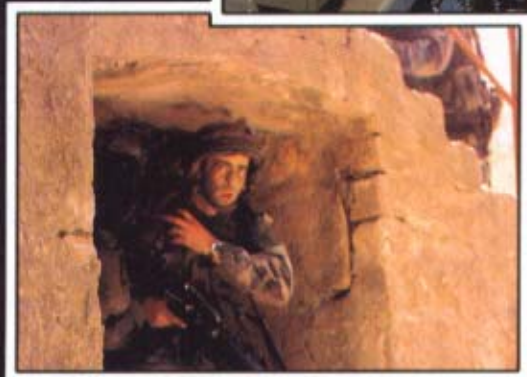


# The NCO Journal

Fall 1993

A Quarterly Forum for Professional Development



*Training for the 21st Century*



# The NCO Journal

Vol. 3, No. 4

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*The NCO Journal* is a professional publication for Noncommissioned Officers of the U.S. Army. Views expressed herein are those of the authors. Views and contents do not necessarily reflect the official Army or Department of Defense positions and do not change or supersede information in other official publications.

Our mission is to provide a forum for the open exchange of ideas and information, to support training, education and development of the NCO Corps and to foster a closer bond among its members.

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**Letters:** Letters to the editor must be signed and include the writer's full name and rank, city and state (or city and country) and mailing address. Letters should be brief and are subject to editing.

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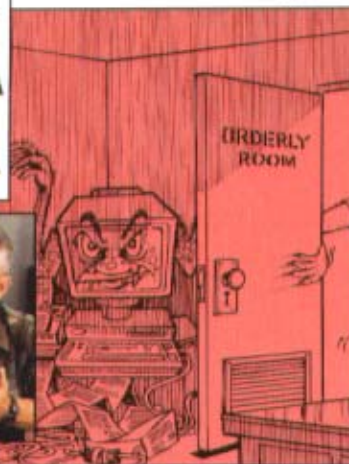


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## On the cover

Today's NCO faces a variety of training challenges as the Army transitions into the next century. The determination to meet those challenges is reflected in the face of the NCO who graces our front cover, illustrated by CSM (Ret) Gary Boggs. With the former Soviet Union divided into factions after the fall of the Berlin Wall, America no longer faces the monolithic threat of a united Bear. That does not mean that threats to this nation's vital interests have disappeared. The Army—and the Army's NCOs—will strive to meet those threats as it has in the past. In humanitarian efforts, such as the floods in Iowa, Missouri and Illinois, pictured in the top front cover photo (by Ken Hammond, U.S. Agriculture Department); in Somalia, as the middle cover photo illustrates, supporting operations other than war (U.S. Army photo by SSG T. A. Bell); and, in the ongoing training at NTC, CMTC and JRTC to maintain our readiness to fight and win in regional conflicts (U.S. Army photo). As GEN Franks says in his interview beginning on page 8, training is where the next victory begins. Looking ahead, but remembering the past, we hope this issue of the *Journal* provides some meaty topics for NCOs to consider.

I want to start off by paraphrasing Eric Hoffer, a longshoreman and self-educated man—The truth has always been known, but there hasn't always been ears to hear.

You might ask what that has to do with NCOs or this magazine. For a start, one truth is this magazine was established for the NCO Corps as a forum for sharing professional development and experiences. However, for a while NCOs weren't willing to hear that truth and take ownership of the magazine. That's no longer the case. The four added pages in this issue are proof of that.

Hoffer's comment also endorses the fact that the *NCO Journal* is a forum for NCOs to discuss experiences and knowledge and hope that those truths don't fall on deaf ears or unseeing eyes. In an Army that keeps getting smaller, it's very important that NCOs share all by telling all. Our future and our Army's future depend on lessons learned and doing things better the next time.

To help increase NCO ownership, I met with nine MACOM command sergeants major and the Sergeant Major of the Army in July at the annual SMA conference. Those nine CSMs now have direct ownership in your *Journal*. The board members are: CSM Samuel Smith, FORSCOM; CSM Eugene McKinney, USAREUR; CSM Walton Woodall, TRADOC; CSM Michael Pierce, USAMC; CSM James Williams, SOUTHCOM; CSM Tony Salter, CENTCOM; CMSGT Michael Lampe (Air Force) SOCOM; CSM Gary Carpenter, USARPAC and CSM Andrew McFowler, EUSA. CSM Ronnie Strahan, USASMA also attended the meeting.

The advisory board will encourage NCOs to write for publication. In addition, I depend on them to tell me what NCOs in the field need to read in their *Journal*. The meeting also gave the senior NCO leaders a better understanding of the *Journal's* mission and how they can help us help you.

The advisory board also recommended eliminating theme issues. The *Journal's* quarterly issues have followed a theme since the magazine's birth in

April 1991. That will change with the Spring 94 issue. NO MORE THEMES. The plan is to categorize stories into the four major NCO concerns—leadership, training, maintaining and caring.

The point is, you no longer have to stick to a particular theme. If you have a point to make, experience to share, get it to us. Make sure you have your address and phone number on the manuscript so I can call you should I have any questions. If you're at an APO please tell me exactly where that APO is—Frankfurt, Seoul, Darmstadt, etc.

The Winter 93/94 issue will carry the

last theme, "NCO Professional Development—Leadership Challenges." I look forward to letters, phone calls and articles pertaining to this theme. [See the contents page for the address and phone number.]

I thank everyone who contributed articles to the magazine during my first year as editor-in-chief. The magazine is a success because of your professionalism and will continue to succeed because NCOs are taking responsibility for it. ■

*Brenda L. Hoffer*

**EDITORS NOTE:** It isn't common practice for us to run tributes to individuals. However, CSM Woodyard was a regular writer/contributor to the *NCO*

*Journal*. His articles appeared in the Winter 92/93 issue and in the Summer 93 issue. He will be missed by this staff as well as the NCO Corps.

## A Comrade-in-Arms Has Fallen

His article, "My LT and Me," gave insight into the awkward and difficult times a lieutenant experiences. It related how professional and caring NCOs can nurture their lieutenants into an officer that will one day lead them as a captain/first sergeant team or a colonel/sergeant major team.

I had the pleasure to serve with CSM John D. Woodyard for a month and a half. He inspired soldiers of the 15th Ordnance Battalion with his sound leadership and willingness to take the time to get to know them and their problems and successes.

The more time I spent around him the more I learned. His attitude was the same on and off the softball field. We began to look forward to a visit by the ol' sergeant major. When he'd come to the motor pool, soldiers would naturally gather around to hear what he had to say.

For whatever reason, CSM Woodyard was taken from us on July 14, 1993. He was struck and killed by a streetcar in downtown Frankfurt, Germany. And I'm sure if he were able to, he'd tell us just what it is we need to learn from this.

He will be deeply missed by every soldier in the 15th Ordnance Battalion, the sergeants major and the NCO Corps and the United States Army.



CSM Woodyard will also be missed by this lieutenant—no doubt, for the rest of my life. I'll never forget his striving for victory, his caring attitude and his charismatic leadership. Most of all, I'll never forget the last thing he said to me, "Nice hit, way to start us off L.T.!"

*1LT Joe M. Morgan, 15th Ordnance Co., 15th Ordnance Bn., Germany.*



## New Computer MOS Meets Army Needs

Automation in the Signal Corps Information Mission Area (IMA) for the 90s and beyond has brought a change in the automation skills area. A new MOS has been developed and is programmed to start in FY 95.

Information Systems Operator Analyst—MOS 74B—is a modernization of MOS 74D, Information Systems Operator and MOS 74E, Software Analyst. Those MOSes are due for recoding in March 1995 and soldiers should be reclassified in May or June 1995. The new MOS, 74B, will progress to 74Z, Information Systems Chief, at the rank of master sergeant.

*US Army Signal Center  
and Fort Gordon Public Affairs Office*

## Deadline Nears For Military History Writing Contest

The Army's Military History Writing Contest deadline is just a few months away. Interested NCOs need to meet the 31 December submission date.

The contest is sponsored by the U.S. Center of Military History. It's a professional development exercise designed to improve young NCO and officer communication skills and enhance their knowledge of the profession of arms.

Winners receive cash awards and DA certificates of achievement.

Participation is limited to students attending the Sergeants Major Academy and officer advance courses during calendar years 1992 and 1993. Manuscripts must include social security number, course title and number, a forwarding address and phone number, if possible. Submit two copies of unpublished manuscripts, MAXIMUM length 3,500 words (approx. 14 pgs.), typed, double-spaced. Papers exceeding this length won't be considered. Documentation is required, but footnotes and endnotes aren't included in length. Submit graphics, photos or illustrations as if the article were to be published. Essays should develop a limited historical theme related to the Army. Some suggested topics are:

Analysis of WWII or Korean War battles and campaigns; the black experience during the Civil War, Spanish-American War, World War I or II, Korea, Vietnam, etc.; fighting outnumbered and winning, e.g. Ardennes, Korea, Vietnam; light infantry, airborne, armor, artillery or other forces; logistics, leadership, training, unit cohesion or stress in combat; and desert operations. Send entries, post-marked by midnight 31 December, to: The U.S. Army Center of Military History, ATTN: DAMH-FI (Writing Contest/Mr. Arthur), 1099 14th Street N.W. Washington, DC 20005-3402. For more information call DSN 285-5368 or COM (202)504-5368.

## Excellent Ideas Can Mean \$\$\$ in Your Pocket

The Army Ideas for Excellence Program (AIEP) needs more good soldier ideas.

AIEP is designed to encourage soldiers to submit suggestions that identify and eliminate inefficient, outdated and/or wasteful policies and procedures. Soldiers become part of the process of improving Army operations and quality of life, thereby enhancing morale. AIEP is the only program that provides monetary awards to soldiers for their adopted ideas.

Army Regulation 5-17, The Army Ideas for Excellence Program, covers policy and procedures. It also gives instructions on submission and eligibility of ideas, explains evaluation and disposition procedures and provides guidance for paying cash awards. The program applies to the Total Army soldier.

AIEP is one way to meet the challenge to improve Army operations.

*Marion Jackson  
Department of the Army*

## Expanding ROTC Program Means Jobs For NCO Retirees

Today, some 1,800 retired NCOs teach men and women who may someday be *your* commanding officer. It's

part of the mission of the U.S. Army ROTC Cadet Command, which will be expanding its Junior ROTC program over the next five years. By 1997 the Army will have Junior ROTC units on more than 1,700 high school campuses—double the 1993 total. Each program will have one or more retired NCOs molding high school students into more productive citizens.

