker looking for that weapon – we had opened everything on the car. And because I was always the one preaching to my guys target identification and make sure you’re not just shooting because you think something is over there. There were guys on my team that hadn’t pulled a trigger in three months of daily firefights because we didn’t have target identification.

I don’t even know how long it took that we searched the car, opened the trunk and looked everywhere; there was no machine gun. It was probably five minutes before our company commander got there with his Stryker and he was where the car started. The next word I get was that he picked up the weapon and we’d actually gotten the right guy.

The sense of relief because initially it was like my whole being has just been violated because that was my one value. I knew I could sleep at night because I was just not going to kill a civilian.

Up until the commander had called and said there was a weapon, I was just crushed and I knew there was no way I was going to be able to look at myself in the mirror. As soon as he called, that’s when the sun came up again for me. We started doing a more detailed search of the car. We found several different IDs, found some plans for different attacks, found masks. There had been some reports of masked men committing crimes in the area. After we did a little bit more investigation about the guy, it turns out he was actually one of the lead cell leaders in Mosul.

It did turn out that I made the right call, but it was so fast that there was an instantaneous doubt of what I had done because, did I really see that weapon?

I don’t want to be the guy that says retribution is OK but it was a little bit easier for our entire platoon to breathe knowing that we had gotten the guy who killed one of our friends. The fear that I had felt that I had initially gotten the wrong guy was heart stopping.

We did the job that we were supposed to do. I did the job as an infantryman that I was trained from a private to do, and I made the right call.”

ADDITIONAL RESOURCES

The following resources are available:

| | |
|---|---|
|  | <p><u>Center for the Army Profession and Ethic:</u></p> <p>Visit the CAPE Army Profession Website: http://cape.army.mil/AAOP/aaop.php</p> |
|  | <p><u>In the News:</u></p> <p>http://www.time.com/time/magazine/article/0,9171,1838778,00.html</p> |

SAMPLE DISCUSSION QUESTIONS

PART 1: Discuss SFC Carroll's story

[Watch "Identity Crisis" – Part 1]

1. Describe the events leading up to SFC Carroll's decision to initiate fire. How did these events affect SFC Carroll and his Soldiers?
2. What decision is SFC Carroll faced with? Why is this a decision point?
3. What situational factors are most critical in allowing SFC Carroll to make a correct decision?
4. What are the potential implications of SFC Carroll's decision – both positive and negative?
5. SFC Carroll says, "I remember everything just froze for me. I had just directed an entire platoon worth of weaponry at a non-combatant."
 - a. What does his reaction reveal about his identity?
 - b. How does this realization affect him personally?
 - c. How might it impact him professionally?
6. How did SFC Carroll's level of military expertise impact his decision and the outcome in this scenario?
7. Explain why SFC Carroll did or didn't make the *best* choice based on what he had observed and the information he had available.
8. Imagine yourself in SFC Carroll's position. What would you have done?
9. What guidance does the Army Ethic provide to SFC Carroll and/or other Soldiers facing this type of decision?

PART 2: Discuss the outcome

[Watch “Identity Crisis” – Part 2]

1. Target Identification and the rules of engagement played a critical role in the everyday lives of SFC Carroll and his Soldiers. Why does the U.S. Army require its Soldiers and leaders to adhere to rules and regulations even in the midst of combat? What does this say about the Army’s Ethic?
2. SFC Carroll says he felt a sense of relief whenever he learned his company commander had already retrieved the weapon. He feared he had violated one of his “main values.” Describe your personal core values? How do those values affect your daily actions as a Soldier in garrison or home station?
3. How can our values and resulting behaviors change when we find ourselves on the battlefield or in other stressful scenarios?
4. SFC Carroll takes a lot of pride in the fact that he made the right choice — “the choice he was trained to make.” Had the combatant been unarmed, how might that have impacted SFC Carroll’s professional identity as a Soldier living the Army Values? What factors and experiences make up an individual’s identity and how does that impact our decision making process?
5. SFC Carroll had minimal time to make his decision, and did not have as much information as he would have liked. How does the Army prepare a Soldier and a leader to make decisions in the face of limited time and information? (Consider: Training, personality-type, military background, rank and leadership, experience, etc....)
6. What resources and tools are available to help Soldiers internalize the Army Values and Army Ethic? How do leaders influence the culture of the Army and set conditions for adherence to the Army Ethic?
7. How did the level of trust between SFC Carroll, his leadership and his Soldiers impact his initial decision? How did the outcome of this scenario improve or erode trust within the unit?

8. Looking at SFC Carroll's reflection, what can we infer about his unit's culture and climate? What behaviors — at both the Soldier and leader levels — contribute most to shaping the climate of your unit?

AAR/CHECK ON LEARNING

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 significance of SFC Carroll's story. Soldiers should walk away with a better understanding of the decision point, and be able to properly convey the importance of the decision-making process to Soldiers in 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 apply this experience to better develop yourself and your fellow professionals? |