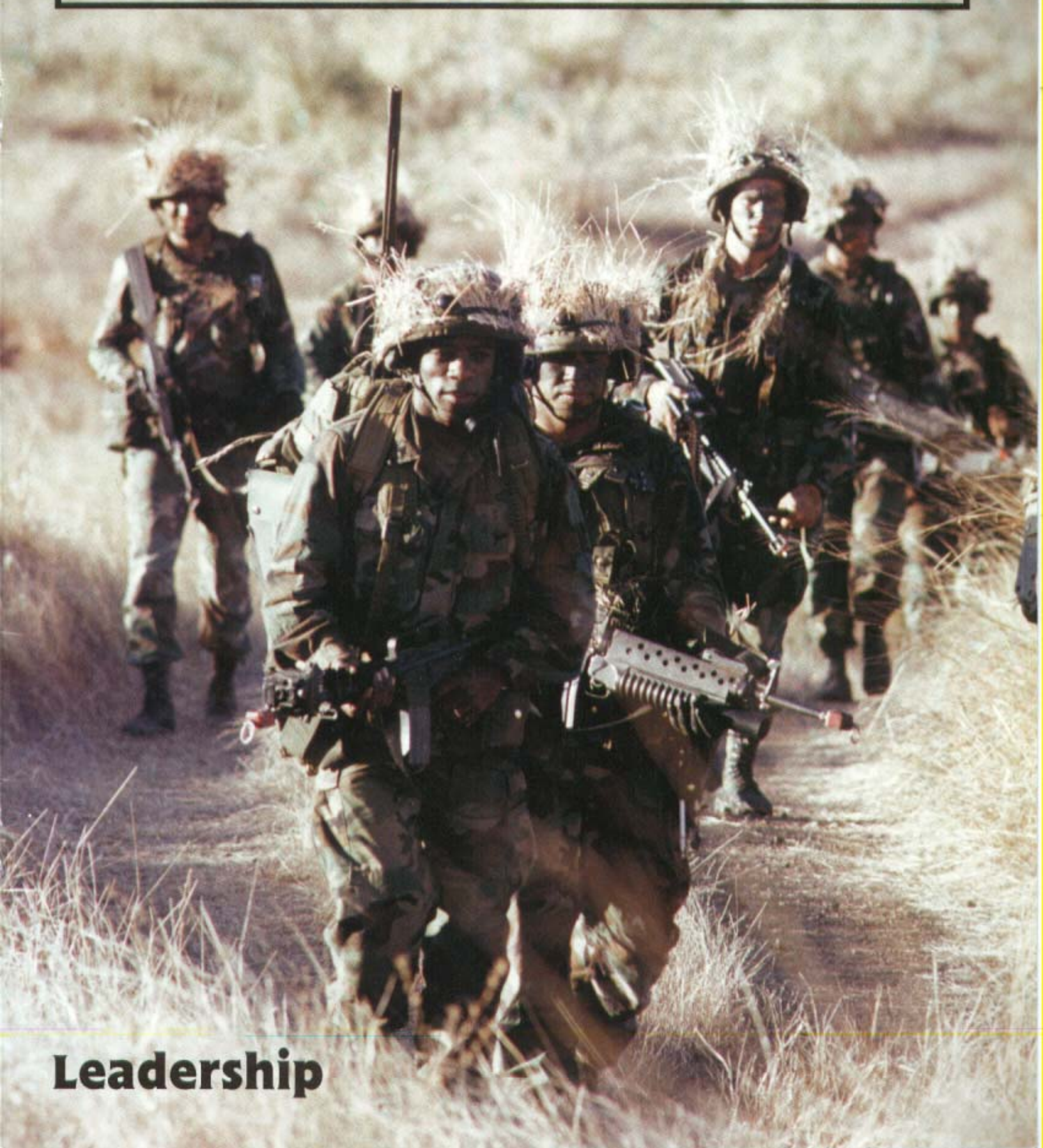


# The NCO Journal

Fall 1991

A Quarterly Forum for Professional Development



**Leadership**



The NCO Journal

## Leadership, A Matter of Perspective

What can the NCO Journal offer on the subject of leadership that you haven't already learned in manuals, classrooms and through experience?

Perspective.

After all, each person's perspective of leadership is what makes the art of leading both elusive and tangible. No leader has "seen it all," or "done it all." What we learn about leadership is a combination of what we've been exposed to and what we choose to accept or reject.

The content of this issue isn't packaged like a field manual or regulation. This isn't all-encompassing or "the final word." Rather, it's a sampling of perspective.

In keeping perspective, it helps to recall the historical role of our corps and how it came to assume leadership responsibility. This process began by identifying talented and brave soldiers who were invaluable for training and inspiring other soldiers. It evolved as these special soldiers were given greater responsibility for teams and other elements of armies. Equipment and other aspects of combat power increasingly became the responsibility of the NCO Corps.

Despite all that NCOs do today, our responsibilities and demands on our leadership are growing as rapidly and as extensively as in any time in the Army's history.

Not all modern armies exploit their NCO corps as does the U.S. Army. Our NCO Corps is challenged to provide the kind of leadership that has made this word synonymous with the military profession. It is a profession that includes the awesome responsibility of preparing our followers — and ourselves — to undergo extreme hardships and to face death as a consequence of our convictions.

How do we gain and keep followers? How do we better lead?

Each leader has a personal perspective. It is influenced — positively or negatively — by role models like parents, teachers, coaches, other NCOs and officers. It's influenced by learning from books and from "the school of hard knocks."

This issue delivers some "hard knocks," some "book answers" and some role models. It delivers perspective.

Pick and choose. Glean ideas. Put your leadership role into perspective.

# The NCO Journal

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Fall 1991

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### Front Cover:

Leading the Way — Photo by SSG Phil Prater.

### Inside Front Cover:

GEN Gordon R. Sullivan, the Army's 32nd chief of staff. Photo by Russ Roederer, Army Visual Information Center.

### Inside Back Cover:

SMA Richard A. Kidd, the ninth sergeant major of the Army. Photo by Russ Roederer.

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# Top Officer

Over the past two years, our Army, in concert with our sister services and our allies, has brought our nation three great victories. First, the Cold War ended with the fall of the Berlin Wall in November 1989 and the break-up of the Warsaw Pact in July 1991. Then the Army moved out on short notice in December 1989 to Panama, where we broke the grip of a lawless dictatorship. Finally, just one year ago, we deployed to the Persian Gulf, first to deter further aggression and then to eject the Iraqi army from Kuwait.

In each of these cases, America's Army was trained and ready to respond to the nation's call. The result was victory. We have demonstrated a qualitative edge — a warfighting advantage — over our opponents that marks us as the best Army in the world. This edge is the combined effect of quality people, trained to a razor's edge, outfitted with modern equipment, led by tough, competent leaders, organized with the proper mix of forces, and employed according to up-to-date doctrine. Our challenge is to maintain this warfighting edge because that is what leads to decisive victory. This is my charge to you as Noncommissioned Officers.

I would like to share a few thoughts on leadership — on how to maintain the edge. First, when in charge, take charge. Leaders make things happen — on time, according to standard, with confidence. When you encounter a situation in which standards are not being met, stop — assess the situation — choose the best course of action — and act. This is the most fundamental task of a leader. Be a leader of action. Know when it is time to grab your rucksack and say "move out!"

Second, develop your team. This means knowing your team members, recognizing their strengths and weaknesses, and taking care of them and their families. Teams are the essence of the Army and leaders are the key to teams.

Finally, as Army leaders we are expected to generate enthusiasm about our profession. We have great soldiers who want to achieve. Our job is to create an environment, an atmosphere, where they can taste success. We do this by being excited about what we do — by bringing energy to our teams. The best leader is first a soldier who likes to soldier, and who then imparts his or her knowledge and love of soldiering to his subordinates in an enthusiastic way.

As we face the challenges of the future, we must all remember that, as Army leaders, we have a special responsibility to our subordinates. We must ensure they remain trained and ready. The nation will call for us again and, when she does, she will expect us to deliver victory.

Gordon R. Sullivan  
General, U.S. Army  
Chief of Staff

## News and Issues

### NCOES Combat Skills

Common leader combat skills (CLCS) will be added to NCOES courses beginning Mar. 1.

The training will include skills that NCOs need to lead small units in independent actions and will be geared toward combat support and combat service support soldiers.

National Training Center results show that NCOs in non-combat arms jobs do not have survivability skills, said CPT Todd Brown, a Training and Doctrine Command official.

The CLCS training will include 13 tasks, including continuous operations, reacting to ambush, NBC operations, directing fire and maneuver procedures, Brown said.

Training the CLCS will add about five days to the average NCOES course and will be taught in classrooms and field exercises.

TRADOC News Service  
Fort Monroe, Va.

### Soldiers' Home

The U.S. Soldiers' and Airmen's Home in Wash., D.C., with 2,000 enlisted retirees and disabled veterans, becomes the Armed Forces Retirement Home and undergoes several policy changes in November.

Congress mandated that management of the home merge with that of the Naval Home in Gulfport, Miss., and be placed under DOD supervision.

Currently, residents pay 25 percent of their retirement pay or VA compensation. In November, that will increase to 25 percent of all federal income, including Social Security. Other changes required by law that take effect in November:

- Retirees must be at least 60 to enter the home. (Previously, there were no age restrictions.)
- Female veterans who were volunteers before 1948 will now be eligible for residency.
- Veterans who are unable to earn a livelihood due to service connected disabilities can be residents.

- Veterans with non-service connected disabilities, who cannot earn a livelihood, are eligible for residency if they served in a war theater. (Previously, more liberal rules required only that they served during wartime.)

Kerri Childress  
Soldiers' and Airmen's Home  
Public Affairs

### New OCAR CSM

CSM Collin L. Younger assumed duties in September as command sergeant major in the Office of the Chief of Army Reserve in Wash., D.C. Younger will also wear the hat as command sergeant major of the newly formed Army Reserve Command at Fort McPherson, Ga.

He previously served as the 80th Division (Training) command sergeant major in Virginia. The 31-year Army veteran is a native of Aden, N.C.

Younger was scheduled to retire from his job as commander of the Washington Metropolitan Police Narcotics Branch in order to assume his active duty appointment.

MSG Joe Covolo  
80th Div. Public Affairs

### Official Photos

Official photographs should soon convert from black and white to color.

DA officials were preparing at press time to announce the change. However, officials stressed that the change may be delayed by fiscal constraints.

In case of delays, they nonetheless expected full length, official photographs to convert to color during the next three months.

When the change is official, they said, an announcement will also clarify who must or can replace black and white photographs and other details of the new policy.

Post photo labs should also get the go-ahead to make the color photographs as soon as the "all clear" is sounded by DA.

## FY '92 USASMA Courses

### Sergeants Major Course (1-250-C5)

#### Class #39

Reports 20 Jan - 31 Jan 92  
Starts 3 Feb 92 (Opening ceremony 7 Feb 92)  
Graduates 8 July 92

#### Class #40

Reports 13 Jul - 22 Jul 92  
Starts 27 Jul 92 (Opening ceremony 31 Jul 92)  
Graduates 13 Jan 93

### Corresponding studies (SMC) (1-250-C5-(ACCP))

#### Class of January 92

Reports 16-17 Jan 92  
Starts 20 Jan 92 (Opening ceremony 18 Jan 92)  
\*\*\* 20 January 1992 is a holiday  
Graduates 31 Jan 92

#### Class of July 92

Reports 9-10 Jul 92  
Starts 13 Jul 92 (Opening ceremony 11 Jul 92)  
Graduates 24 Jul 93

### First Sergeant Course (#521-SQIM)

CLASS #	START DATE	GRAD DATE
01 - 92	28 Oct 91	29 Nov 91
02 - 92	06 Jan 92	07 Feb 92
03 - 92	18 Feb 92	20 Mar 92
04 - 92	30 Mar 92	01 May 92
05 - 92	11 May 92	12 Jun 92
06 - 92	13 Jul 92	14 Aug 92
07 - 92	24 Aug 92	25 Sep 92
08 - 92	28 Sep 92	30 Oct 92

### Battle Staff Course (#000ASI-25-P)

CLASS #	START DATE	GRAD DATE
01 - 92	28 Oct 91	10 Dec 91
02 - 92	06 Jan 92	14 Feb 92
03 - 92	24 Feb 92	03 Apr 92
04 - 92	13 Apr 92	22 May 92
05 - 92	01 Jun 92	10 Jul 92
06 - 92	20 Jul 92	28 Aug 92
07 - 92	07 Sep 92	16 Oct 92