The five-year plan to double the size of the program gives NCOs throughout the Army an opportunity to continue to serve their nation upon retirement from Active duty.

NCOs interested in applying for positions as Junior ROTC instructors may contact any of the following three regional offices to learn of vacancies.

**Northeast, Middle Atlantic or Southeast States:** U.S. Army First Region, U.S. Army ROTC Cadet Command, ATTN: ATOA-HS, Ft. Bragg, NC 28307-5000. Or, call (919) 396-8706, DSN 236-8706.

**Central states east of the Mississippi River:** U.S. Army Second Region, U.S. Army ROTC Command, ATTN: ATOB-HS, Ft. Knox, KY 40121-5610. Or, call (502) 624-6455, DSN 464-6455.

**Central states west of the Mississippi River, the Southwest and Far West:** U.S. Army Fourth Region, U.S. Army ROTC Cadet Command, ATTN: ATOD-HS, Ft. Lewis, WA 98433-7100. Or, call (206) 967-3102, DSN 357-3102.

*CSM Anthony L. Eaton  
US Army ROTC Cadet Command, Ft. Monroe, VA*

## First Nine-Month SMA Course Begins With Class 46, August 95

The first nine-month Sergeants Major Course (SMC) will begin in August 1995 with Class 46. The anticipated attendance is 600 active army, 50 each National Guard and Reserve and 20 each sister service and international students (740 total).

The decision to go from a six to a nine month resident course means the class is held only once instead of twice a year. In addition, the nonresident course will remain a two year program but will have a

three week resident phase instead of two. A command post exercise was added to the additional week. Graduation from the course is also a requirement for promotion to sergeant major as of October 1, 1993.

Changes were necessary to support the new nine month course schedule. One change meant no selection for school attendance in FY 95 by the CSM/SGM/SMC board which met in August. The available class seats for the remaining six-month courses will be filled by NCOs selected from earlier boards and the "auto-selects" from the August CSM/SGM promotion board.

NCOs selected for promotion to SGM off the August board and not previously selected for SMC attendance will automatically attend Class 44 in July 1994. Master sergeants previously selected for SMC will also attend Classes 44 and 45. NCOs selected for promotion by the calendar year 1994 CSM/SGM promotion board will automatically attend Class 46 in August 1995. All previously selected MSGs must attend the resident course by January 1995 which is Class 45—the last six-month course.

Class 45 will be limited to 60 Active Army students, 10 each for Army National Guard and Army Reserve and a combined total of 20 for sister services and allied students (100 students total). This smaller class will enable the course instructors to prepare for the nine-month course curriculum that follows.

*MSG Dennis Murray  
ODCSPER, Washington, DC*

### **Vietnam Women's Memorial Project Dedication Set**

After a 10-year grassroots effort, the Vietnam Women's Memorial will be dedicated on Veteran's Day, Nov. 11, during a three-day Celebration of Patriotism and Courage. The event honors the 265,000 American Women who served all over the world during the Vietnam War. (See inside back cover.)

The Vietnam Women's Memorial Project, Inc. (VWMP) completed a Whistle Stop Tour during August and

September. The statue (see inside back cover) traveled east from sculptor Glenna Gondacre's studio in Santa Fe, NM across America to its final home in Washington, DC.

The VWMP must finish raising \$1 million for the design, construction, landscaping, perpetual maintenance fee for the Memorial and the dedication ceremonies. Tax-deductible contributions may be made to VWMP, 20015 Street NW, Suite 320, Washington DC 20009. Vietnam women veterans are encouraged to send their service information and current address to receive updates on dedication events.

*Mary Beth Newkumet,  
VWMP*

### **NCOES Conferees Identify Curriculum Improvement Areas**

The U.S. Army Sergeants Major Academy hosted the annual NCOES conference in El Paso, Texas, July 19-23. Conference attendees represented both Active and Reserve Component NCO Academies, Training and Doctrine Command, Forces Command, Army Training Support Center, Combined Arms Command and the Center for Army Leadership.

Overall objective of the conference was to have interaction between all agencies involved in the Army's NCOES program. Topics discussed were the Total Army School System (TASS), Functional Alignment, Multi/Media Distance Training, Self Development Test (SDT) and Standard Army Training System (SATS).

Senior NCOs representing the NCO Academies discussed the new AC/RC PLDC, BNCOC and ANCOC courses to be fielded 1 October 1993 and identified issues needing resolution. Course developers received valuable input and recommendations to help improve the curriculum. Issues that couldn't be resolved at the conference were identified and those concerns and recommendations were given to the agencies responsible for taking action.

*US Army Sergeants Major Academy*

### **NCOs—It's Your Museum**

The Museum of the Noncommissioned Officer, a part of the U.S. Army Sergeants Major Academy, is the only museum in the world dedicated solely to the American Army NCO. It is located on Biggs Field at Fort Bliss, in El Paso, Texas.

In its two wings, built entirely with private donations, visitors find constantly changing, colorful displays and exhibits detailing the NCO Corps from its beginning in 1775 to the present.

For former and currently serving NCOs, the Museum is often more than a place through which to walk and gaze at uniforms and equipment. In the glass cases housing each exhibit, NCOs use their own reflections—a reminder especially to all still serving that they are part of a long NCO chain—to see that they are the links that join those who have performed with valor and those who are yet to serve.

The Museum is also the repository for the NCO Oral History Program. The personal accounts of NCOs from WWI to present, will provide future historians detailed information about each period through the eyes of the NCO. The Museum also maintains a library that includes letters, diaries and other documents dating from the 18th century, and original photographs from the Civil War period.

Visitors to El Paso should make this a must see. Admission is free. The Museum is open Monday through Friday from 9 a.m. to 4 p.m. and Saturday and Sunday from noon to 4 p.m. It's closed on New Year's day, Easter, Thanksgiving and Christmas.

The U.S. Army Noncommissioned Officer Museum Association is a private organization that provides assistance to the Museum and its programs. Annual membership fee is \$5. A three-year membership is \$10, while a lifetime membership is \$25. Call the museum at (915) 569-8646 for more information, or write to the association at P.O. Box 8041, Fort Bliss, TX 79908-0041 to inquire about association benefits.

# H.E.L.P.

NCOs get by with H.E.L.P. from a little friend

By SFC C. Michael Segaloff

Recently, a command sergeant major conducting his portion of a command inspection asked to see all of the NCOs of a particular fire support platoon. Upon gathering them together, he asked to see their leader books. Imagine his surprise when four out of five NCOs pulled out an electronic device not much larger than a calculator! His initial skepticism turned to disbelief when he discovered that the newer pocket computers and personal organizers available today are capable of holding the equivalent of a full filing cabinet of information!

The platoon sergeant had picked up a little H.E.L.P. at the local exchange. Once his squad leaders had seen what it was capable of doing, they'd concluded that they could use a little H.E.L.P. too! Those NCOs knew a good thing when they saw it. It came as no surprise to anyone that the exchange was soon sold out of the little miracle pocket computers.

H.E.L.P. is an acronym for Handheld Electronic Leader's Portfolio. It is a generic term that I've coined, which refers to the whole family of handheld electronic organizers currently on the market. You may be unaware of the tremendous strides that have been made in this field in the past several months. The latest round of technological advances allow these miraculous little devices to effectively supplement, not replace, the leader book in situations where it is oversized, awkward, or inappropriate.

One of the unfortunate side effects of the growing emphasis on traditional leader books is the trend toward increasing bulkiness. Many units now require

trainers to include in their leader books far more than the standard personal data, battle tasks, PT scores, weapon qualifications and the like. Many units require copies of policy letters, edicts, SOPs, risk assessment cards, MOS career maps, deployability checklists and documents, equipment status, hand receipts, vehicle load plans, packing lists, counseling records, training schedules, and more.

This almost exponential growth of the traditional leader book has led to an unfortunate development. The book has outgrown, literally, its ability to go where the troops go and to do what the troops do. Many leader books have burgeoned to the size of small briefcases, making



them impractical for the motor pool, field training exercises, NBC operations, and a host of other activities. I would never attempt to go rappelling, for example, with my leader book under my

arm. However, whenever and wherever possible, my H.E.L.P. is in the right breast pocket of my BDUs.

The increasing size and complexity of the traditional leader book has also led to a decrease in one's ability to quickly find and use the information one needs. A well organized and indexed book is helpful, but it's just not enough. If you are a busy person who deals regularly with an abundance of messages, notes, and other scraps of information collected "on the fly," then you can appreciate how frustrating it is when important information is misplaced. An electronic organizer means no more little scraps of paper to lose; no more paging through an ever-expanding binder looking for that one piece of data.

The latest batch of handheld devices on the market hold an impressive amount of information, which can be organized in several different ways. Even the least expensive of the lot are capable of storing over a thousand names, numbers and addresses, along with scores of memos, dates, and appointments with alarms. Memos can double as files or documents which list training data, personal information, or any other important facts.

Since most of the devices also have a speedy search function, the information is readily at hand.

Typically, these mini-computers run on three lithium batteries, and are designed to hold their data during battery changes as long as you remove only one at a time. At the low end of the price scale, you can expect your H.E.L.P. to cost less than \$100.

At the pricier end of the scale, there



are some miraculous little machines that are not only fully compatible with your laptop and desktop computers, but actually rival them in power. Unfortunately, they often rival their full-sized cousins in price, as well.

One tiny machine offered by Zeos International is no larger than the average checkbook and weighs in at a mere 1.3 pounds. It boasts the ability to run the latest MS-DOS software from ROM (Read Only Memory) or from PCMCIA cards, which have become the standard memory storage device for Lilliputian computers. It comes loaded with a spreadsheet database, telecommunications, word processor, file transfers, personal organizer, planner, to do list, card file, and calculator. Without any extras, it will cost you a mere \$595.

Another miracle microcomputer, called the HandBook (from Gateway), pushes the limits of our concept of the pocket computer due to its 2.75-pound weight and its size. It is roughly 6" by 10" and 1.4" thick, which makes it about the size of a hardcover book. Its amazing capabilities, however, may induce you to simply get bigger pockets.

For those of you who know of such things, it's a 286 class machine with one megabyte RAM (Random Access Memory), a 40-megabyte hard drive, and a backlit CGA screen. For those of you who don't, take my word for it—this little machine is incredible. It lists at \$1295.

The high end machines are nice, but you can get an astonishing amount of performance out of a relatively inexpensive pocket computer. The machine I use, a \$65 Casio, contains an extensive database on each member of my platoon, the entire contents of the community telephone book, important dates, appointments, memos and to do lists. It serves as my personal organizer, complete with multiple alarms to keep me on time for various events throughout the day. It doesn't take the place of my leader book, but it goes places my leader book won't, and in many ways, does things my leader book can't.

High technology is often touted as the edge which allows us to do more, faster and better. It is easy to think of technology as something that goes into tanks, missiles, or helicopters. It's a little more difficult to think of it as something that

may someday replace pen and paper. Twenty years ago, every sergeant was issued a little green notebook with which he was expected to take notes. In a few years, every sergeant will be issued a little green pocket computer with which he will be expected to manage a wide spectrum of information.

Until that day comes, however, ser-

geants will simply have to contend with their expanding leader books and hope, perhaps, for a little H.E.L.P. from their loved ones. ■

*Segaloff is Bn Fire Support NCO and platoon sergeant, 4-29 FA, Baumholder, Germany.*

## Maintain Standards With SDT

By GEN Gordon L. Sullivan, USA, Chief of Staff

Our trained and ready Army depends on the selfless service and committed leadership of our superb Noncommissioned Officer Corps. We say the NCO is the backbone of the Army. That backbone of steel inspired our soldiers to stand proud and strong from Bunker Hill to Omaha Beach to the sands of Iraq. We must keep our NCO standards high as we advance to face the challenges of the 21st Century.

Our new NCO Self Development Test (SDT) is one way to maintain our high standards. Last month I approved implementation of the SDT for the Active force in FY 94, and in the Reserve Component in FY 95.

SDT replaces and improves on the former Skill Qualification Test (SQT). SQT measured individual skills of all enlisted soldiers, including NCOs. Those skills are important. They drive individual training. But for today's quality Army and NCO Corps, they aren't enough.

SDT focuses strictly on NCOs, our key frontline leaders. SDT evaluates their intellectual growth as leaders of soldiers. It rewards personal effort. SDT provides feedback to them and the Army on their knowledge in leadership, training management and MOS skills. All NCOs, regardless of MOS, receive evaluation on leadership and training management. This allows for meaningful comparisons of individual NCOs across the Army. SDT will be an important factor in promotion and school selection.

The two-year SDT test period is

over. On October 1, SDT became a fact of life for our sergeants. Soldiers should begin preparing now, as next year's results will be provided to Active Component promotion and school selection boards. Detailed guidance on the conduct of SDT is forthcoming.

The Reserve Component NCO Corps will continue the two-year validation period begun last October. They will begin taking SDT for record on October 1, 1994. Standards across the Total Army will be the same. One Army—one standard—trained and ready.

NCOs prepare themselves for SDT. Leaders mentor and support NCOs in their SDT efforts. But the SDT must remain a measure of individual NCO self-development. SDT is NOT a unit training responsibility.

To assist in the mentoring process, units will receive a copy of individual SDT results, plus a consolidated report showing trends across the unit by grade and MOS. Use these reports to aid in individual counseling and mentoring. They *must not* become unit "report cards" on NCO training.

SMA Kidd and our senior enlisted leaders join me in believing the SDT will motivate NCO professional growth. It will help identify and reward the self-starters who will lead our Army into the 21st Century. Our great NCO Corps, paced by initiatives like the SDT, will continue to provide leadership for the Army. Selfless service to soldiers and the Nation—that's the bottom line. ■

# SDT Update

*On track in 93*

By SGM Paul A. Quesnell  
and Mr. Jim Meadows

**W**e believe fiscal year (FY) 94 heralds a new era for NCOs, when the Self Development Test concept becomes reality. We discuss the significant events that have culminated with SDT, look at upcoming FY 94 SDT events and describe how SDT supports the Army's leader development program.

SDT evolved from a recommendation made by senior command sergeants major during an October 1989 conference. These senior NCOs wanted a test that would further challenge and strengthen an already outstanding NCO Corps through individual study and preparation. In July 1990, the Army Chief of Staff directed the elimination of the Skill Qualification Test (SQT) and the institution of a new self development test for sergeants, staff sergeants and sergeants first class. This new test is designed to measure and guide the NCO's self development in leadership, training management and MOS-specific areas.

#### **SDT validation.**

For several reasons, including the impact of Desert Shield and Desert Storm, the senior Army leadership decided the FY 92 and FY 93 SDT results would be used for NCO self development purposes only. The Training and Doctrine Command (TRADOC) used this period to validate and improve the SDT.

During FY 92 TRADOC fielded 583 separate SDTs that provided a test for

over 95 percent of all Active Component (AC) sergeants through sergeants first class. More than 165,000 NCOs took their SDT during this first validation year.

The SDT initial and final Individual Soldiers Report (ISR) supplies NCOs with their SDT score. NCOs usually receive the initial ISR within 1-30 days after testing.

NCOs receive a final ISR (figure 1) about 60 days after the test window closes. The final ISR shows the NCO's official SDT score. It also shows his or her percentile ranking among the NCOs who took this particular test.

#### **SDT developments in FY 93.**

+ Reserve Component (RC) NCOs began taking the SDT.

+ Initial low scores on the training management section of the FY 92 SDT prompted TRADOC to set up a Senior NCO Review Board to look at every training management question.

+ A Common Core SDT, consisting of leadership and training management questions, was made available for those NCOs who did not have an MOS-specific SDT.

+ Six-month deferred testing was authorized for AC NCOs who, because of legitimate reasons (TDY, hospitalization, etc.), were unable to take their SDT within the normal three-month test window.

+ SMA Kidd distributed a video entitled "Benchmark for Success: The Self-Development Test," to all Brigade/Group level command sergeants major.

Training Standards Officers (TSOs) also received a copy of this video.

+ Beginning in January 1993, SDTs contained a survey that enabled NCOs to provide their opinions and suggestions for improving the SDT program. Of the 80,000-plus NCOs who responded to this survey, over 70 percent indicated a need for a test that provided feedback on their self-development progress.

+ In June 1993, the Army Chief of Staff approved the full implementation of the SDT for the AC in FY 94 and for the RC in FY 95. Many FY 93 SDT test windows are still open. Consequently, final FY 93 SDT test averages aren't available. Figure 2 shows the average scores for those tests that have been graded.

#### **What to look for in FY 94-95.**

An official SDT passing score of 70 percent and two other significant SDT events take place in FY 94: EPMS linkage for the AC and a second preparation year for the RC. In addition, TRADOC continues to "fine tune" the SDT program.

For the AC, FY 94 SDT test results will be linked to the EPMS in such areas as promotions and school selections. HQDA will announce the specific details associated with EPMS linkages. The AC NCO's chain-of-command will receive a copy of the NCO's ISR to use for mentoring and counseling purposes.

The RC will use FY 94 as a "second preparation year" for the SDT. This gives RC NCOs the same preparation



Figure 1

**PERSONAL IN NATURE  
INDIVIDUAL SOLDIER'S REPORT  
(F-I-N-A-L)**

TO: SGT DEAN RICHARDS 338TH GEN HO3P 9400 POTTER RD NIAGARA FALLS, NY 12345-6789	SDT SCORE: 075* PERCENTILE: 006* SDT #: 91H2099-00 TESTED: 26 APR 99 SCORED: 05 MAY 99 VIC: WXXXXX
SSN: 123-45-6789      TGO: 001	
MOS: 91H2 - ORTHOPEDIC SP	

	# CORRECT / TOTAL
LEADERSHIP	17 / 20
TRAINING MANAGEMENT	16 / 20
MOS KNOWLEDGE	42 / 60
VITAL SIGNS	12 / 15
EMERG MED TREAT	11 / 15
TRACTION	3 / 7
PLASTER CAST	5 / 10
BODY CAST	9 / 10
PLASTER SPLINTS	2 / 3

\*YOUR SCORE OF '75' WAS BETTER THAN 60% OF THE NCOs IN YOUR  
MOS AND GRADE

Figure 2

**FY 93 ARMY SDT TEST RESULTS\***

	Ldr	Trng	MOS	Overall
AC	78%	71%	70%	72%
NG	72%	66%	82%	66%
USAR	71%	62%	81%	63%

\*Averages for graded FY 94 test  
(Many test windows still open)

time given the AC NCOs. Since the RC FY 94 SDT results won't be used for record purposes, only RC NCOs will receive a copy of their ISR.

RC NCOs are required to take the SDT only once every two years. However, to take advantage of the opportunity to see the SDT a second time before taking it for record purposes, all RC NCOs are encouraged to take an FY 94 SDT—even if they took an FY 93 test. And to maximize RC SDT participation in FY 94, the Common Core SDT will remain available for RC use where appropriate (see your TSO for specific details).

In FY 95, the RC will link SDT results to the EPMS, just like the Active Army.

The NCO's chain of command will also receive a copy of the ISR to use for mentoring and counseling purposes.

**Leader development, institutional training and operational assignments.**

The career of a professional leader requires a lifelong commitment to self-development. Leader development consists of three components or pillars. The SDT plays an integral role in all three.

The SDT can help NCOs sustain the skills and knowledge gained through attendance at various NCOES courses. SDT will continue to challenge NCOs during the years between schools and foster retention of the proficiencies gained in NCOES. This is crucial in the NCO's professional growth.

The SDT samples an NCO's knowledge of subject areas across the various duty positions and systems in his or her MOS. This design helps to broaden the NCO's MOS knowledge, ensures the NCO remains current in the MOS, and

prepares the NCO for increased responsibility and new positions. This flexibility increases the ability of the NCO Corps to react to sudden changes in mission requirements.

Self-development is an individual NCO responsibility and the only pillar of leader development over which the NCO has direct control. Self-development is a formal program of individual study, research, professional reading and self-assessment designed to assist the NCO to take on new assignments and positions of greater responsibility.

Should we evaluate an NCO's individual self-development, just as we evaluate unit and institutional training? The response from NCOs is an overwhelming "yes." And the SDT does this. The SDT is the Army's only formal, objective evaluation of an NCO's progress in the self-development process. It helps to identify those NCOs who have, on their own, prepared themselves for increased responsibility by obtaining the leadership, training management and MOS knowledge required to excel.