### CSM Course (#521-FI)

CLASS #	START DATE	GRAD DATE
01 - 92	21 Oct 91	25 Oct 91
02 - 92	18 Nov 91	27 Nov 91
03 - 92 <sup>1</sup>	06 Jan 92	10 Jan 92
04 - 92	24 Feb 92	28 Feb 92
05 - 92	23 Mar 92	27 Mar 92
06 - 92	20 Apr 92	24 Apr 92
07 - 92	18 May 92	22 May 92
08 - 92 <sup>1</sup>	29 Jun 92	03 Jul 92
09 - 92	27 Jul 92	31 Jul 92
10 - 92	24 Aug 92	28 Aug 92
11 - 92	21 Sep 92	25 Sep 92

<sup>1</sup>CL #38 only

<sup>2</sup>CL #30 only

# An Interview with SMA Richard A. Kidd

**'... as everyone has stated, NCOES is working. One of our biggest successes in Just Cause and Desert Storm has been the leadership of our Noncommissioned Officer Corps ...'**

**NCO JOURNAL:** *What has today's NCO leader got to motivate his soldiers in the post-Cold War era where "Ivan" and prolonged, high-intensity conflicts are less threatening?*

**SMA:** I don't think that he ever really needed Ivan to motivate him. The results of Desert Storm proved that our soldiers were prepared to do their jobs and respond to any threat — and win. Desert Storm itself was a motivator in that now soldiers see that they must be able to go anywhere, anytime, to fight any foe and win. Our new Army will have to be more deployable, more versatile

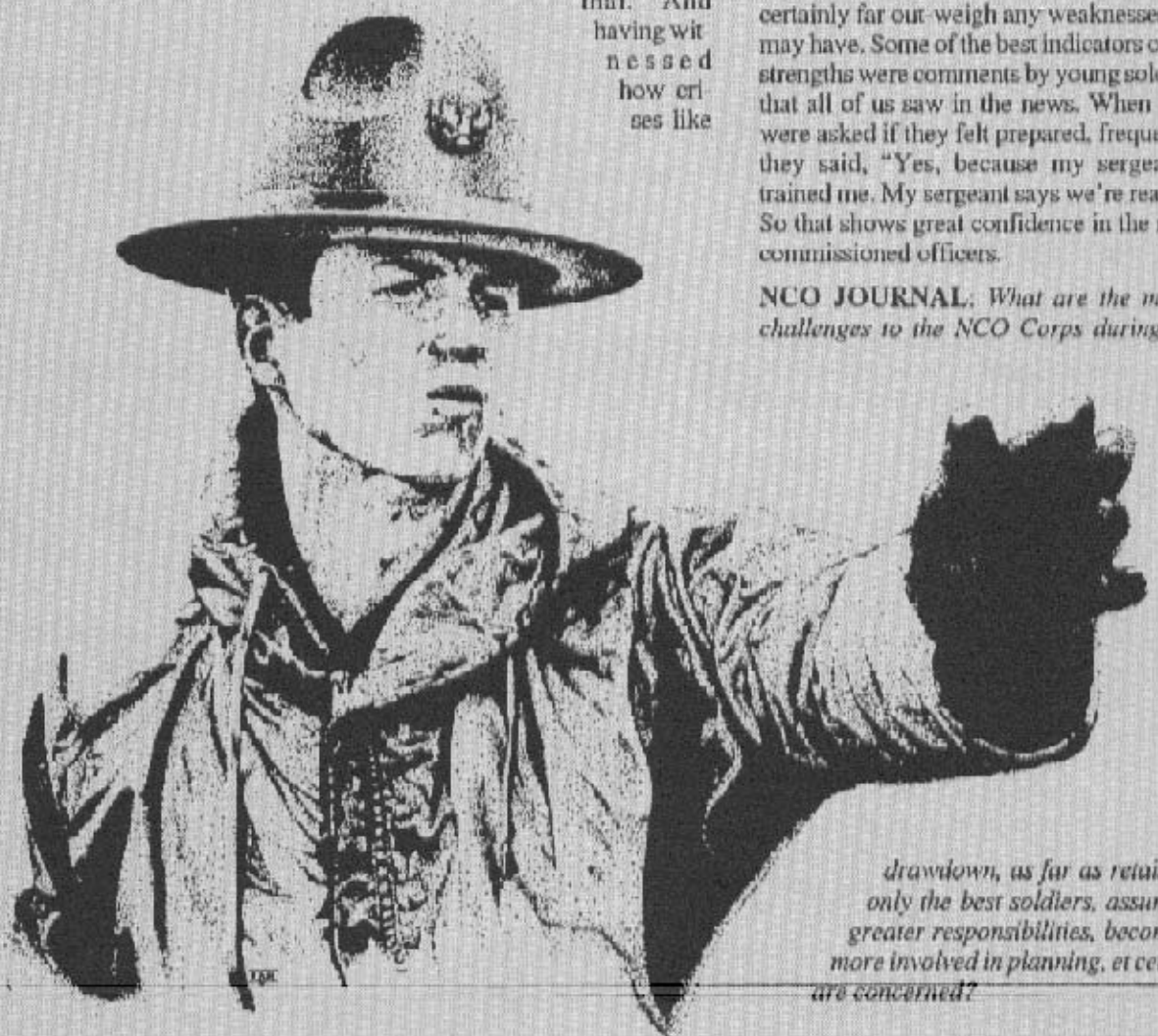
and more lethal. And having witnessed how crises like

Desert Storm can come up is enough motivation to keep soldiers training harder, and to keep NCOs motivated to ensure that they're trained.

**NCO JOURNAL:** *You mentioned Desert Storm. What strengths and weaknesses were identified concerning NCO leadership.*

**SMA:** All of the facts and figures are not in yet. Indications from Desert Storm are that, if there were any weaknesses, they were worked through. Certainly, there were many strengths. As we review the after action reports, maybe we will identify some weaknesses. But I believe that the success of Desert Storm indicates that the strengths certainly far out-weigh any weaknesses we may have. Some of the best indicators of the strengths were comments by young soldiers that all of us saw in the news. When they were asked if they felt prepared, frequently they said, "Yes, because my sergeant's trained me. My sergeant says we're ready." So that shows great confidence in the non-commissioned officers.

**NCO JOURNAL:** *What are the major challenges to the NCO Corps during the*



*drawdown, as far as retaining only the best soldiers, assuming greater responsibilities, becoming more involved in planning, et cetera, are concerned?*

**SMA:** One is keeping soldiers informed of the builddown and how we're going to do it. One of the challenges NCOs have always had is to ensure their soldiers are aware of what it takes to be competitive and to be able to remain in the service. Of course, that will become even more critical now — the challenge to make sure we continue to select the right people for promotion, select the right people for school, the right people for retention. Other than the builddown, the challenges are the same, except a little more intense and more demanding because we're required to maintain our full fighting capabilities throughout the process.

**NCO JOURNAL:** *There are several initiatives under consideration to save money by reducing the lengths of TDY and resident courses by making some portions of NCOES correspondence rather than classroom instruction. If this is done, will it dilute the quality of NCOES?*

**SMA:** My hope is, that if it is being considered as a cost-saving measure, that it be evaluated very closely. GEN Sullivan has pledged his full support of the Noncommissioned Officer Education System. The reason is that, as everyone has stated, NCOES is working. One of our big successes in Just Cause and Desert Storm has been the leadership of our Noncommissioned Officer Corps. So, NCOES is working. I just hope that they look very carefully if they consider changing how resident courses are conducted. Resident courses, particularly the leadership courses, offer as much value from the interchange and the shared experience from fellow students as they get from the programs of instruction. We don't want to lose that. Perhaps there are portions of other courses that can be taught differently. We will have to look at everything in evaluating how we're going to continue to stay as well trained with fewer resources.

**NCO JOURNAL:** *You've credited NCOES for its success in improving NCO leadership. How is the NCO Corps doing in the real world, day to day execution of its*

*leadership responsibilities?*

**SMA:** The Army, in just about any way you wish to evaluate it, is better. Safety has gotten better. Incidents of misconduct are down. Performance and the quality of soldiers are up. I think it goes without saying that the noncommissioned officers are doing a good job day-to-day. Does that mean that we don't have some work to do? Not hardly. We still have violations of standards, discipline problems, and not doing as well as we'd like in some areas of training. There are still things we need to work on. But, certainly, they're doing a better job and are constantly improving in day-to-day activities. And, again, Desert Storm verified their performance in a combat situation.

**NCO JOURNAL:** *NCOs have been taught to get personally involved with their soldiers' training and to not "throw the book" at soldiers and expect them to teach themselves. Doesn't the Self Development Test take the NCO out of that hands-on training role? Is this a change to what NCOs have been taught in the past?*

**SMA:** Self development is just one aspect of a soldier's development. The Skill Qualification Test is used to primarily test and emphasize skills in a soldier's specific MOS. Now, with the Self Development Test, we're targeting the NCO to concentrate on training and leadership skills and evaluating their knowledge across the spectrum of their MOS. We've made good use of the SQT. The SDT will encourage our soldiers to do more on their own. A successful soldier in the future will instinctively seek methods of self-improvement and development.

**NCO JOURNAL:** *What are the critical issues that today's NCOs should know about, and what issues should they stress to their subordinates?*

**SMA:** Well, I think we've already talked about a number of those. I would say that today's NCO Corps needs to stay aware — from a political standpoint — of what's going on with those things that are affecting

the Army. They don't need to get so involved or concerned with issues that they draw them away from doing their specific jobs. The chief of staff suggests that NCOs need to "stay in their lanes." But they need to be aware of what's going on in the Army. They need to pass that information to their soldiers. Now, what is even more important is that they stay aware of changes in the builddown, changes in NCOES, SDT, and changes taking place in the Army that specifically affect them, their soldiers and their families. Which brings me to an area I feel strongly about, and that's counseling. I personally think we have improved in counseling, but we are still not using counseling as effectively as it should be used. Once it is used the way it is meant to be, and the way we train it in leadership courses, soldiers will know what their jobs are, what's expected of them, how well they're doing it, and just where they stand in comparison with the rest of the Army and their peers. Ultimately, counseling offers soldiers a view to the future and their chance for a successful Army career.

**NCO JOURNAL:** *Are we doing enough to develop NCO leaders in combat service support jobs, those in garrison assignments, and others not in traditional combat arms line units?*

**SMA:** Yes. Our leadership system is developed to train all leaders, regardless of whether they're combat arms, combat support or combat service support. Again, referring back to Desert Storm, not only did we do well tactically, but we did well logistically, we did well administratively. There were elements, even prior to the kick-off of the "hundred hour war," that were combat support and combat service support that were very successful.

**NCO JOURNAL:** *Army Times has published stories and letters about NCOs who are being QMPed. And we're told that QMP will play a greater role in reducing the ranks. Does QMP reflect a leadership*

## Interview with SMA Kidd



Drill Sergeant of the Year SSG Mark A. Clifton is one example of the best in Army leadership: someone who likes being a soldier and believes in what he is doing.

*shortcoming because NCOs failed to develop soldiers who are QMPed or because NCOs failed to "weed out" marginal and non-performing soldiers earlier?*

**SMA:** QMP is not going to be the primary tool used to reduce the force in the Army. QMP is an on going program, one that will continue even beyond the builddown of the Army. It is a program that is designed to identify those soldiers who have a trend of apathy and misconduct, where their trend of performance is below that of their peers and below that of what the Army wants to retain. And, therefore, we identify those people

and remove them from the service. Now, do I think that it's a failure on the part of our leadership? No. You just can't make everybody into a good soldier. You can give them the tools, you can train them, you can give them guidance and so forth. But, the bottom line is that they have to accept it, they have to apply it, and they have to be the executors of their own motivation and use of their own potential. So, there's only so much you can do. As far as not identifying soldiers, there are times when it probably appears that way. Our leadership — most NCOs and officers — really want to save every soldier — that's their hope. So, they try to give them

every opportunity. The QMP board sees the trend; then we have to eliminate them. So, no, I don't see it as a leadership failure.

**NCO JOURNAL:** *What are the important leadership principles or lessons you've learned that did not come from an FM or classroom?*

**SMA:** Not too many. As I look at our leadership manuals, much of my leadership style came from those field manuals and formal instruction. I feel that to be a good leader, you must believe in what you're doing, you must like being a soldier, like being around soldiers, like training soldiers and like leading soldiers. You have to like to win. And you have to care about soldiers and their families. You have to care, but you also have to listen. After all, soldiers are the ones who ultimately carry the load.