Preparation for the SDT rests squarely on the NCO. The NCO's SDT performance is an indicator of his or her motivation and commitment toward self-development. As such, SDT must remain a measure of the NCO's personal growth and not become a unit training responsibility. *However, senior leaders must not ignore their inherent responsibility to mentor, coach and guide their junior NCOs.*

Linking SDT results to the EPMS makes the SDT an effective tool for promoting NCO self-development and recognizing and rewarding those NCOs who excel in this area. The SDT ensures that the Army gives self-development the recognition and attention it deserves as an integral part of the leader development process. The vision those senior NCOs had in October 1989 is no longer just a vision, but reality. ■

*Quesnell and Meadows are with the U.S. Army Training Support Center, Ft. Eustis, VA.*



# FRANKLY

**In this interview, GEN Frederick M. Franks, Commander, TRADOC, addresses a number of issues pertinent to the future of training and the role of NCOs**

**NCO Journal:** *Readers frequently express their concern that NCOES and functional course programs that have made the NCO Corps so strong are in danger of being cut back or eliminated in today's Army. How do you see the future of current NCO training programs?*

**GEN Franks:** I hear those rumors and their [NCOs'] concerns. What I'd say is the key to our success in Desert Storm was our superb NCO leadership. I attribute that [leadership] directly to our progressive and sequential leader development in NCOES. I want to do nothing that will compromise the standards of excellence in NCOES.

GEN Sullivan has said, "Training is the glue that holds us together." So I've issued instructions at TRADOC that any reduction in course length, attendance and so forth, I want to be part of any of those decisions. At this point, I see no need or recommendation to reduce or eliminate any of our leader development programs. I want to retain those as strong [programs]. They are vital to battlefield success and I don't want, in any way, to compromise the excellence of those leader development programs. I want to ensure they change so the substance is relevant to the world that our Army finds itself in these days, which is considerably different from that of the Cold War. But there will be no compromise in the standards of excellence.

**NCO Journal:** *Distributed training is a controversial subject among NCOs. What*

*is your intent for distributed training, both for Active and Reserve components?*

**GEN Franks:** This is one of those subjects that when we talk about it, it's said that we're going to cut two weeks, three weeks off our leader development courses. That's *not* the approach at all.

Distributed Training ought to be of great assistance to our leader development. It allows interaction over greater distances. It has great application in the Reserve Component where units are geographically separated. It may have some application in low density MOSes as well. But I don't see distributed training as a means to cut the length of resident NCO leader development courses.

We have pilot programs for 19D, 19K, 63E and 12B MOSes. Again, those are aimed at the Reserve Component where we are geographically separated and I don't see it as any way to cut the length of NCOES.

As a matter of fact, several months ago I was briefed at Fort Knox on a 19K ANCOC Reserve course that was helped with distributed training. A group of NCOs got together in one place and they beamed [by satellite] the instruction from somewhere else. The NCOs still get the group dynamics and interaction and could complete the course in a shorter time than previously.

**NCO Journal:** *Sir, do you think this controversy is a result of the NCO Corps not understanding what distributed training is?*

**GEN Franks:** I think we talk about it in the context of resource savings. We say well, if we can do a lot of this before NCOs attend ANCOC or BNCOC on location we can cut a week or two off the course. And that's not it at all. That's not the approach. It is to say, if we have a subject matter expert, for example, in the Reserve Component at Ft. Knox—rather than having that SME go around to four or five different sites, you can assemble the students, and in one

class session you can have that SME interacting with those students, just like we are doing here over the video teleconference.

The same way in language training, for example. We've had great success where we had students for language skill familiarization. You get the Defense Language Institute in Monterey and then you assemble the students that need some brush-up on a particular language skill and they can spend an hour or two over the VTC distributive training instruction as opposed to having to wait to get that instructor to those individual sites. So, yes, you're probably right, perhaps in your *Journal* you can tell NCOs the myths versus the facts on distributed training.

**NCO Journal:** *What do you expect the impact of the June 1993 version of FM 100-5, Operations, to have on Army institutional training?*

**GEN Franks:** I believe it will be significant. It's the first doctrinal revision since the end of the Cold War, and it was done through consulting our whole Army, to include staff and faculty and maybe even some students at the Sergeants Major Academy. So we've got a lot of wisdom from around our Army about the conduct of battle, operations and operations other than war and how to operate in the force projection environment that the U.S. Army now finds itself in.

The focus continues to be on how to fight and win battles, engagements and campaigns. Those methods are changing and we've recorded that. Secondly, it talks about force projection—that is, the U.S. Army has to get itself from wherever it is to the operational environment.

There are many things to talk about in that area. And that impacts on small unit leaders. Sometimes in a force projection world the size of the organization that goes

# SP





in is very small. Therefore, the demands on NCOs and junior officer leaders will be much greater in a force projection environment than perhaps in a Cold War environment where we were in a hierarchy of units in Central Europe.

Then there's the whole conduct of what we're calling operations other than war, humanitarian assistance, for example, where there's also danger to soldiers, such as what's going on in Somalia right now. [See pages 12-13 for a report on the 10th Mountain Division's mission in Somalia. Ed.] So, I think it [100-5] will have a profound impact on our institutional training and we're embedding 100-5 and all those ideas in our institutional training.

**NCO Journal:** *Are you satisfied with the institutional training emphasis placed on environmental matters, sexual harassment and "protect-the-force" training?*

**GEN Franks:** I wasn't at first, but I am increasingly more satisfied that we are aware of our responsibilities as Americans to protect our environment as leaders and to show that training for conduct of operations isn't incompatible with taking care of our land, water and air space. Certainly NCOs as first-line leaders have a direct responsibility in being aware of that.

There was an extraordinarily good series of thoughts and approach to teaching environmental matters developed at the Sergeants Major Academy. And, as that subject matter is developed, it will be included in all our POIs for all NCOES.

Same as with training for sexual harassment and equal opportunity. I think some of our subject matter was outdated

and not related to circumstances that occur in the military environment. So the work done by the Soldier Support Center this past fall is now getting introduced in our curriculum. This will go a long way to increase the sensitivity of these issues to the service members on the Army's absolute imperative for preventing sexual harassment and treating all our soldiers with dignity and respect. But, I think we have a way to go with that instruction in our NCOES. We need to examine for ourselves if we're satisfied with that. We've improved, but I don't think we're there yet.

Protect the Force. That's one of the elements of combat power. It includes safety but isn't limited to safety. So, that's all leaders' responsibility to

Sergeants Major Academy is doing in including it in POIs. Risk assessment must be continuous.

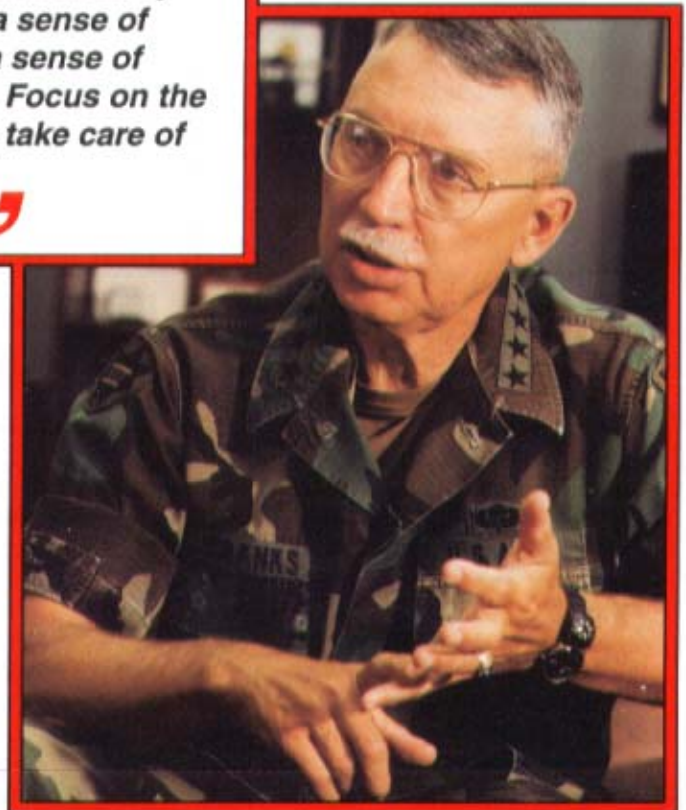
The environment is entrusted to us. We as American citizens, as soldiers—especially in TRADOC where we have stewardship over land and acreage that is bigger than some states in the union—in the accomplishment of our mission to train for war and operations other than war, we owe it to our country and to future generations of Americans to do that in a way that protects the environment.

**NCO Journal:** *With the president's announcement of the "don't ask, don't tell" homosexual policy, what changes to Army training and education practice do you anticipate?*

**GEN Franks:** As the Secretary of the Army and Chief of Staff stated: "We have a great Army  
*(continued page 10)*

“  
**Take time for your family, they're part of our Army team. Keep a sense of humor and a sense of perspective. Focus on the mission and take care of the troops.**  
”

accomplish the mission at the least cost to our soldiers. Awareness of that in combat as well as in peacetime is something that must continue to be emphasized in our school training. I like what the



# PEAKING





with a reputation of selfless and faithful service. All soldiers must be treated with dignity and respect." Department of the Army is still developing personnel policies in coordination with DoD. We at TRADOC are developing those policies which, when adopted, will be incorporated quickly into our training and leader development courses.

**NCO Journal:** *As the VII corps commander in Desert Shield/Storm, did the performance of your NCOs validate what the Army is doing in its NCOES and functional course?*

**GEN Franks:** Absolutely. I feel that Desert Storm, just as our previous wars that had U.S. Army involvement, validated the wisdom of the U.S. Army's NCO Corps and its responsibilities. We often use the term, "The NCO is the backbone of the Army." Well, I really believe that and saw it demonstrated on the battlefield. To a soldier and the NCO, they credited their battlefield successes to the excellence in training and in leader development.

We must be uncompromising in our insistence on excellence in our training and leader development. Make sure it's relevant to the world we're called on to operate in. But the excellence in training, leader development, combat training centers and institutional training has a direct payoff in accomplishing the mission at the least cost to our soldiers and we must be unyielding and uncompromising in ensuring that excellence remains in peacetime.

**NCO Journal:** *What will be the impact of the Future Army Schools-21 program on NCOES?*

**GEN Franks:** The idea is to try to establish an efficient and effective "Total Army" school system [Active and Reserve Component] that produces standards for individual training and educa-

tion for the Total Army. Some of the benefits we are seeing is the accreditation and standardization of NCOES in the Total Army. We have assessment and accreditation teams going out to NCOES schools in the Reserve Component as well as the Active Component so we can establish an evenness in the standards between the two.

We're looking at pilot programs where the Active Component NCOs are trained at accredited Reserve Component schools with certified instructors such as PLDC or the 63B BNCOC course at Ft. Bragg. The standards are the same. That's the approach of FAST-21. It can be more interactive if all standards are the same. There should be no compromise on the standards.

**NCO Journal:** *Do you believe TRADOC is effectively presenting to Army NCOs the importance of duty in TRADOC, especially instructor and training developer duties?*

“  
...we must be unyielding and uncompromising in ensuring that excellence remains in peacetime.  
”

**GEN Franks:** I believe so. I hope so. I don't think there's any more important duty than to be a trainer. That's what we [TRADOC] do. Fort Jackson's motto is "Victory Starts Here," and at TRADOC we sort of adopted the same philosophy with our motto: "TRADOC, Where Tomorrow's Victory Begins."

I was at Ft. Sill about a year ago. We were out driving and the sun was coming up. A drill sergeant was with soldiers

marching off to a training site. I call that a TRADOC sunrise. That was an NCO teaching the skills, knowledge and attitudes to those young soldiers so they can take their [NCOs'] place on the line. There's no more important duty than the NCO teaching in NCOES or as drill sergeants training these young men and women who want to be part of our great Army and doing so in such a limited time.

Even in Desert Storm we had soldiers fresh out of training who contributed on the battlefield in all the branches—combat, combat support and combat service support. That didn't happen by accident. It happens because of the great NCO trainers at our training centers. I hope they feel that sense of importance. I do.

**NCO Journal:** *Any other points you wish to pass on to NCOs?*

**GEN Franks:** Thanks for what you're doing for the Army and the nation.

I haven't seen the Army busier than it is right now. There are great demands on our leadership. There's stress and tension, especially during the times spent away from home. But thanks again for your dedication and duty to the Army and the nation, now in a very active time for our Army.

Keep doing what you're doing. Focus on teaching soldiers skills, knowledge and attitudes. We're in a time of tough choices, tough choices on resources and we will, as a team, do the right thing for our Army and our nation. Stay focused on training and mission readiness.

Continue to help us protect the sense of continuity of our Army, the selfless service and service to our nation, the sense of growth as soldiers. Communicate that to each other and to our soldiers.

Take time for your family, they're part of our Army team. Keep a sense of humor and a sense of perspective. Focus on the mission and take care of the troops. ■



# Battle Focused Training

By SFC (Ret.) Reginald Gundy

**B**attle Focused Training has been a part of the Army's training philosophy for some time now. Yet there are many young NCOs who still don't understand this basic concept.

The concept and its principles are concrete, clear, concise and recently proven through Operation Desert Storm. Battle Focused Training is the process of deriving peacetime training requirements from a wartime mission. Its basic principles are found in FM 25-100, **Training the Force**. The "how to" of developing and executing this concept is the subject of FM 25-101, **Battle Focused Training**.

NCOs must read these two FMs to understand the Army's training doctrine and how to apply it. Specifically, they should read Chapters two and three, pages 4-2 through 4-9 and pages 5-1 through 5-7 of FM 25-101. These pages provide information on developing a

unit's mission essential task list (METL) and planning and executing training. Though NCOs aren't normally called on to develop the METL, reading the above references will assist them in understanding their critical role in the Battle Focused Training concept.

NCOs at all levels of combat, combat support and combat service support must know the critical link between collective tasks identified in their unit's METL and the individual tasks that make up those collective tasks. Both collective and individual tasks are derived from the METL as outlined on page 1-10, FM 25-101. In short, the METL drives the collective tasks, which in turn, drive the individual tasks.

When NCOs understand this relationship, they will see the importance of training to standard at each level. Poor individual task proficiency can carry over to poor collective task proficiency and decrease a unit's combat effectiveness. The NCO pulls it all together. NCOs monitor individual training on soldier manual tasks at squad and section level, SDT and CTT results and can focus training on weak individual tasks. At the same time, they enhance unit collective task training.

For years NCOs have talked about wasted and ineffective training time. By staying focused on the relationship between the unit METL and collective and individual tasks, they'll learn how to use training time more effectively.

It's every NCO's responsibility to make sure training is conducted effectively. The Battle Focused Training concept is a tool to help NCOs plan, prepare and conduct training. Senior leaders will expect their subordinate leaders to understand and work within the basic principles of battle focused training.

Finally, there are no exceptions for not being trained or to train in the battle focus concept. Leaders can't simply ignore this process and hope they get by without it. Ignoring it in peacetime will cost lives in war. NCOs who ignore it will fail themselves, their soldiers, their leaders, the U.S. Army and our country.

As General of the Army Douglas MacArthur once said, "In no profession are the penalties for employing untrained personnel so appalling and so irrevocable as in the military." ■

*Gundy is a retired infantryman now living in Jacksonville, Fla.*

## Staying Focused

*Read the doctrinal manuals.*

*Know and understand company and battalion commanders' training guidance.*

*Know the platoon's mission requirements and what collective and individual tasks support that wartime mission.*

*Stay technically and tactically proficient.*

*Apply the nine principles of training listed in FM 25-101.*

*Train as combined arms and service teams.*

*Train as you fight.*

*Use appropriate doctrine.*

*Use performance oriented training.*

*Train to challenge, sustain proficiency and maintain.*

*Train using multi-echelon techniques.*

*Make commanders the primary trainers.*

*Know what resources are available and use them.*

*Read and analyze upcoming requirements on yearly and quarterly training schedules (long and short range training calendars) published by division, brigade and battalion commanders and staff.*

*Analyze past, present and future weekly training schedules. NCOs must ask themselves, "What should I have completed last week but didn't? Why? What do I need to do this week, and what's required for next week's training?" NCOs take the frustration out of training by being good time and resource managers.*

*Assess and document individual soldier weaknesses as they relate to collective tasks. Leaders assess the proficiency of their soldiers through evaluations. Chapter five, FM 25-101 provides examples of evaluations available to leaders.*

*At the end of each training event conduct a thorough after-action review and start the training management cycle again. Update all leader books, METL and other training related documents.*

*Work as a team with the officers and training support soldiers. Battle Focused Training isn't an individual process. A partnership exists throughout the chain of command. A platoon leader, company commander, battalion commander and others up the chain can't effectively do their job as trainers without NCO input. To give effective input, NCOs must know how the concept works. ■*





# Adapting Training to Mis

By SSG Patrick Buffett  
and Mr. R. D. Murphy

Infantry soldiers, artillerymen, support personnel, aircraft crew members, medics and military policemen. All of these soldiers, regardless of rank or time in service, share a common bond. Year in, year out, they complete extensive training designed to help them survive on the battlefield.

However, 10th Mountain Division soldiers in these occupational skills and others were faced with a challenging dilemma: they weren't going into battle.

How did the training they received before deployment for Hurricane Andrew disaster relief and Operation Restore Hope and Continue Hope in Somalia help them complete the mission? How did they deal with the emotions, the challenges, the unexpected?

In late August 1992 the 10th learned it would participate in the Hurricane Andrew disaster relief operation. Two days after notification, soldiers and equipment from 1st Battalion, 87th Infantry, arrived in Florida ready to begin operations.

All units prepare for moving out on short notice. And this was a case where prior training—maintenance of equipment, rehearsed deployment procedures and keeping personal affairs in order—really paid off, according to 1SG Arturo G. Rodriguez, A Company, 1-87th. A Company soldiers were also prepared mentally for the mission, he noted.

"I always tell my soldiers to keep an eye on the news and to focus on the hot spots. By always being prepared and by assuming that deployment is possible, a soldier can prepare himself and, more importantly, his spouse, for the situation," Rodriguez said.

In less than a week, the division task force, which included about 5,500 soldiers and more than 2,000 pieces of equipment, arrived in Florida.

Soldiers immediately knew that the need for them to go to work providing disaster relief was as important as setting up base camps and establishing operation

centers. Flexibility was a necessity of every duty day.

First Brigade CSM Albert Finn III noted that while his NCOs and soldiers were well acquainted with basic skills, there was no opportunity for them to plan ways to adapt what they already knew into humanitarian relief tasks like cleaning up debris, issuing large quantities of food and supplies, providing security of food distribution sites and keeping an eye out for looters.

"We train constantly to go to war and perform tasks related to our mission essential task list," Finn said. "You can bleed off those and perform a variety of other tasks successfully, as we proved in both Florida and Somalia."

Uncertainty over what standards needed to be met on a daily basis challenged the 10th soldiers.

"The standards were whatever needed to be accomplished on any particular day," said 10th Mountain CSM Robert C. Sexton. "If the tasking was to assist the people in a particular neighborhood, the soldiers did whatever it took to help them out, whether it was clearing debris, providing information or delivering supplies."

M-16s, the inseparable companion of most soldiers during most deployments, were deemed unnecessary for the operation. Civilian law enforcement agencies handled the problem of security and looting capably.

It's important to understand, Sexton noted, that the 10th was never in Florida—or Somalia for that matter—to take charge of the situation. The division was there to assist the humanitarian, religious and government organizations in the area.

The Florida operations, involving Americans helping Americans, was a tremendous morale booster for soldiers, according to SSG Ronald J. Wheat Jr., a squad leader with A Company, 1st Battalion, 22nd Infantry. Wheat and other leaders said keeping soldiers informed was also a morale booster.

"The lines of communication worked well in Florida and Somalia," Sexton said.

"We've been working on bridging the communications gap since the Vietnam War and these past two missions have proven that we've accomplished that goal."

By mid-October, all of Task Force Mountain had redeployed back to Ft. Drum. Leaders once again planned out battle-focused training in preparation for future missions. The call to deploy again came on Dec. 3, when the division learned it would be a key participant in Operation Restore Hope in Somalia. Soldiers of the 2nd Battalion, 87th Infantry, arrived in country eight days later.

Many other units were given enough leeway before deploying to conduct classes on customs, politics and health hazards in Somalia, Sexton noted. But not the 2-87th.

A number of glaring differences in missions surfaced in Somalia. The danger of hostility was compounded by hazardous living conditions. Soldiers faced disease, daily temperatures of 100 degrees or more, insects, snakes and dozens of other dangers.

Somalia, a country of factions, warlords and bandit rule, was also a country where thousands were starving to death daily. Weapons were carried nearly everywhere. There was no way to identify the friendly from the unfriendly.

"We walked the streets of Somalia knowing that at any given time the enemy could spring from a crowd of innocents and open fire with an automatic weapon or stab you with a knife," said SFC Bradley C. Shipp, a platoon sergeant for C Company, 1-22nd. "You had to be wary of those who wanted to talk to you and tell you you're doing a good job. You couldn't get complacent. You couldn't afford to get too close to the Somali people. You had to remain alert and on your toes at all times and always ready for any surprise."