**NCO JOURNAL:** *What's your No. 1 priority in the NCO leadership arena?*

**SMA:** To make sure we select the best to be our leaders. That we train them as best we can, which again comes back to our great Noncommissioned Officer Education System. There are a number of things that fall into that. To capsulize that, I would say to select the best, to train them the very best we can, and to work harder at retaining the very best. If I go beyond that, I'd get into a long list.

**NCO JOURNAL:** *Is there anything you'd like to add regarding leadership?*

**SMA:** I always wind up adding standards. I think it's so key to leadership. We have good schools to train standards. My predecessor, SMA Bill Gates, once said that we are very fortunate in today's Army because we have a standard for everything. And that's true. Our only real test — challenge — is to ensure that we train the soldiers to attain, and sustain, and maintain all of those standards. If we do that, we will continue to maintain that fighting edge. ■



# NCOES and Leader Development

By SGM David B. Ranck

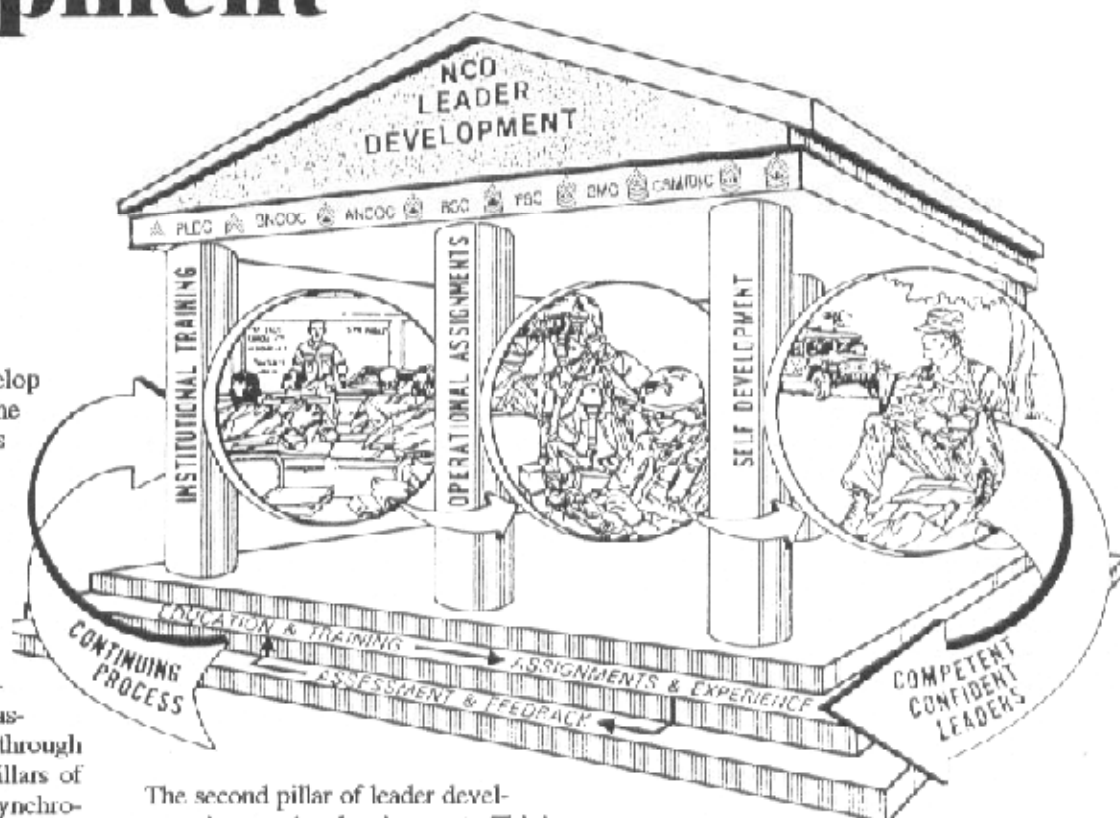
The Army's goal is to develop NCOs who are trained to possess the skills, knowledge and attitudes necessary for assuming leadership responsibilities at the next higher rank. The Noncommissioned Officer Education System is the foundation for that training.

In addition to institutional schooling through NCOES, leader development includes experience gained from operational assignments and what NCOs learn through self-development. These three pillars of leader development must be synchronized, progressive and sequential if NCOs are to continue polishing their skills, knowledge and attitudes.

NCOES is deeply embedded in the first pillar. By not completing an appropriate — primary, basic, advanced, etc. — course, you could find yourself ineligible for promotion and assignment to positions with greater leadership responsibilities.

Each level of NCOES parallels the skills, knowledge and attitudes that prepare NCOs to progress. PLDC gives corporals and specialists the skills to be team or squad leaders. BNCOC trains sergeants on technical and tactical tasks related to their MOS. ANCOC trains staff sergeants on leader and MOS specific tasks needed to lead a platoon. The institutional training culminates with the Sergeants Major Course and prepares master sergeants to perform sergeant major duties.

Complementing NCOES are functional courses. These are the Battle Staff Course, the First Sergeant Course and the CSM-Dignee Course.



The second pillar of leader development is operational assignments. This is the hands-on phase of merging institutional training with appropriate job placement, allowing an NCO to apply knowledge and to polish skills in the real world. A unit's NCO Development Program is also part of this pillar; it should be linked to NCOs' skill levels and duty assignments.

Self-development, the third pillar, focuses on discipline, motivation and initiative that NCOs must have to improve their broad knowledge of their jobs, reading and comprehension skills, and other professional traits.

The Army's basic and advanced skills education programs and college courses and exams are examples of self-development. Since all NCOES courses are accredited for various college credit, they give NCOs a headstart at earning associate and bachelor degrees.

Professional reading is another important aspect of self-development. It includes military history, leadership, regulations, manuals and other references that teach,

reinforce and stimulate development.

The new NCO Self-Development Test is also part of this third pillar. Unlike the test it replaces, SDT will include leadership and training management subjects.

Army Correspondence Courses can also aid your self-development of military subjects and technical MOS skills. Your education center can assist you with enrollment in these no-cost courses, many of which might also be credited toward college degrees.

Doing well in NCOES courses, striving to learn from experience through progressive assignments and undertaking a disciplined self-development program are vital to leadership growth. In turn, they're the "discriminators" that get you selected for that next NCOES course, special assignment and promotion. ■

*Ranck is chief of the NCO Leadership Education, Training and Development Branch at the Center for Army Leadership, Fort Leavenworth, Kan.*

# Professional, Lead Thyself

*Editor's note: The importance of professional leader development cannot be separated from self-development. Although similar advice comes from NCOs in any command, this article addresses these issues among NCOs from the worldwide Information Systems Command, based at Fort Huachuca, Ariz.*

By MSG Nick Hefner

For some, the bad news is that tomorrow's Army will not have room for soldiers who only meet the standard. For those who enjoy soldiering and who are motivated to do their best, Army leadership has provided a roadmap to retention and promotion.

"We're going to be a smaller, more educated, more knowledgeable Army," said SGM Gerald White. "The Self Development Test stresses the importance of self-development. The words tell us the meaning and intent."

"By 1994, the impact of the SDT will cover schools . . . assignments, promotions and even retention," White said.

The SDT is just one of the many signs that the Army is seeking to keep only the most self-motivated soldiers. Weight, physical fitness, discipline and drug and alcohol problems are becoming more important "discriminators" of quality.

The leader development program — based on the pillars of schools, assignments and self-development — focuses on training and retaining the most qualified soldiers. And the new definition of "qualified" includes "self-motivated."

"This means we have to get the right soldiers to the right place," White insists.

Other senior NCOs agree that more soldiers are going to have to be self-starters if they plan on an Army career.

"I don't really foresee any great change for the leader," said SGM Jose Reyes. "He'll still be coaching the soldier on his day-to-day job. (But) it's going to be up to the soldier to crack the books . . ."

"The leader will still be bringing the soldier on line with his particular assignment," said SGM Freddie Reeves. "He'll

guide the soldier to do his job . . . He'll still be concerned with the unit METL (Mission Essential Task List).

"It all boils down to one thing," added Reeves. "We, as leaders, have to instill in these young soldiers the competition they face."

"The Army is fully engaging its downsizing effort," said MSG Chet Buford. "To do it, we must have quality soldiers. We're buying multi-million dollar systems and you just can't take anybody and turn him loose with those systems."

Leaders will need to continue to help soldiers develop, according to SGM Willie Harmon: "In a given assignment, individuals tend to get channelized into one area of their MOS. The test — like the MOS and SQT tests — will make sure they are knowledgeable in the whole spectrum of their MOS. I guess the one thing necessary for leaders is to ensure that the soldiers get everything that is neces-

emerge as leaders, having the aptitude, personality and skills to advance themselves. We, as leaders, need to start grooming them. We have to tell soldiers what they have to do to get ahead . . . mentor them."

"This is my personal view," White added, "and I hope all leaders would want to:

"Ensure that every soldier has the proper materials and means to compete with his peers.

"Retain the most qualified and deserving soldiers.

"Have all soldiers seek out their fullest potential and apply themselves to that end."

The SDT is so important to SGM Charlie Fulford, in the IG's office, that he will include it in his seminars throughout the command.

"If we go back to the basics of leadership," Fulford said, "we, as leaders, must:

"Know. We must understand the program . . . know the policies and pass the information on.

"Do. We must make sure the materials are available and motivate soldiers to use them.

"Be. We must be involved... monitor the progress, even though it is a self-help program.

"We need to encourage the soldiers . . . we must let them know that we're there to help. We must motivate the soldiers by showing them the advantages of doing well and the disadvantages of doing poorly."

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**' . . . The Army is looking for the right soldier  
. . . tell the Army that you are that soldier.'**

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sary to make them better."

"One positive aspect of the SDT," said SFC Raymond Rowden, "is that it will free NCOs to focus on training mission requirements . . . The role of the leader will be to demonstrate excellence, identify individuals with high potential, and make resources and guidance available to soldiers as they grow."

Early in a soldier's career, he will learn about wartime operations. "During this time," White said, "some soldiers will

"Finally, for the soldiers who are having problems, we need to counsel them on what their shortfalls are and what they can do to improve."

Observes White: "My question for each soldier is: 'Are you going to control your own life?' The Army is looking for the right soldier . . . tell the Army you are that soldier." ■

*Hefner, an airborne journalist for nearly 20 years, is the ISC Public Affairs supervisor.*

# This Teacher's in Charge

Story and photo by  
SSG William H. McMichael

"Men, what we're going to do here is blow this T-72. I want to use two shaped charges, and a crate of TNT."

The statement had the ring of authority, of a leader who calls all the shots. But after he spoke, SGT Randy Trombley, a squad leader in 3rd Platoon, Company B, 19th Engineer Battalion, stood back and watched. His men went to work, measuring and setting the fuses.

The mission — enemy vehicle demolition in the Iraqi desert — was an urgent one. The corps commander wanted the remaining vehicles in the post-war theater disabled, and no one knew when American forces would have to withdraw. Speed was of the essence — but so was safety.

At the T-72 site, he watched one of his men prepare a fuse. When the soldier had finished, Trombley stepped over. "Let me show you something," he said. "If you tie that knot like that, this charge won't blow like it should." A quick demonstration remedied the problem.

The fuses were set so that all the explosives would detonate simultaneously in nine minutes. As they did at every demolition, the entire squad — now a safe distance away — waited to view the explosion. The most interested parties were Trombley and the soldier chosen to calculate, measure and cut the proper amount of "det cord" so that the explosion would take place in exactly nine minutes. If the explosives went off more than two seconds before or after the mark, the soldier owed Trombley 50 push-ups. If it was within that four-second window, Trombley would drop to the sand to knock out 50.

"Five, four, three, two, one, zero," Trombley counted. Right on time a plume of fire and smoke shot into the sky as the sound of the blast rolled across the desert. The squad cheered. Trombley shook his head in mock disgust. Wearing a helmet and flak jacket, he lowered himself to the ground and paid off his debt.

At the next site, the explosion took place 40 seconds early. But instead of chewing out the private who had set the charge, he used the incident to offer encouragement.

"Listen," he said in a calm voice, "You're a private. You're not supposed to have it down pat yet like an NCO. But you're doing a great job out here.

"I know what you did," he continued. "The det cord you used came from two different spools, and they burned differently. You have to work from the same spool. Why? If your charges don't go off on time, you could kill a fellow soldier on the battlefield. Remember that the next time. But you're doing a great job."

It was a leadership style that seemed to hit the right buttons. To keep the mission moving, Trombley chose to make the initial

decision on the charges needed. But he also had faith in the ability of his men. If he saw a problem, a quick teaching point solved it. He managed to combine hands-on training with a real-world mission.

As a result, morale was higher than one would expect in a small unit that relentlessly criss-crossed the desert gypsy-like in a monotonous search for inert targets. Trombley was giving the men a lot of rope, and they were enjoying it.

"When I was a private, I didn't like to be

micromanaged," he said. "So I like to let my soldiers do what they learned in basic training and AIT. Being a noncommissioned officer, I like to just check their work, rather than micromanage them. I want to see what they actually know, and challenge their minds."

"When I came out here, I wasn't that confident," said SPC Ramon Saint-Hilaire. "I didn't know what I was doing. It took me a while." He called the mission "fun, and a chance to experiment."

As the squad moved from site to site, Trombley left no doubt who was running the show. But his soldiers were also being given the opportunity to perform. As a result, they gained invaluable experience and became better soldiers. ■

*McMichael, a former tanker, is a journalist assigned to SOLDIERS magazine.*



Trombley shows members of his squad the correct way to prepare a fuse.

# Authentic NCOs: Honest with themselves and their soldiers

By MAJ Fred B. Pugh and  
SGM Robert G. Thompson

From time to time the concept of "authenticity" emerges in any review of literature, especially since it was first used by Andrew Halpin in 1966. Authentic or genuine behavior is closely associated with an open-climate organization. In an open-climate organization, a leader's behavior is purposeful and real, while, as Halpin suggests, in a closed-climate organization behavior tends to be determined by role and appears almost ritualistic.

Research indicates leader authenticity involves three aspects of behavior:

- Accepting responsibility for one's actions, outcomes and mistakes.
- Being non manipulative of subordinates.
- Demonstrating an expression of self over role.

Military and civilian research indicates that supervisors report greater satisfaction from their work when they are able to help their subordinates solve problems encountered in the work environment. Unfortunately, for whatever reason — inspection, training, details, etc. — they don't often experience the real lift that comes from helping their subordinates. The conditions that hamper NCOs in their work make it all the more imperative that you, the NCO, improve the quality of interaction with your soldiers.

For some time the practice of supervision has focused on ways of observing, reporting and interpreting behavior of subordinates. This analytical approach to supervision represents only half the reality of being a supervisor. The whole includes the internal world — the feeling as well as the facts — of those you supervise.

By now, most of us have experienced an Army leadership course or two and probably a textbook or a civilian course on leadership. We've learned techniques and, while useful, these acquired skills overlook an important dimension of the NCO subordinate relationship: namely, the feelings you experience as an NCO. This is the key to authenticity.

It has been our good fortune to receive an education in the application of behavioral principles to organizations. We've seen im-

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**There are no hard  
and fast rules  
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The important thing to  
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if they are authentic.**

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provements in the quality of personal and organizational relationships. How? By being more authentic — and this is accomplished by becoming more aware of and responsive to your own needs.

By need we mean your ability to interact with your environment. Your internal mechanism lets you know what you need at a given moment. At times you will have to manipulate the environment to get what you need. But sometimes things don't go too well. You aren't able to satisfy your needs. A major contributor to this is the "shoulds" that pull you here and there. There aren't enough hours or days to do everything. If you are normal, you do one thing and feel guilty because you didn't do another. We believe

the successful NCO is an authentic NCO who does not adopt a particular style or pattern of behavior.

So how do you acquire authenticity?

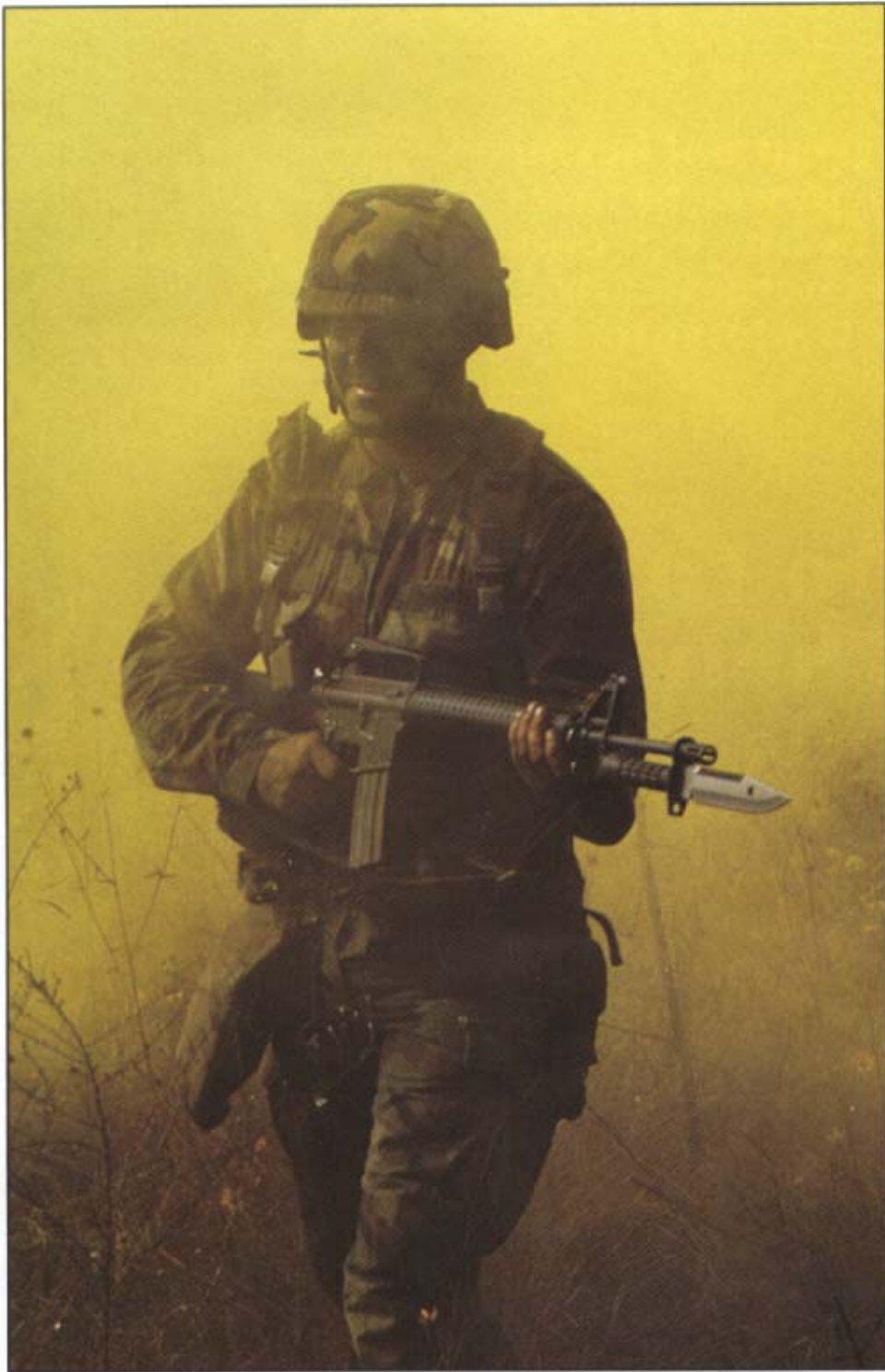
Authentic interaction between two people is characterized by a quality called contact. For contact to occur, each individual must establish and maintain contact with his or her personal feelings, needs and wants, and be willing to make these known. When contact exists, you'll know it right away. There will be liveliness, excitement, and presentness. Lack of contact is evident when the topic of conversation is other people or past and future events.

NCOs are aware that others don't welcome direct criticism of their duty performance, yet they feel a sense of duty to inform others of their obvious flaws.

Often, the NCO avoids this by any number of methods, and, call them what you may, the outcome will be the same: The subordinate will fail to understand exactly what you are criticizing. You also run the risk that your subordinates will be confused about how concerned they really ought to be with the problem and whether they are supposed to correct it.

There are no hard and fast rules governing exchanges between the NCO and the subordinate. The important thing to realize is that they will be more effective if they are authentic. A first step in becoming aware of your authentic feelings, needs and wants is to recognize the "shoulds" that prevent real contact. The following list is offered to help you develop authentic contact. It's adapted from Stanley Herman and Michael Korenich:

- Identify and list the most important "shoulds" about your duty.
- Describe what you would do if you could follow your natural inclina-



tions, if you did not have that "should."

- Decide, as honestly as you can, where each of the "shoulds" originates, whether from your own superordinate, inservice, textbooks, regulations, or even parents. Ask yourself to what extent each "should" is a real constraint, and to what extent it is self-imposed. Ask yourself, also, what

specifically would happen if you failed to observe that "should."

This strategy for identifying your "shoulds" and your "wants" only begins to establish contact with others.

Authentic contact requires constant attention. You must always be aware of your inner feelings and the external environment, which includes the feelings of others as well as objective facts.

Think about contact by asking yourself three questions: What am I doing right now? What am I feeling right now? What do I really want right now from this situation?

As long as contact is maintained, the NCO should be prepared to accept responsibility for what he or she says, including the risk of offending or angering others. This does not mean running roughshod over the feelings of others or discarding empathy.

As an NCO you can be more authentic if you clearly identify and successfully satisfy your personal needs and wants with respect to others. You can accomplish this by increasing your awareness of what is happening "right now" both internally and externally, and then acting in an honest way that gets you what you want or need for that situation, and encouraging others to do the same.

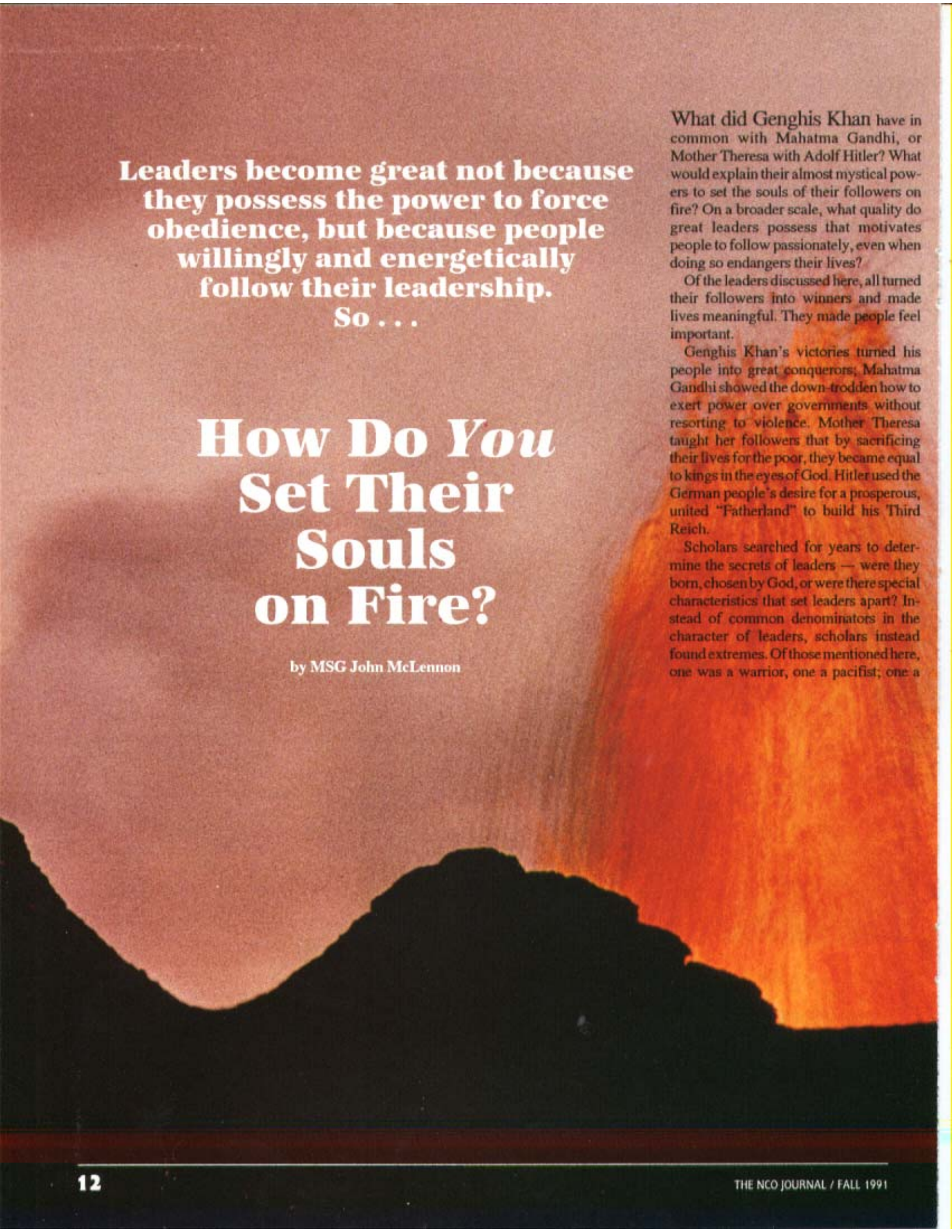
An analysis of an authentic NCO can be found in FM 22-100, Factors of Leadership and Leadership Principles. The main factor is communication as it applies to the authentic NCO. Several important principles apply to this factor:

- Know yourself and seek improvement.
- Seek responsibility; take responsibility for your actions; know your soldiers.
- Look out for their well-being, just to name a few.