Even more unsettling, joint task force leaders restricted the 10th Mountain soldiers from using their weapons unless their lives were endangered.

"Being shot at and not being able to fire back was tough," said SGT James A. Arend, B Company, 1-22nd. When we



# mission

came under fire, we couldn't panic. We could shoot only if we had a known target."

Flexibility in adapting war fighting skills to the mission became the key in Somalia, just as it had been in Florida. For instance, the 41st Engineers endured high temperatures and harsh living conditions as they reconstructed more than 2,000 kilometers of road, opening routes of travel that had been impassable for years. They used their combat skills to remove a network of mines and weapons cache points. Also noteworthy was A Company's building of a Bailey Bridge near the port city of Kismayu and B Company's reconstruction of schools in Wanlaweyn.

While engineers busied themselves with rebuilding, infantry soldiers worked diligently to maintain peace.

"We had to adjust the Army's hard core, kick-in-the-door, and go-in-shooting tech-

nique," Wheat said. "You had to use common sense and care and a great deal of caution when it came to entering and clearing a building, to keep from injuring innocent people." Although Wheat's squad confiscated hundreds of weapons and detained a number of Somalis, they never fired a shot.

As in Florida, the lines of communication proved effective in Somalia. This was all the more remarkable, Sexton noted, because the division was spread across a 21,000-square-mile area. Division NCOs discovered once again that the flow of information and caring for soldiers definitely affects soldier morale.

"Soldiers wanted to know an exact date [when they were going home]. They didn't care if it was a month or two months away, they just wanted to know for sure," Sexton said.

"The biggest thing junior NCOs need to keep an eye on is the attitude of their soldiers. Don't let them fall prey to complacency," Shipp cautioned. "You can't let things become routine. You can't overlook the simple things or take things for

granted." So, leaders provided a variety of programs to prevent boredom and boost morale.

By mid-April, all of the 10th Mountain Division involved in the initial rotation to Somalia had returned to Ft. Drum. Since then, two other rotations have been completed. The current quick reaction task force in Somalia, comprised of the 10th Aviation Brigade, 2nd Battalion, 14th Infantry, and support units, is expected to remain until February.

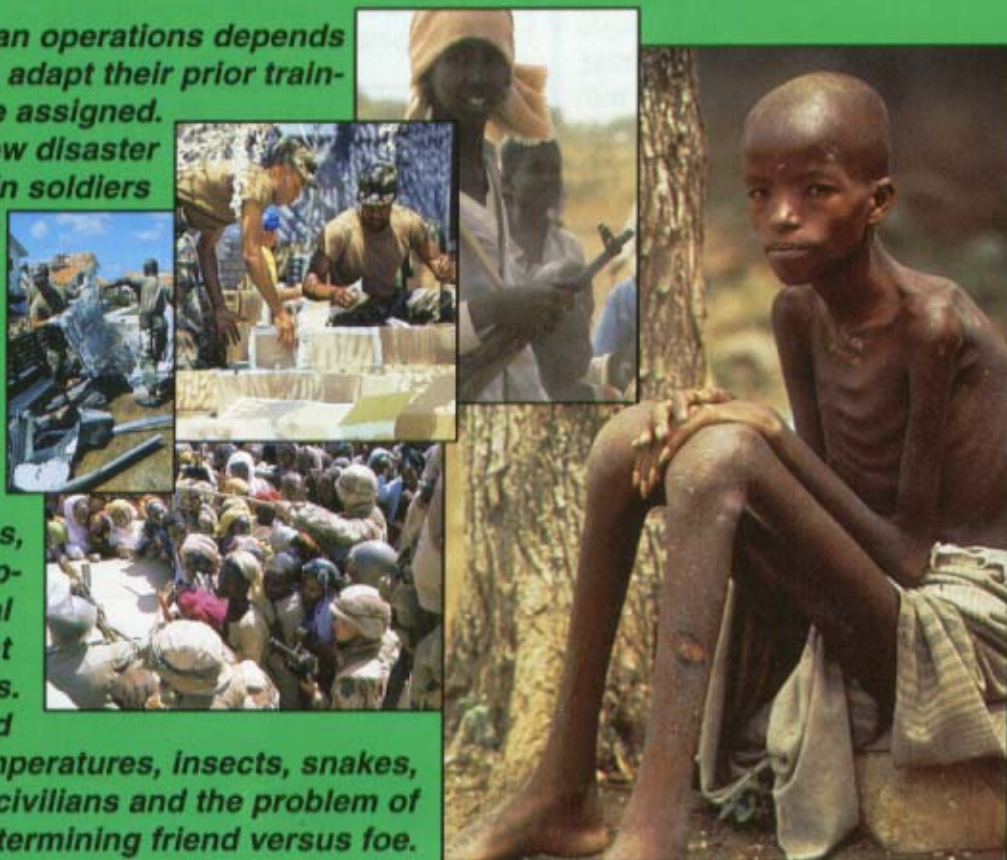
The missions that 10th Mountain Division soldiers have participated in haven't required aggressive fighting tactics—rather, more a willingness to lend a helping hand. Thus, officers and NCOs alike discovered that basic leadership traits became vital not only for soldier morale, but soldiers' lives as well. ■

*Buffett, NCOIC, 27th Public Affairs Team at Ft. Drum, NY, deployed with the division to Florida and Somalia. Murphy, a retired Army master sergeant, is the media relations officer, Ft. Drum Public Affairs Office.*

**The success of humanitarian operations depends on soldiers who are able to adapt their prior training to the mission they are assigned.**

**During Hurricane Andrew disaster relief efforts, 10th Mountain soldiers removed over 6.2 million cubic yards of debris, served over 900,000 meals, cared for over 2,400 people daily at life support centers, provided medical care for more than 65,000 civilians, moved 83,000+ tons of humanitarian supplies, repaired 98 schools and supported nearly 100 Federal Emergency Management Agency missions.**

**In Somalia, soldiers faced disease, scorching temperatures, insects, snakes, boredom, armed civilians and the problem of determining friend versus foe.**





# The Lost Chess Game

By Alfred Muglia

I read with great excitement the article "The Bloody Hell of Huertgen Forest" in your Summer 1993 issue. I was a second lieutenant in the medical administrative corps and was at that battle. I was the surgeon's assistant with the 3rd Battalion, 112th Inf Regiment, 28th Infantry Division. Would you really like to know what happened at that battle?

Remember, some 50 years have passed since then. Try to view that battle from the military mentality of the 40s and ask only: "What if the enlisted men were better prepared physically, mentally and spiritually—would it have made a difference?" Remember to change only one variable—the enlisted men's condition, not the quality of the general officers planning the attack.

First, let's review that 40s military mentality of the WWII era.

**Fitness.** In those days we did have calisthenics, obstacle courses, hikes and military maneuvers but the program wasn't as sharply honed as it is today. I'm happy to note the progress.

**Leadership.** There are more schools today teaching military leadership and personnel management. In the old days the advice of NCOs was seldom sought for any decision-making process. The old NCO was expected to follow orders without question.

**Battlefield Casualties.** A soldier's life is valued much more today than it was during WWII. Battles that resulted in less than 500 deaths seldom made the news. Next of kin were notified of a soldier's death by a form telegram that read, "The government of the United States regrets to inform you that your son (husband) was killed in action..." There were no casualty assistance officers. No civilian or military personnel concerned themselves with the thousands missing in action. Bereaved family members were left alone to cry alone.

Keep these three old Army life facts in mind, and come with me to the Huertgen Forest of November 1944 for a brief idea of what really happened. Then decide whether or not the status of the enlisted men's physical, mental and spiritual fitness would have made a difference.

*The snow fell gently on that November morning when SGT Shedio and I*

**Editor's note:** The NCO authors of "The Bloody Hell of Huertgen Forest" were charged with determining what they—as NCOs—might have done in the same situation—today! It was **not** their charge to analyze the Corps' plan in detail, but rather to examine the importance of physical, mental and spiritual fitness in combat. WW II was a different time, with different rules. No one questions the bravery of the 28th Infantry Division's NCOs in the battle for Schmidt. Muglia's article wasn't written in response to Reynold's (next page)—each simply addresses the article from a different perspective.

## Bloody Hell of Huertgen Forest

"All along the sides of the trail there were many, many cadavers that had just emerged from the winter snow. Their gangrenous, broken, and torn bodies were rigid and grotesque, some of them with arms skyward, seemingly in supplication...it was an eerie scene, like something

from a low level of Dante's Inferno."

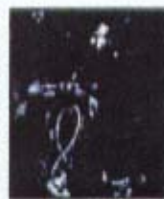
"A young soldier, a new replacement was looking with horror at the dead. He began to turn pale, then green, and he obviously was about to vomit. I knew his state of mind; every young soldier, upon first entering combat, is horrified by the sight of bodies that have been abandoned. They always imagine themselves never dead and neglected. I talked to him, calmed him a bit, and showed him that our motto never abandoned in death, that we always stand for and buried them."

There were the words of GEN James M. Gavin, 82nd Airborne Commander, as he described the scene which lay before his eyes when he reconnoitered the area known as the Huertgen Forest in January 1945. His unit had been ordered to capture the German town of Schmidt. Starting from the town of Vossenack, GEN Gavin walked down the Kall Trail to the Kall River, crossed the river, then climbed the trail on the other side to the outskirts of Kammarscheidt, the only town between him and Schmidt. But both were in German hands. It was along the Kall Trail that Gavin witnessed all the devastation described above.

What happened in this forest? Why had all those soldiers been abandoned on the battlefield?

Carl H. Casper wrote the book "Follow Me and Die," which tries to give an account of what took place with the 28th Infantry Division in the Huertgen forest in November 1944. FOLLOW ME!—the combat soldier's command, has been given and obeyed by NCOs for years, resulting in many victorious battles and wars.

Although it wasn't expected to be a significant battle in the history of the 28th, it's important to study and learn from the unit's circumstances and situation. We often study these times in his-



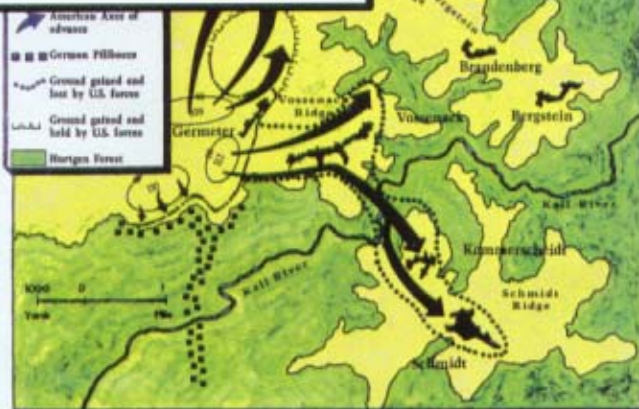
tory to explore strategy, tactics, leadership or morale. However, in this unit's history of this particular battle, there is correlation between the total status of the unit and its ability to move or die on the battlefield.