Whatever concept or technique used should help you gain access to soldiers' motivation, dedication and competence.

As an NCO, you must know who you are, what you know and what you can do, so that you can be a better leader — one your soldiers will always follow. ■

*Pugh is assigned to the Reserve Officers' Training Corps at Columbus College, Columbus, Ga. Thompson, also on ROTC duty at Columbus College, was recently selected as command sergeant major and was scheduled to report for duty in Korea.*



**Leaders become great not because  
they possess the power to force  
obedience, but because people  
willingly and energetically  
follow their leadership.  
So . . .**

# **How Do *You* Set Their Souls on Fire?**

by MSG John McLennon

What did Genghis Khan have in common with Mahatma Gandhi, or Mother Theresa with Adolf Hitler? What would explain their almost mystical powers to set the souls of their followers on fire? On a broader scale, what quality do great leaders possess that motivates people to follow passionately, even when doing so endangers their lives?

Of the leaders discussed here, all turned their followers into winners and made lives meaningful. They made people feel important.

Genghis Khan's victories turned his people into great conquerors; Mahatma Gandhi showed the down-trodden how to exert power over governments without resorting to violence. Mother Theresa taught her followers that by sacrificing their lives for the poor, they became equal to kings in the eyes of God. Hitler used the German people's desire for a prosperous, united "Fatherland" to build his Third Reich.

Scholars searched for years to determine the secrets of leaders — were they born, chosen by God, or were there special characteristics that set leaders apart? Instead of common denominators in the character of leaders, scholars instead found extremes. Of those mentioned here, one was a warrior, one a pacifist; one a

saint, the other considered a madman. Some were smart, some dumb. No consistency in personal characteristics existed.

Next, the academicians decided to list all the wise and virtuous acts of leaders. They even threw in a few vices. The list consisted of a series of contradictions. Pay attention to details, but don't micro-manage. Be compassionate while being ruthless, etc. Again, the scholars fell short. They were searching in the wrong area. Instead of asking 'What makes leaders great?' they should have been asking 'What makes people want to follow?'

These leaders became great not because they possessed the power to force obedience, but because people willingly and energetically followed their leadership. They stirred emotions and harnessed a tremendous energy by fulfilling man's most basic non-biological need: the desire for a meaningful life. Despite terrible adversity, their people continued to serve them because only they fed that daily hunger for dignity, worth and a sense of meaning.

One lesson NCOs can learn from this is that great leadership cannot exist apart from the human need for a sense of meaning. Soldiers derive that sense from confidence in their abilities to succeed, respect from their superiors and associates, membership in an important group and service to an ideal greater than themselves.

First, every NCO knows the best way to build soldier confidence is through training that allows soldiers to take on tough challenges and to succeed. This is what makes soldiers; it's the reason most joined the Army. Without good training they don't feel any legitimacy as soldiers, and their roles in the Army become meaningless.

Training, therefore, is the NCO's first responsibility — the first element that makes soldiers winners and sets leaders apart.

The second element is respect. Any time you, as a leader, degrade a soldier, you have violated your contract to make subordinates winners. The experiences of humiliation and a sense of meaning are not compatible. The soldier who is made to feel worthless cannot, at the same time, believe that he fills any meaningful role. Even when soldiers behave in immature or hostile ways, your duty is to treat them with respect by responding professionally. When leaders enter into personal conflicts, they damage their professional relationships with their soldiers.

The soldier's third need is the sense of belonging to an important and identifiable group. It is in the small group, such as a platoon or squad, where soldiers work together and know each other's abilities that the individual becomes important.

The small group gives people a sense of meaning. An NCO can increase this sense of meaning by increasing the importance

of his squad or platoon. Anyone who belongs to a special circle of people must himself be special. To heighten this sense of importance, a group also must have its own identity. Thus, organizations develop their own unit T-shirts, handshakes, mottos or ways of speaking, all to make their groups distinctive. It is no accident that artillery soldiers wear red socks with their dress green uniforms or that cavalry soldiers wear spurs. These distinctions make their groups stand out — and therefore special in the eyes of their members.

The one thing that makes a group especially important, however, is its dedication to an ideal or principle greater than the individual himself. This leads us to the fourth element that gives soldiers a sense of meaning. People determine their importance by measuring how much other people need or appreciate them. When more people rely on an individual, that person becomes more important. When a soldier puts self-interest aside and begins to serve the needs of people in his unit, he increases his importance to others. That importance increases more when he dedicates himself to the service of the nation.

When you put meaning into your soldiers' lives by training them in specialized skills, developing cohesion in an elite but small group and dedicating that group to the professional ethic of service, those soldiers will form a bond and be inspired. And you will be the NCO who sets their souls on fire. ■

*McLennon is the NBC NCOIC, 199th Infantry Brigade (Motorized), Fort Lewis, Wash.*

Story and photo by  
SFC Michael Howard

# Retiring CSM Looks Back at 30 Years of Leadership



Liebrich

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**‘... Taking care of soldiers is  
the most important thing —  
more important  
than worrying about  
going home on time.’**

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*Editor's note: The following story was written about a command sergeant major who retired in July with 30 years of service. It was edited to condense and extract his views about NCO leadership — then and now.*

It was 1943. World attention focused on the big war at the time. The German army had suffered huge casualties and was headed toward defeat.

One of those casualties, an army captain shot by a Russian soldier, left a wife and 3-year-old son. The boy, whose father died fighting for an army considered a U.S. enemy, grew up remembering his dad from old photographs.

That German son, after becoming an American citizen and the top enlisted soldier in the 4th Infantry Division, retired July 19 with 30 years of service to the U.S. Army.

“I had a lot of good squad leaders and platoon sergeants who contributed to what I wanted to do,” recalled CSM Hans W. Liebrich. “I was getting coached and taught by the old guys because I wanted to be like them.

“They always had time. When somebody came to them with a problem, they took care of it and didn’t wait until the next day. These old guys became like fathers to me and taught me.”

Which brings up a point Liebrich believes is more important now than ever before: leaders teaching and helping their soldiers.

“Back then, soldiers coming into the Army got three squares and a cot — there weren’t many military families, so most of the challenges had to do with single-soldier issues.

“Now the average soldier comes in with a wife and children, so there’s more responsibility on the soldier’s shoulders. This is further complicated by the fact that NCOs also have their own concerns at home. Back in the Army I knew as a young man, the leaders could concentrate more on their soldiers.”

Liebrich feels the mentoring he experienced — even with the differences — can still happen today.

“Soldiers are concerned about their families. Most of the problems today’s leaders face have to do with spouses not understanding the military. Leaders must be more involved and help their soldiers educate their families about military life — what happens when we deploy, that kind of thing. Taking care of soldiers is the most important thing — more important than worrying about going home on time.” ■

*Howard is the NCOIC of the Fort Carson, Colo. and 4th Inf. Div. Public Affairs Office.*



**As guides and mentors, noncommissioned officers have left lasting impressions on today's NCO. Here are some of their . . .**

## **Examples of Leadership**

By SGT Randy Schaefer

Most first-term soldiers depend on NCOs to help guide them through every imaginable situation, much like a trail master leads an unknowing group through a perilous jungle.

Just as a trail master protects tourists from danger and shows them the highlights of the trip, an NCO works to keep first timers out of trouble and points them in the right direction.

Almost all of us eventually come into contact with someone we will always remember, someone we respect, someone whose guidance helped us.

When SGT Rock makes a favorable and unforgettable impression on PVT Snuffy, for instance, Snuffy is likely to always recall how Rock took care of his needs and looked after his welfare. If Snuffy decides to reenlist in the Army and later is promoted to a leadership position, chances are that Snuffy will follow Rock's example.

One or two caring moments between soldiers usually isn't enough for one soldier to totally respect the other.

Unless that one caring moment is dramatic or meaningful enough to leave a lasting impression.

Such was the case for SPC Victor Borges, who now works with G-1 of the 7th Infantry Division (Light) at Fort Ord, Calif. While serving with the 1st Battalion, 65th Infantry, Puerto Rico National Guard, Borges witnessed an action by his first sergeant, Benjamin Rodriguez, that he will never forget.

"We were about four hours into the land navigation part of the training (at the Jungle Operations Training Center in Panama), when two soldiers dropped from heat exhaustion," said Borges.

"Others were dizzy and falling down in the steaming heat. On top of that we had run out of water. All the company com-

mander would say is, 'Just get the mission accomplished.'

The platoon sergeants complained to the CO that the soldiers needed water, but were told that the mission needed to be completed.

"Then 1SG Rodriguez shows up. He

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**'Butler earned respect the old fashioned way. He earned it by listening and by sharing his experiences and know-how to guide her in such a way that she solved her own problem.'**

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tells the CO that the troops won't move until they're rested and resupplied with water," Borges said.

"By this time, about 10 soldiers had dropped from heat exhaustion. The first sergeant also instructed the platoon sergeants not to move their troops."

By challenging the company commander, Borges' first shirt had put his rank on the line. "But the first sergeant was mad. His attitude was 'I'd rather save lives than worry about what might happen because I challenged the CO.' I've worked with good NCOs and bad NCOs. But

Rodriguez' example of caring will always stay with me."

SGT Ned Kelley, who is assigned to the same section and unit as Borges, worked with a staff sergeant who wound up being his role model. Kelley said SSG Willis Butler was the kind of soldier who also stood up for his soldiers.

"I admired Butler from the first day I saw him. When he signed into the personnel actions branch, they wanted him to work in an E-5 slot," Kelley said. "He went around and around with them and, finally, he ended up in the slot that reflected his rank.

"He taught me how to stand up for myself as an NCO. He also taught me how to separate my professional from my personal life."

Besides being in good physical condition, he was always there to listen to problems and give advice, Kelley said.

"A first-term soldier in our unit was having personal problems. Married only a year, brand new to the Army and close to divorcing her husband back in the states, her job performance was going down," Kelley remembered.

"Butler, married himself, noticed and set up a counseling session. He told the soldier about his personal way of dealing with separation and suggested other avenues of counseling.

He also arranged for her to call her husband and talk over the situation. Then he talked her into taking two weeks of leave to go home and patch things up," Kelley said. "I learned later that the couple's marriage survived.

"Butler earned respect the old fashioned way," Kelley said. "He earned it by listening and by sharing his experiences and know-how to guide her in such a way that she solved her own problem." ■

*Schaefer is assigned to the 7th ID Public Affairs Office.*

# The Leader's Code

I renew my status as an Army leader by what I do each day. I know my strengths and my weaknesses and I constantly strive to improve. I live by a moral code and my actions set an example for others to emulate. I know my job and carry out the spirit as well as the letter of orders.

I take the initiative and seek responsibility, and I face every situation with boldness and confidence. I evaluate every situation and estimate the best course of action. No matter what the results, I assume full responsibility for my actions.

I train my soldiers as a team, and I lead them with tact, enthusiasm, firmness and fairness. I command and earn their confidence and loyalty; they know that I would not assign them to any duty that I would not — or could not — perform. I see that they understand their orders, and I energetically follow through to ensure that their duties are fully discharged. I keep my soldiers informed and I make their welfare one of my primary concerns.

These things I do in fulfillment of my obligation as a noncommissioned officer in the United States Army.

— Author unknown

# Non-Combat Leadership: 'Chair-borne' Challenges

*Editor's note: Fort Benjamin Harrison, Ind., used to carry the dubious nickname of "Uncle Ben's Rest Home," reflecting its past image of a college campus or*

*something less than a dynamic Army post. This article reflects how today's NCO at Fort Harrison is anything but a college student or a rest home caretaker.*

By SFC Guy Benson

"This isn't the *real* Army; this is garrison." Soldiers have used that phrase to explain what is sometimes seen as the difference between TO&E and TDA environments.

Just what is NCO leadership in today's TDA setting? Three Fort Harrison NCOs who have supervised in both arenas shared what they know of the common ground and foreign soil between those two arenas.

Here are the observations of SGM David R. Mulkey, sergeant major of the Adjutant General Corps and AG School; ISG Randal E. Loy, first sergeant of HHC, Defense Finance and Accounting Service, Indianapolis; and SFC Raymond A. Briggs, chief of the Soldier Support Center's Student Processing Branch.

**How is NCO leadership the same in TO&E and TDA environments?**

**MULKEY:** I've been with a line unit. I've been a drill sergeant, and worked in administration. The same principles of leadership apply in all those environments. The exercising of your leadership skills is just as necessary.

**LOY:** I've worked in TDA assignments, but I've also been assigned to Pershing missile units and worked with combat engineers. The standards don't change — SQT, weight, APFT, soldierly things. Your NCO responsibilities are always there. Both (situations) must keep the mission first, as well as the soldier.

**BRIGGS:** Soldiers are soldiers. You have to train them, take care of them and make sure they get the job done.

**How is the leadership different?**

**MULKEY:** The first thing you have to look at is mission. Combat arms soldiers train for a combat arms mission. A combat

service support NCO has both a peacetime personnel mission and wartime personnel tasks. In a TDA job, you can be more deliberate in your leadership style. But when you are on an exercise or deploy, you need a more directive approach. **BRIGGS:** In TO&E, the mission is training. You split yourself down the middle in TDA because you are serving the company as well as the mission boss. If you have something that has to be done at the company, you do it. But the mission doesn't stop. The mission rolls on.

**How do you lead in a TDA environment?**

**MULKEY:** My style will vary. Obviously, in a field environment you have to be more directive. In a personnel environment, you can be more relaxed.

I like to use delegating quite a bit. At my level, you have to. I have 98 NCOs in the schoolhouse who I have to give guidance to. Fortunately, as the school sergeant major, I have very competent, very professional NCOs. I can say, "Here's the job, let's get it done," and it gets done.

**LOY:** My style doesn't really change between TO&E and TDA. In TO&E, we have a formation, explain the mission, and we do it. To do it, I have to delegate. I use the same approach in TDA. I rely heavily on my platoon sergeants.

**BRIGGS:** I'm more persuasive than dictatorial. I try to use common sense. I try to persuade them to do the right thing.

**What leadership challenges do you face in TDA units?**

**MULKEY:** A big challenge is providing the leadership to make sure my instructors don't become too specialized. Someone who is specialized can lose sight of the big picture. I have to get them back into thinking about the total concept. For example, I make sure we always have space for

instructors to sit in on various BNCOC classes to refresh their memories.

Another challenge is that, in a TDA unit, common soldiering skills can become dulled. That's why we have individual department training. It helps keep the technical coupled with the tactical, as it should be.

**LOY:** In combat, you have to keep each other alive. And that makes you more of a family. In TDA units, we have to work at making us a cohesive team. It's extremely difficult. The biggest thing here is that it's predominantly a "civilian" environment and we're here primarily for our expertise as finance people. And Indianapolis is a big city. There's more to do here than you can shake a stick at. In a combat unit, especially overseas, who do you spend time with? Each other, in your little slice of Americana.

**BRIGGS:** In TO&E, it is more like a family. In TDA, you're more likely to splinter apart — separate after work. It seems more like just fellow employees than a team or family. The challenge becomes making a team out of them.

Training is the key. When I became the training coordinator, I had to rejuvenate a program that had gone by the wayside because of Desert Shield.

We got the support of the command to conduct training every Thursday morning from 6:30 to 9:30. We have formation, then do some D&C, and then some CTT. I've seen the level of quality in training increase dramatically since we instituted the platoon training concept. The troops not only got the message that it was important, but that we have command support. That's important for cohesion. ■

*Benson is assigned to the Public Affairs Proponency Activity at Harrison. He is a former instructor and editor of several Army newspapers.*

# His Name Was Bourdo

By SSG Judith Bradford

His name was Bourdo — SGT Hank Bourdo. And like the rest of us that Oregon summer, he was there for an intensive two-week course designed to turn untried, junior NCOs into full-fledged leaders. But it was Bourdo who taught us more about caring for and inspiring soldiers than we ever could have learned from a book.

He was older than most of us and he wore his chevrons with an easy confidence. He knew all of our names long before the rhythm of repeated roll-calls had lodged in the flat back of our brains, and sometimes he could startle with his recall — laying out a piece of personal history you had discarded in casual conversation the day before. He joked, and he laughed, and he listened.

We reported to Camp Riley on the northern coast of Oregon that brilliant Saturday morning. Several hundred of us lined up on the gravel parking lot, dressed in our greens and struggling with over stuffed duffel bags. We were inspected, weighed, registered and assigned to one of a row of white-washed, green-trimmed buildings, our home for the next 14 days.

Our day began at 5:45 a.m. when the calloused hand of some humorless master sergeant flipped a switch and a blaze of light burned through our unconsciousness. We had only minutes to wash, grab a T-shirt and shorts and report to the PT grounds. "Fall in," the instructor bellowed, and for the next 20 minutes he led us as we worked and sweated.

Within 48 hours we had taken over the task ourselves and were dutifully responding to the hesitant orders of whomever was assigned as squad leader for the day. Our lessons in leadership had begun.

One morning, early that first week, we assembled to find ourselves facing Bourdo. Today, the regimen would be different, he announced. He wanted us to think about the reasons for this exercise routine. Physical training was only a small part of why we were there. What the Army was really trying to do, he told us, was to teach us to teach other soldiers.

Instead of trying to out-do ourselves each morning with a regimen that left us tired and stiff, Bourdo had another idea. He focused on skill building. That was an NCO's real job, he said, and the best way to do that was to practice the art of giving commands. That morning, we performed a series of exercises, each of which would require giving a specific set of orders to move us into the proper position.

Classroom instruction took up most of our days at the camp, and when the time came for a test which would make or break us, the instructor moved aside and Bourdo took the floor.

As a human resources instructor at the Boeing Co., Bourdo had experience in teaching and testing. Now he took us in hand to prepare for the exam. "Nothing to worry about," he told us. "Taking a test is easy if you remember a few key points," and he proceeded to lay them out.

Toward the end of that day, it was clear that one young man just wasn't getting it. He had trouble figuring out which points in a lesson were key and which were not. For hours, Bourdo worked with him.

As we stood outside the classroom during a break, we could hear Bourdo, still inside, one on one, pressing and cajoling his anxious student. "We started together," he said, "and we're gonna finish together. You can do this. I know you can." That was his personal theme, his philosophy: We're professionals, we can do this, and we can do it together.

It's a philosophy

he taught us by example; we embraced it wholeheartedly.

The trepidation we had about the test was nothing compared to the concern we felt about the upcoming field exercise.

We knew we would face a grueling three days, but as always, Bourdo gave us encouragement. After class on the afternoon before heading out to the field, Bourdo gathered us for a pep talk.

"We've got a lot of experience here," he told us, pointing out members of our group who had seen service in Vietnam or who had specialized combat training. "These are the people we should rely on. If you need help, we'll be there," he said. Then he suggested that those less experienced team with those who knew the ropes. The buddy system. "You're professionals," he told us again. "You'll come through with flying colors."

The exercise was all it was billed to be — tough and taxing. We marched for hours through silt and sand in full kit, two by two, until, calves aching, we reached our objective under a strand of tall pines. Exhausted, we dropped our gear and prepared our positions for the night. I was completing my tasks when I glanced up and saw Bourdo stringing empty cans on a wire around our perimeter. "An early warning system," he explained. A low tech DEW line. Our instructors hadn't mentioned anything about OPFOR, but Bourdo wasn't taking any chances.

That night, as we sat doing hippocket



training, Bourdo told us how to rig an audible trip wire. He pointed out the weak spots in our defenses where an enemy could mount an assault under cover of darkness, and he urged us to be alert.

The next day, one of our tasks was to cross an open field to reach a grove of trees on the other side. We were concealed on a small rise, the objective visible ahead. It was time to talk tactics and training. Each person was assigned a topic to teach — a lesson directly related to getting us safely to our next objective. We each took a turn as instructor, but when it came time for our prior-service Marine to teach the group, he froze. He would rather have crossed a mine field than to speak in front of an audience.

Bourdo immediately came to the rescue. "We're not some group of strangers," he told the soldier. "We're your friends and this is important information we need. You can do it." Then Bourdo began to question him, slowly drawing the information out. The soldier's words came haltingly at first. Gently, as Bourdo prodded him, the soldier grew confident. By the end of the lesson, the ex-Marine had won our applause, and Bourdo, with his care and concern, had once again won our admiration.

The three-day exercise was a challenge, but when it was over we had gained immeasurably in skill and confidence. We were tired and dirty that final afternoon, but we laughed and joked with each other as we stood cleaning our weapons. Bourdo was helping a small group of us who had failed the armorer's inspection. He carefully explained the assembly and disassembly of our rifles as we struggled to mimic the ease with which he did each task. Again and again, he made us put the weapons together and take them apart until we could do the job, if not with grace, at least with speed.

The next afternoon, brass gleaming and leather shining, we fell in on the parade ground for the final formation. It was a formal ceremony with a pass-in-review. I was never so proud of my accomplishments in the service as I was that day. Our platoon didn't win any awards; we weren't first in any of the specific categories. But, in my opinion, we were the most successful of any of the graduates. We had learned first-hand that the real job of an NCO is to care about the soldiers he leads, and we saw, through the example of Bourdo, the powerful and lasting impact one man can have on the spirit of a unit. ■

# Sergeants Are Not Crusaders

By SGT Sam White

It was during the last week of my Primary Leadership Development Course that I was promoted to sergeant. At the morning formation, the first sergeant pinned the stripes on my BDUs. He shook my hand and smiled at me. That smile puzzled me.

It was the most remarkable smile I had ever seen on the face of a first sergeant. It was an "atta boy" smile or an "I've got you now" smile.

Frankly, when he pinned those stripes on me, I had little idea of what being an NCO was all about. It was much later that I realized what the first sergeant's smile really said.

For me, moving up in grade meant a little better life for my wife and kids. Filling up a couple of carts at the commissary wouldn't hurt much.

I thought being a sergeant was going to make my life easier.

I thought those stripes gave me the authority to right that long list of wrongs that needed attention back in my section.

I also thought I'd get a little more respect from those deadbeat privates and specialists back at the office. But when I returned, I found that they were ready for me. They knew me better than I had thought. They said that becoming a sergeant would go straight to my head.

It wasn't long before this pumped-up new attitude alienated me from practically everyone in the office. It got to the point where they would go out of their way to disobey me. I used what disciplinary measures I could to get back at them. That certainly didn't help my credibility with my people.

My troubles really started to compound when the senior NCOs from "upstairs" started to delegate some additional duties to me. They were standard NCO jobs,

nothing extraordinary. But the hole I'd dug with my soldiers just got deeper when I tried to follow my orders.

Finally, my supervisor sat me down.

"You're a good soldier. You know your job," he said. "But you've set some incredibly high standards for yourself. You can't expect to meet them all the time, and you certainly can't expect your soldiers to meet them.

"Take it easy on yourself and your soldiers. Lead, don't push," he said.

Slowly, the things I had learned in PLDC came back to me. I started to watch and copy good NCOs — sergeants who both got things done and got along with their subordinates.

I realized what I was doing was confusing authority with responsibility. My job as an NCO wasn't to boss people around. My job was to take care of them.

I found I accomplished things better when I listened to what my soldiers had to say and I helped them to the best of my ability when they needed me. NCOs don't necessarily have to be friends to subordinates, but they must care for them.