The 28th Infantry Division was a mixed combat unit known to the Germans as "Steady Bucky" because of its warfighting capabilities.

However, the 28th lacked qualified leaders going into this battle. It was reconstituted after every loss in September and hadn't received many reinforcements. The unit replacements came from diverse MTOs and time didn't allow for much infantry training. Soldiers with some infantry training still weren't prepared for battle in the dense forest with no armor support and no protection from the "tree hawks" of the German artillery.

The division consisted of the 108th, 109th and 112th Infantry Regiments. The division commander's given objective was to capture the town of Schmidt, which would give control of the Huertgen Forest to the Allies. This area was considered by the higher command as a potential plan for the Germans to rebuild their forces for a counter attack.

After receiving these orders, MG Norman D. Cox, division commander, gave his orders and assignments to his subordinate commanders. The 108th was to strike north toward the town of



SGM Kenneth Caudle, MSG Steve Caperton, John Casper, Paul Hiltzman and SFC William Leaphon were students in USAINIA Class 41 when they participated in the staff ride in March, 1993, and wrote this article for The NCO Journal.





drove to the top of the Kall Trail nearest Vossnack. It was my job to set up the forward aid station. That gave me more knowledge about the tactical situation and it "saved" the battalion surgeon for medical work.

Part way down the trail we spotted a large German-made dugout on the hillside, covered with two layers of logs. We sent word back to the surgeon to come up. Before we had time to display the Red Cross flag, we received walking wounded. Artillery and mortar shells were exploding around us. At a briefing two days earlier, we were told there were only a few old men — Volksgrenadiers (home guards) defending Kommerscheidt.

The next day, November 4, I learned there were many wounded soldiers at Kommerscheidt and there were more than home guards defending that village. Thus, early the next morning, November 5, my jeep driver, a squad of litter bearers (about eight men) and I rode on the trail towards Kommerscheidt. We were searching for casualties and hopefully to locate a forward aid station closer to the fighting. Near the edge of the forest, a disabled American tank blocked the narrow trail. Another tank was attempting to push it over the cliff. I instructed my driver to wait with the jeep while the rest of us, carrying

two empty litters, headed for the nearest house across an open field some 300 yards away.

I directed the medics to keep the proper interval so the enemy couldn't wipe out the entire squad with one artillery round. When we were half way across the field, an '88' hit the center of our squad killing one medic and wounding all the others. At the house, a disabled American tank was firing at the enemy. The jeep arrived waving a Red Cross flag. That's when the casualties started pouring in.

We loaded four litter cases onto the jeep's racks and piled the walking wounded in wherever we could. (It's interesting to note that no medical jeep was hit that day. Whenever another medical jeep arrived, the enemy firing stopped until that jeep left.)

The wounded told me that German tanks were firing methodically at each foxhole. General Cota's orders were, "Hold at all costs!"

Medical jeeps, chaplain jeeps and jeeps with make-do Red Cross flags waving defiantly came and went all day. I evacuated the wounded medics but remained. When darkness fell and all casualties were evacuated, I returned to the bunker aid station back on the Kall Trail.

The article states that "NCO's kept those soldiers in exposed fighting

positions for four days." Our NCOs were taught to follow orders, not to question authority. German soldiers, when they visited the aid station and saw we were unarmed, left us alone.

After the battle, I listened to GEN Cota give a pep talk to a group of less than 200 soldiers, the remnants of a valiant, 900-man battalion. The general said, "War is like a boxing match. We lost one round but we haven't lost the fight!"

Given the miserable conditions, the men of the 3rd Battalion fought bravely. The best physical specimen can't withstand an 88mm round aimed at his body. The responsibility for the mutilation of an infantry division in the Huertgen Forest goes to the general officers—from the division commander, Corps commander, the Army commander to the commander of the Allied Forces. None of these checked the actual field conditions before or during the battle.

To some of these generals, war was like a chess game. I'm glad the military mentality has improved. I'm also glad American citizens are more aware of what's happening to their military brothers and sisters. ■

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Muglia, awarded a Silver Star and Purple Heart, is a retired vocational education teacher now living in Stafford, VA.

"Your staff ride was in vain."

## Rebuttal to "Huertgen Forest" Story

By MAJ Barry Reynolds

The article "The Bloody Hell of Huertgen Forest" in the Summer 1993 issue can't stand without rebuttal. As a commissioned officer in the 28th Infantry Division (Pennsylvania Army National Guard), I can only express my utter disgust at the unprofessional, erroneous picture painted by the authors. They successfully boiled down a battle that lasted nearly two weeks into two pages that draw conclusions many historians have failed to draw.

By stating the 28th Division's attack failed because the NCOs "lacked the physical, mental and spiritual stamina to do so" indicates an over-simplification

of historical facts. Gallantry was displayed time and again from Germeter to Schmidt and back again. Other divisions tried and failed. Many factors led to the 28th's failure to HOLD Schmidt, not the least being the ability of the German soldier and the fact that he was now fighting on German soil. The town of Schmidt wasn't taken for good until February of 1945. This was more than a single division's failure.

What I find most disgusting is the implication and conclusions drawn by the authors regarding the 28th's NCOs. Men sweated, bled, and yes, died in the Huertgen Forest. Men on both sides. The authors suggest the 28th's men died in vain because of poor leadership—not so.

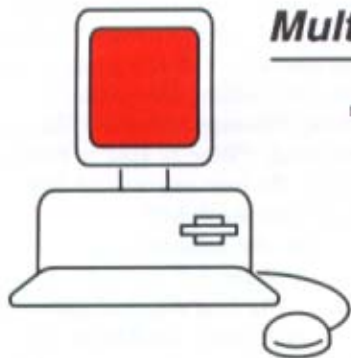
I've talked with Huertgen veterans and I've walked the Kall Trail. I've seen the church in Vossenack that changed hands many times in hand-to-hand combat. These things enable this writer to fully understand what happened in the Huertgen.

Your staff ride was in vain. You missed the point—actual and historical. Your background material was obviously limited, your appreciation of the 28th's fight and the Corps' plan is unmentioned, and your conclusions are dead wrong. ■

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Reynolds serves with the Inf 28th Division, Pennsylvania Army National Guard, Harrisburg.





**Multimedia Coming Soon Multimedia Coming Soon**

# The Next Generation of Training

By SGM David S. Roberts

"Wow!"

"When can I get a copy of these?"

"This is the best new training material I've seen in a long time."

These were just a few of the comments heard at the 1993 Worldwide NCOES Conference—comments about new products developed by the Multimedia Section, Directorate of Training, at the U.S. Army Sergeants Major Academy (USASMA) at Ft. Bliss, Texas. Overall, opinions of the commandants, senior trainers and other senior NCO leaders present were positive and encouraging. What are these new products that everyone was raving about? And what is multimedia?

Specifically, the products were the new BNCOC Training Management Computer Based Instruction (CBI) lessons and the newly implemented USASMA NCOES Training Bulletin Board System (BBS). The BNCOC Training Management lessons combine videotapes, CBI and an interactive study guide (ISG) that restates the training management concepts and visually relates them to everyday activities in a unit with the focus at the squad leader level. At the core of the lessons is the CBI, which provides a pre-test, detailed instructions, definitions, examples and an examination using a personal computer.

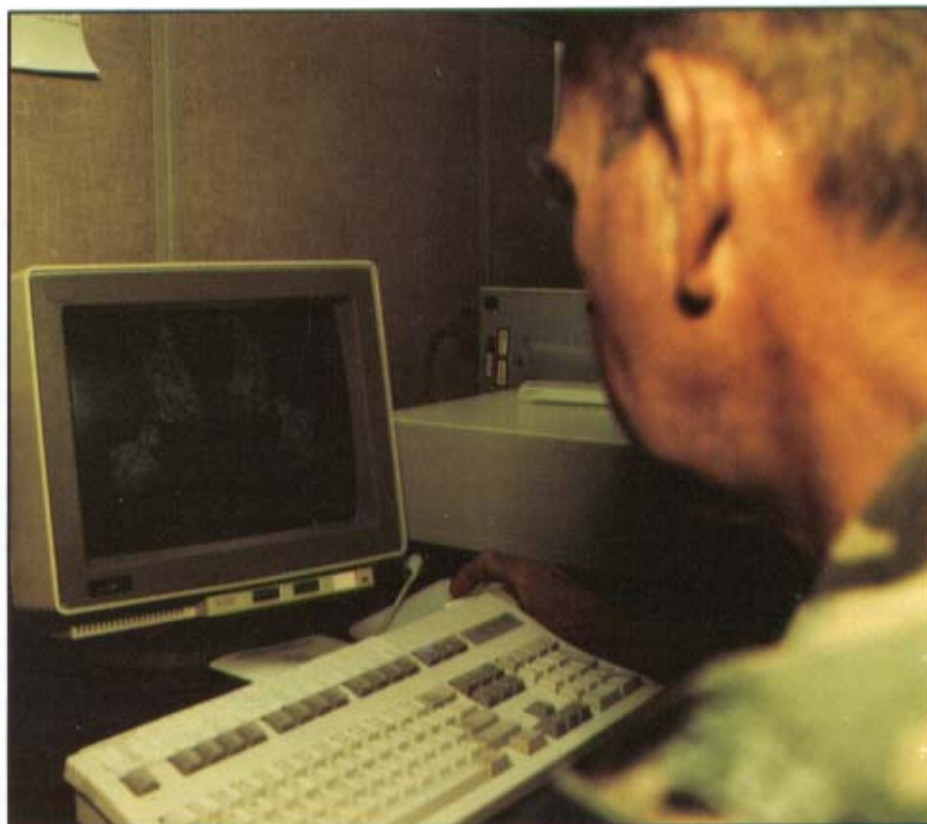
The USASMA NCOES Training Bulletin Board System (BBS) is a critical time-sensitive link between the NCOES course proponents at USASMA and the users at NCO Academies and units around the world. The BBS allows ac-

cess to the most recent revisions of current course material for PLDC, BNCOC, ANCOC and CBI to update lessons as soon as the lesson developers produce them. The BBS also contains a message system which allows use of BBS to send messages to any others using the system.