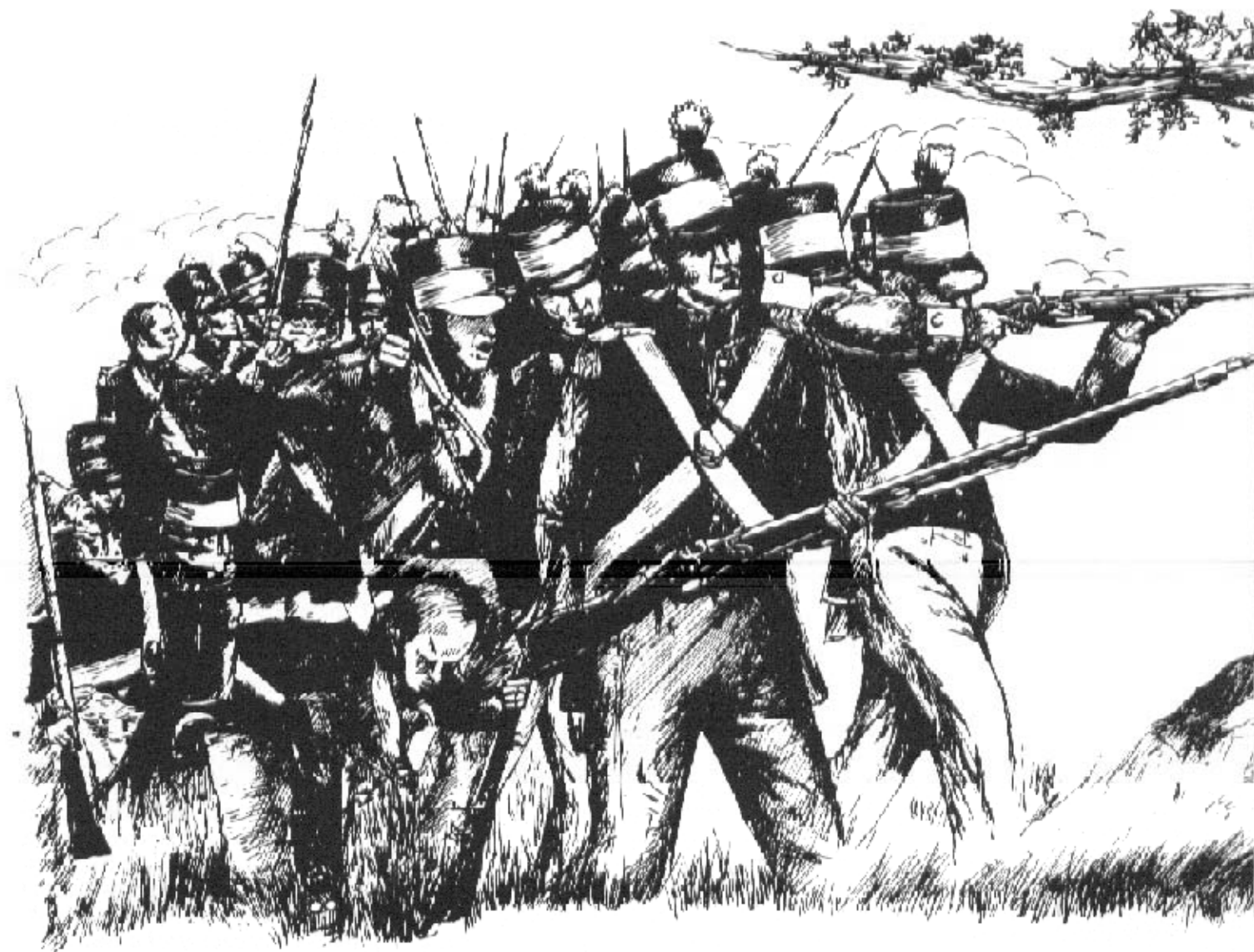
There are many terms you can use to describe what makes a good NCO. The best NCOs are good leaders, good teachers, good counselors and good organizers. But above all, I feel the Army's top NCOs are enablers. They recognize what their people need to accomplish their mission, then they do everything they can to see that those needs are met.

Good NCOs empower their subordinates to excel.

Now I realize what was behind that first sergeant's grin. It was a smile full of respect. I think it said, "Welcome. You've just entered a time-honored institution, the NCO Corps."

Trying to become a good NCO is hard work, and it hasn't necessarily made my life easier, but it sure has made it better. ■

*These essays first appeared in "The NCO In Their Own Words," a 1991 FORSCOM document published by the Directorate of Public Affairs and the Leadership Office of the Directorate of Personnel. The pamphlet is available in Army libraries.*



# Origins of NCO Leadership

By Dr. Robert H. Bouilly

American NCO leadership has its roots in a dual tradition adopted in the Revolutionary War. One had its origin in the British tradition which the colonists brought with them. The second tradition came from the Prussian Army through Baron von Steuben as he trained troops in the Continental Army. With later elaboration, especially in the realms of small unit battle leadership and the development of technological skills, this tradition has stood the Army in good stead to the present day.

The British tradition provided a basic military organization. The colonies orga-

nized military elements similar to what they had been accustomed to in England. With variation, they copied the militia system as laid out in the post-Restoration Militia Acts of 1661, 1662 and 1663. In these years, after the death of Oliver Cromwell, the British sought to create a political police and riot control force through the militia. Even though the system almost foundered in the face of foreign military threats, Parliament strengthened it in 1757 through the passage of a new Militia Act.

The Militia Act of 1757 embodied the principle of universal personal military obligation; it codified the political expedient of entrusting the command of troops to

men of some established position in society. In practice, this meant that positions of command went to property owners. As the English colonists developed provincial militias, they copied the British system. The Virginia militia was such a copy; and the Virginia militia, for example, shaped the views of men like George Washington, who served in the Virginia militia before he became the commander of the Continental Army during the Revolutionary War.

Despite the tame image the militia projects to us today, it was the predominant military organization in America until at least 1820, when Secretary of War John C. Calhoun adopted the policy of having a



standing (regular) Army. The militia had prominent admirers. GEN Nathaniel Green, for example, so admired the British militia that he advocated, in 1776, that the states "establish their Militia upon the British plan . . . [A] militia upon the British establishment are a respectable body of troops, and afford a great internal security to the States. They are subject to such a degree of discipline and order as renders them formidable."

The result of this copying was that in both the provincial militia, and later in the Continental Army, commissioned rank went almost exclusively to men of property, while men of more modest means filled the enlisted ranks.

What we know of the leadership role of NCOs in early American life comes from the recorded views of British soldiers such as GEN James Wolfe and George Townshend, who spent part of their ca-

reers in the colonies and wrote training manuals. Townshend's "A Plan of Discipline for the Use of the Militia of the County of Norfolk," published in 1859, was widely used in the New England colonies. Together with another manual, known as the "Manual of 1764," it was the foundation for the militia training in colonial America. Both manuals envisioned officers as the initial drill instructors because of the inexperience of most militia troops. With experience, NCOs would take over drill instruction. Officers were to lead platoons while the sergeants were to look to the flanks in all wheeling turns and see that the rear ranks kept close to the front. The sergeant then, as now, was to prepare his units for inspection by the commanding officers.

The British regular army provides further clues as to the leadership role of the NCOs. "General Wolfe's Instructions to Young Officers: Also His Orders for a Battalion and an Army," asserted that experienced NCOs were fully responsible for their detachments. Wolfe believed they should "be answerable for the behavior of their men . . . and if they failed or neglected to confine or punish such as are guilty of crimes . . . they will be punished for suffering such irregularities."

Wolfe delineated numerous administrative duties of sergeants. Sergeants of companies were to make out all discharge papers, furloughs, and passes, while "company sergeants" had the duty of periodically checking their men for broken or missing equipment, keeping a record of losses and of submitting regular reports to the company commander. Both sergeants and corporals had a responsibility to account for who ate in mess and sergeants inspected the troop quarters daily. A contingent of NCOs was "responsible for [the] return of arms and accoutrements."

In battle, Wolfe expected the NCO to be a commissioned officer's understudy, and the NCO was expected to assume command of the unit if his commander fell. During the battle, the officers and sergeants in the rear were expected by Wolfe to kill any soldiers attempting to desert — a formidable form of negative leadership. Wolfe and the other manual writers agreed that able NCOs were essential to upholding the discipline of military formations.

The Prussian tradition merged with the British militia tradition when von Steuben arrived at Valley Forge in the winter of 1778. He brought with him a thorough

knowledge of the Prussian Army regulations and traditions, which he had acquired in the service of Frederick the Great.

The baron sought to promote uniform training and high standards through the publication and use of his own manual, which became known popularly as "The Blue Book." The manual also was his vehicle to create a corps of commissioned officers imbued with duties and responsibilities similar to Prussian NCOs.

Baron von Steuben expected NCOs to adhere to high standards. His manual asserted that their proper selection was crucial. "The order and discipline of a regiment depends so much on their behavior, that too much care cannot be taken in preferring none to that trust but those who by their merit and good conduct are entitled to it." Personal attributes and abilities he sought in potential NCOs included honesty, sobriety, the ability to read and write, neatness and the ability command respect and obedience from the men. Leadership to von Steuben also included the expertise in performing military exercises and the ability to teach this.

Long-established Prussian tradition created the sergeant major as the head of the regimental NCOs. Yet, it was the company first sergeant who drew von Steuben's primary attention. The American company first sergeant was the equivalent of the Prussian "feldwebel." The first sergeant, like his Prussian predecessor, was the linchpin of the company. Upon his vigilance depended the discipline of the unit, the conduct of the troops and the exactness of their obeying orders. Baron von Steuben's first sergeant maintained the duty roster and made up the descriptive report, which in more modern times has become the morning report, and other forms describing the individual soldier.

The Prussian tradition through von Steuben has none of the harshness usually associated with the armies of Frederick the Great. Instead, it emphasizes respect and obedience gained through the competence — leadership abilities if you will — of the NCOs. It also attributes special importance to the role of the first sergeant and the sergeant major. Imposed upon the British militia system, it provided a workable basis for the organization of the Continental Army and the American military tradition which was to follow. ■

*Boutilly is the historian for the Sergeants Major Academy. This article is based on research by Dr. Ernest F. Fisher Jr.*

## ■ Book Reviews

### **The Challenge of Command Reading for Military Excellence**

By  
COL (Ret) Roger H. Nye

*Avery Publishing Group, Inc., 1986, 187 pages, \$12.95*

Using classical and modern works, Nye weaves a pattern of leadership development concepts useful for both officers and NCOs. He provides a list of sources at the end of each chapter, identifying the most important works in each area with an asterisk. The bibliography summarizes over 200 works used by the author.

Even the most avid reader might

blanche at having to read over 200 books, so Nye lists 15 books he feels should be first. The author also encourages professional soldiers to write for professional journals and suggests nine books the military writer should have at his disposal as writing and publishing aids.

Nye's book, written in a simple and straightforward style, provides an array of classic and modern works on the general subject of leadership and in specific areas of leadership as well. Well worth the price, the book will save endless thumbing through card catalogs and massive bibliographies.

The senior NCOs of the 1990s must read and they must be able to communicate their experiences both orally and in writing if they are to become competent, well educated leaders.

I highly recommend this book to all NCOs who wish to advance their careers and add to their military libraries.

— MSG William C. Lawrence

### **Company Command: The Bottom Line**

By  
John G. Meyer, Jr.

*National Defense University Press, Wash., DC, 1990, 235 pages \$6.50*

Although written by a colonel for the company-grade officer, NCOs who read this book can gain or reinforce their knowledge of how a unit should operate with the combined efforts of officers and NCOs.

For officers, the book is a self taught version of what NCOs learn in the first sergeant course: officer NCO relationships, UCMJ, personnel and administration, training, supply, maintenance, morale, etc.

However, the book adds a twist that addresses an officer's needs and

perspectives. It obviously doesn't cover the detail that FSC students get in the classrooms, but it outlines the ideas and methods for taking care of soldiers and forming a cohesive, successful company.

In many respects, it gives the new commander the same advice a first sergeant should be giving. It also tells officers to expect and accept advice from the NCO Corps.

The result is that Meyer's book complements the officer NCO relationship and explains how that relationship benefits the "bottom line": the unit.

The book is logically arranged, easy to read and full of bite-sized "tips," "war stories," "facts," and quotes that make simple, valid points. These inserts give the reader a break from the traditional textbook format of a sea of words.

You should be able to find this book in your post library.

A lot of NCOs might want to add this to their personal libraries, or give the new "old man" a copy. It can be ordered by writing: The U.S. Government Printing Office, Wash., DC 20402.

— SGM Bill Lopez

### **Leadership Secrets of Attila the Hun**

By  
Wes Roberts

*Warner Books Inc., 1989, 110 pages, \$16.95*

The author focuses on widely accepted and time-proven leadership qualities and principles and presents them in a series of campfire sessions headed by Attila the Hun. The book begins with Attila as a child hostage in Rome. His uncle, King Rugila, sends him there because of his sharp criticism of the king's policies. King Rugila feels that Attila might develop characteristics more in tune with the Huns' royal family. But Attila despises the Romans and vows to pursue the Hun throne and return to conquer Rome.

Attila studies the Romans and learns the virtues that made their army great. He also studies their tactics, looking forward to the time when he will face them in battle.

With the knowledge he gains in Rome, Attila returns to the Huns and soon becomes king. Attila strengthens his army by teaching his chieftains at campfire sessions. He uses this forum to impart the knowledge he brought from Rome.

Attila tells his chieftains they must develop leadership qualities and skills if others are to follow them. He stresses the qualities of loyalty, courage, desire, timing and others, later focusing on morale and discipline, responsibilities of a chieftain, decisiveness, delegation, negotiation, surviving defeat and lessons learned.

The author closes the book with "Attilaisms: Selected Thoughts of Attila." This final chapter reviews all the teaching Attila gave his chieftains. The review takes the form of short, bullet-style sentences under the headings of character, courage, decision-making, etc.

— MSG James M. Paige





# Checklist for Contributors, Subscribers

Dear Readers:

Judging by the volume of mail we're getting, NCOs are enthusiastic about their Journal. Space limitations obviously prohibit publishing most of what we receive, but these tips should benefit the Journal as well as contributors:

We're currently working on the winter issue that is due out on the first of the year. That issue will be devoted to the topic of "The NCO in Combat." The spring issue, due out in April, will carry the "Professional Development" theme.

We've received many items that address these themes, and we would like to consider even more articles and letters. As we progress from issue-to-issue, we'll keep you informed about upcoming themes so that your submissions can coincide with our publication dates.

Keep in mind that the Journal deadline to the printer is about one month before the issue date and, ideally, we should receive your submissions about a month before then. Articles for the April issue should arrive by February.

Here are some points to keep in mind before you send your submissions.

- ✓ **Call us.** Talk about your ideas. We plan for ideas, space, and time limits. A simple call can mean the difference between using an item that fits our plans or using something similar that has already been solicited.
- ✓ **Write conversationally.** We might live and die by regulations and field manuals, but they do not make for easy reading. Write like you talk, as a rule of thumb. Loosen up. Use everyday language. Use quotes. Write in a style you like to read.
- ✓ **Keep the reader in mind.** The majority of the NCO Corps population is

the sergeant or staff sergeant. How many people in those ranks enjoy reading a thesis paper? What do (did) you read as a junior or mid-grade NCO?

- ✓ **KISS.** Keep it simple and short. A four-page draft that is typed — double spaced (for editing convenience) — will fill one page of the Journal, leaving room only for headlines and no other visuals.
- ✓ **Think visually.** Are there photographs or illustrations that can visually communicate your message? Your post photo lab or public affairs office might help you furnish appropriate art.
- ✓ **Think big.** You think that such-and-such a photograph or illustration is the perfect cover for the Journal's "The NCO in Combat," "Professional Development," etc.? Send it in! Give us a call! While most covers are vertical photographs, we're just as eager to use a front-and-back cover horizontal.
- ✓ **Think poster.** The inside pages of this issue's covers contain the official chain-of-command photos of the chief of staff and sergeant major of the Army. These are suitable for framing. Past issues of the Journal have included "The NCO Creed" and other items that are also suitable for framing. Share your ideas and we'll take care of the artistic and other aspects of turning them into posters.
- ✓ **Letters to the editor.** Unfortunately, some of the best letters we get cannot be used. The Journal is not a forum for grinding an ax or pursuing personal gripes. There are plenty of issues that NCOs need to consider in a professional development journal. Address these. Tell the readers what's wrong

and, if you have ideas, tell us what ought to be done. How should we do it? Why should we do it? And try to tell us in no more words than will fill a double-spaced, typed page.

- ✓ **Editing "license."** We want to use as much material as possible from NCOs in the field. We have space limitations. We're paid to "make things fit." If we must, we will ruthlessly trim articles. Nuff said.
- ✓ **Who is that NCO?** He's not only infantry, armor, etc. He's rather generic. So is she. Articles should *not* address branch-unique concerns. Tell readers how an issue concerns them all. Tell them how to exploit something or how a particular branch or operation can better serve *them*.

No, SGT Jones, serving in Korea or Turkey, who cannot call from his isolated post, we haven't forgotten you. Send us a letter, and give us *your* phone number. We work weird hours, too.

All NCOs — active and reserve, retired and otherwise — are stockholders in this magazine. And we put all of our stock in our stockholders. We work for you. We can only prosper as a professional journal if we give mutual support.

As stated above, we're getting lots of mail. But we cannot honor individual requests for subscriptions. Please contact your unit publications office or nearby installation to get on the official mailing list. Our "free ride" distribution is about to expire, and only official requests will be honored for future circulation. That's the system.

And if "the system" would like to write and explain why, we'll gladly print your letter, too. ■

— SGM Bill Lopez

## ■ Letters to the Editor

### Combat Arms Bias

I just finished the Summer 1991 Journal. One thing I noticed is that many articles are directed toward combat arms NCOs.

I'm a quartermaster NCO who prides himself on being tactically proficient. Many times, the tactical training for support units takes a back seat to training combat units. One thing that leaders fail to realize is that soldiers who are casualties can't support combat units.

Your article "Moving Beyond Victory" noted that support units were deployed forward of combat units during Desert Storm. This is typical for support units; yet, I do not see enough emphasis being put on tactical training for soldiers in CMF 76 and related jobs.

When I schedule training for my soldiers, I try to get three hours of tactical training for every two hours of technical training. I have found that hands on training is a must. It's amazing how new soldiers have trouble applying what they've learned in the classroom to field conditions.

Thanks for another great tool for NCOs, but don't forget the support "wienies."

**SSG Jeffery A. Carraux**  
Fort Hood, Texas

*We strive to avoid "showcasing" or ignoring any CMF or category of NCOs. The training addressed in the past issue included tactical training that, as you said, is vital to soldiers in all jobs. Also note the Page 3 item on common leader combat skills.*

### Microfiche Questions

I received a copy of my official microfiche and noticed that another soldier's promotion order was on it. I wrote and asked that it be removed. It was just blacked out. My commander had the same problem, but on his they had stamped "Void Misfiled." Why are the two systems different?

**SFC George Ostrom**  
Fort Leonard Wood, Mo.

*According to a spokeswoman for the En-*

*listed Records and Evaluation Center at Fort Harrison, Ind., enlisted records are not stamped because their sheer numbers prohibit it. The camera that produces microfiche records is used to superimpose the void on officer records, which are routinely updated by most officers. Most enlisted changes, she said, are received with changes made in conjunction with boards, so time permits only the more expedient method of blotting out errors.*

### Sexist PT Runs

I have come to a point of disgust when educating soldiers, NCOs and officers about the Army Physical Fitness Training standards. The main reason different standards exist for men and women is because of physiological differences: size, muscles, fat, bones, heart size and rate, lungs, response to heat and flexibility.

Units with males and females should consider these differences when planning and executing unit physical training.

I have overheard so many leaders make statements such as, "She fell out of the run;" "She can't hang;" "It's the 'tie the shoe lace' trick again;" "Looks like it's that time of the month again," and so on.

Leaders are responsible for soldiers and their welfare. Being part of a team means including the soldier who falls out of unit runs. When soldiers (men and women) fall out of unit run formations, there generally is a good reason for it. The best leaders can do is to understand what unit runs are intended to do, then design a route and pace that will accomplish the goal. Of course, leaders should consider the unit mission and its overall fitness.

The ability to lead soldiers should not be in question because someone can't run a nine minute mile.

Unit runs provide an opportunity to make everyone feel a part of the unit, but leaders must take physiological differences into consideration. The run should be at a pace where the slowest soldier is challenged but is still able to make the run. In return, the unit will have a soldier who can feel proud and who knows the reward of being a part of the team.

**CSM Mne M. Young**  
Camp Zama, Japan

### NCOES Standards

Regarding the letter in the last issue concerning standards in NCOES, I'd like to point out a couple of facts that may have been overlooked by some readers.

First: In 1985, while I was serving as a PLDC instructor, there was a fairly high attrition rate, about 6% each class, because of the map reading and land navigation portion of the POI. The obvious solution to us was to tell unit leaders to prepare future PLDC students before they arrived for training. Most units did exactly that, and their soldiers had no problems. Unfortunately, following the annual commandant/chief instructor seminar at Fort Bliss, Texas, the POI was changed to make some portions less academically demanding. As a result, the attrition rate went down at nearly all the NCO academies and units didn't have to put extra effort into preparing their soldiers. The system, not the soldiers, changed to make the attrition numbers read better.

Secondly, I'd like to point out that senior enlisted promotions and selection for NCOES courses are controlled centrally. This is done to maintain one standard for all senior NCOs.

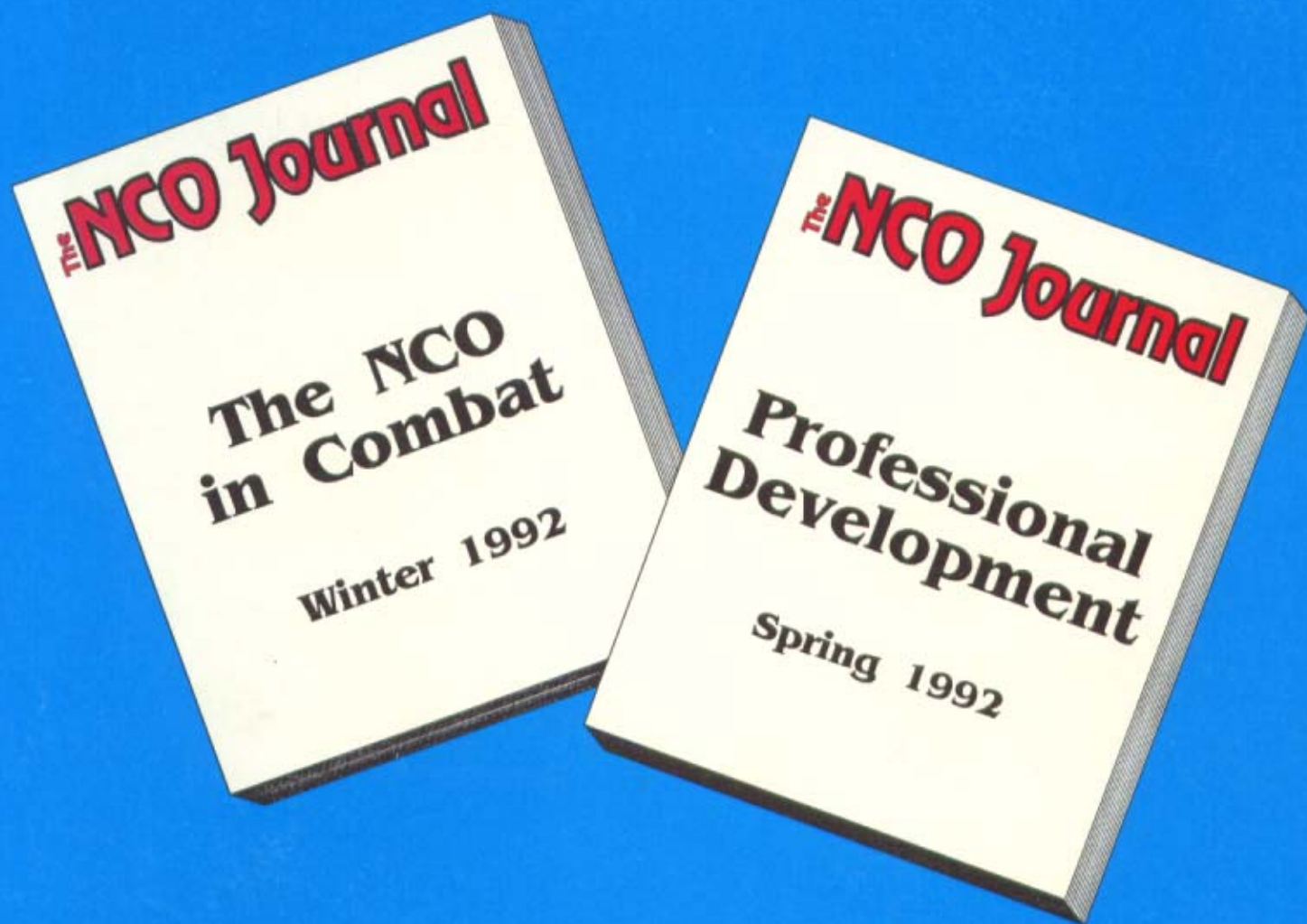
All soldiers should be sent to PLDC and BNCOC as soon as they're eligible, and be given the opportunity to excel or fail in accordance with their abilities to soldier. As leaders we have a one-dimensional view of our soldiers and we are very capable of misjudging their potential. Some senior NCOs advocate screening soldiers more closely before giving them the opportunity to attend NCOES courses. I believe there are as many soldiers who perform well but were expected to do poorly as there are soldiers who were expected to do well yet failed to meet course standards.

Of course, not all soldiers are going to stand up under fire, but we as leaders need to test the mettle of soldiers to find out where their strengths are. Do we expect all soldiers to pass every course and excel in every task they are given? I don't think so. We know soldiering is a constant learning process continuing throughout a career.


**SFC David M. Denton**  
Fort Dix, N.J.



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