How can multimedia benefit your soldiers? The multimedia elements for NCOES includes instructional videos, live tele-training via Telecommunications Network Educational Training (TNET), CBI and ISGs.

The instructional videos provide students an audio and visual instructional overview that together with CBI and written interactive study guides constitute a total lesson package. The videos emphasize understanding Army doctrine and relate it to specific NCO roles.

The videos supplement FMs and enhance NCO professional development by serving as a pre-resident and remedial tool for NCOES courses. CSMs and 1SGs can also use the videos at unit levels for enhancing the professional development of their organization's NCOs.





TNET uses a satellite to allow for two-way communications between multiple locations. Students can interact with instructors without the expense of TDY to a central location. Commands can use TNET in a variety of ways; one of the most beneficial at the unit level might be the delivery of training modules to distant locations. TNET subjects for NCO professional development could include counseling, training management, sexual harassment, environmental stewardship and force protection. The only limits to TNET for training delivery are imagination and resources.

CBI products provide soldiers with a visual and interactive learning medium and allows them to progress at an individual pace and to pretest on material they already know. All NCOES CBI products use a branching concept that combines numerous choices for soldiers to maximize their interaction with the learning process. The computer allows each soldier to learn new concepts, apply those concepts to lesson materials, bypass unnecessary instructions by pretesting on mastered subject areas and concentrate on weak areas.

CBI materials heighten all three pillars of leader development by providing uniform, accurate and demand instruction for a wide variety of subjects in a compact, easy to use, individually paced package. A soldier doesn't have to be computer literate to complete a CBI lesson, because the lessons are menu driven and make maximum use of the mouse.

The written study guide provides soldiers the lesson instructions and serves as an interactive base for recording relevant information from both the video and CBI. It includes appropriate word pictures from both video and CBI that follow the same sequence, specifically designated space for note taking, a summary of each enabling learning objective and supplemental reading materials. The emphasis of the interactive study guide is to assist the student in using the video and CBI products and make it easy for students to use the material later.

The idea behind multimedia is simple—enhance learning by giving soldiers

introductory lessons on Common Leader Tasks (CLT). The design of multimedia products permit a soldier to use them before attending resident phases at NCOES locations and specifically trains them on elements of CLT that focus on cognitive skills. When soldiers arrive at an NCOES course instructors can then focus more on having soldiers apply those skills in hands-on applications.

The multimedia section at USASMA is actively involved in all of the elements described above. Our current projects include the USASMA NCOES Training Bulletin Board System, ANCOC and BNCOC training management videos, ANCOC and BNCOC level training management lessons, and ISGs to complement these videos and CBIs.

These products take the training management doctrine in FM 25-100 and FM 25-101 and apply it to the squad leader/platoon sergeant levels. The videos show NCOs performing specific training management duties and gives

viewers a better opportunity to relate to those principles at their level.

CBIs also instruct NCOs on specific tasks at their level (e.g., select squad collective tasks) and show NCOs the steps necessary to implement the training management cycle. Future projects will include other common leader tasks such as map reading, graphic symbols, troop leading procedures, etc.

Given the dwindling resources associated with a smaller Army operating on a limited budget, good leaders constantly strive to find new and innovative ways to train their soldiers more effectively and efficiently. Multimedia can enhance unit training, promote professional development and reduce academic attrition rates at NCOES. Smart leaders will avail themselves of this tool—the next generation of training. ■

*Roberts is Courseware Developer, DOT, USASMA, Ft. Bliss, Texas.*

## Bulletin Board System

The USASMA NCOES Training Bulletin Board System, announced during the 1993 Worldwide NCOES Conference, aims to enhance communications between the USASMA Directorate of Training Course Development Division and those units it supports in the Active and Reserve Components. It provides a means of disseminating information on new NCOES developments, changes in course materials and a message system to facilitate communications between not only USASMA and the users of the system, but also between all users of the system.

This system currently consists of one 386SX computer with a single data communications telephone line capable of 9600 baud data file transfers. During October-December 1993, the system will consist of a 486DX computer with a 535 megabyte hard drive and nine telephone lines. One telephone line will be dedicated for use by the System Operator (SysOp) for telephonic communications with users of the system; one telephone line will be dedicated to facsimile (fax) operations; one line will be dedicated to a voice mail system to give individuals and units without the necessary computer and/or modem equipment the ability to communicate with the USASMA Directorate of Training; and, six lines will be dedicated for use as data communications lines on a rotary system. These lines will permit six users to access the bulletin board system simultaneously and will use commercial 14,400 baud modems with error correction and data compression capabilities.

To make contact, you may call the following numbers:

**System Operator**.....568-8621  
**Data Communications**.....568-8277 (currently one line only)  
**Facsimile (Fax)**.....568-8469 (projected date of operations:  
 Oct-Dec 93)  
**Voice Mail**.....568-8814 (projected date of operations:  
 Oct-Dec 93)

\* Area code for Fort Bliss is 915 and the DSN prefix is 978



# TIGER???

...or pussycat!

By MSG Terry L. Hall

First Sergeant Jones walked into the deserted orderly room. One clerk had a doctor's appointment, the other was on leave. He was alone—or so he thought.

But lurking in a corner, waiting for him, was something inhuman.

Faceless, with a silicon chip for a heart, a plastic body and miles of wire where nerves and bone and blood should have been, the *orderly room monster* waited silently.

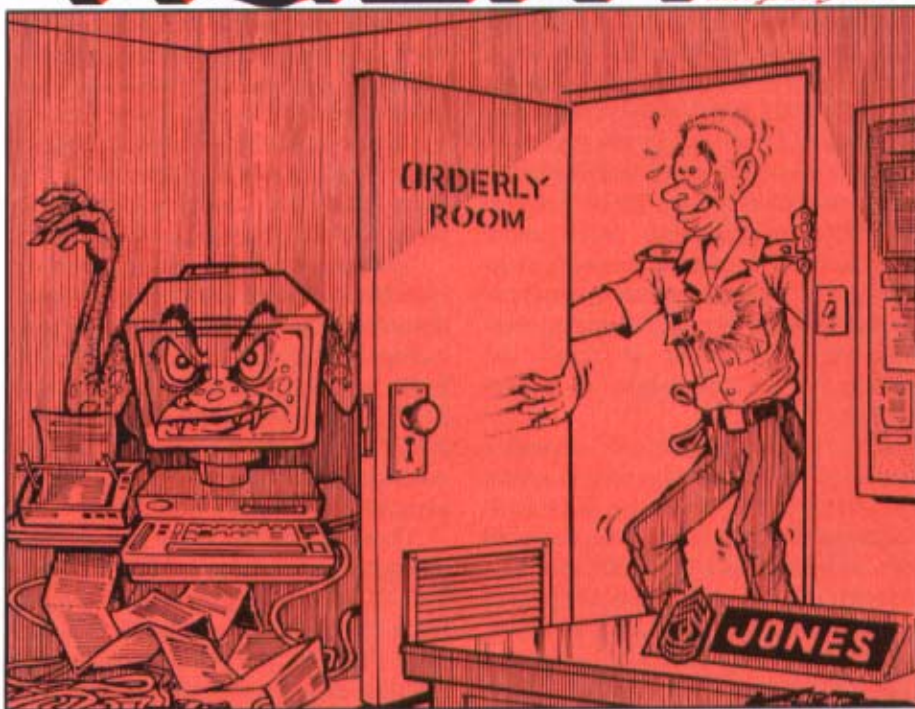
Jones spotted the computer and froze, for he had battled with the *monster* before and lost. He could hear the computer chuckling when he failed to master the first menu; mocking him when he tried to set the margins and the line spacing. He had long ago left the machine to his clerks, giving the computer a wide berth when he had to cross the room near where it lurked.

It was supposed to have made things easier for him, but it had already devoured nearly every typewriter in the company—and Jones *liked* typewriters and the old ways of doing things. Things were so much simpler back then, when he had never heard of bits, bytes and bubble memory, RAMs and ROMs, fonts and floppy disks. Today, it was a different world, the world of the computer, and Jones was afraid the world had passed him by.

A lot of other NCOs feel like 1SG Jones. They suffer from "computer anxiety." If you are to continue in your career as an NCO, however, you are simply going to have to overcome that anxiety. The problem is, where to begin.

First, understand that the computer is a machine, much like a car. You turn it on, warm it up and it does much of the work that normally took you hours to do. The computers you'll use don't think—they simply process information that you put into them.

Don't worry about "hurting" the machine. It's not a person, it has no feelings, and its not going to call you any names (although you may feel like calling it



names as you progress through the learning process). And yes, if you're new to computers, it will be frustrating at times.

Most of the administrative paperwork done in the Army is done on the computer—simple word processing, that is. Which means that a lot of the technical programming information contained in instruction books doesn't apply to you. Which means that you can concentrate on the little slice of overall computer language and processing information that relates to the accomplishment of your immediate mission. Later, if it piques your interest or you find you need to do more, your familiarity with the machine and various menus will make it easier for you to learn more.

The easiest way to learn the basics is to allow your clerks to train you. They can explain the menu system on the software your machine is programmed for, how to set margins, double-space and all the things that will get you going.

Launching into your first document may be a little scary at first, but as the slogan says: "Just do it!" Your clerks can help you if you get stuck.

If you have the tutorial disk that came

with the software package, you have instructions in all the functions you wish to master. You don't have to worry that you don't know anything about computers, since the designers assumed you didn't and have written basic instructions. The great thing about the tutorial is that you can travel at your own pace and in the time slots you choose.

You may still have to ask questions of your people, but they won't mind because you're taking the time to learn a little about what they do every day.

If you don't have access to a computer at work or you don't have time for the tutorial at work, check out your local community college for basic computer literacy classes. Or, try a local computer store. They sometimes offer the same type of classes for a nominal fee.

Like thousands before you, you'll find that computer mastery opens new horizons for you in the workplace. The important thing is to try, to learn, to overcome the fear and give it a shot. You will find that the *monster* isn't laughing or growling—it's purring like a pussycat. ■

Hall was a student, Class 36, USASMA, Ft. Bliss, TX, when he wrote this article.



# Accept Changes Adjust Training

by SFC Toby K. Bogges

**T**here should be no doubt the Army is once again in transition. As NCOs, we must recognize this and take an active approach in adjusting our training philosophies to meet the new challenges. Nowhere in the Army is this idea more important than in the Reserve Component.

Recent events illustrate the challenges of our future. Gone is the Western European threat with the Soviet Union, which was a known, therefore an easily focused, "train for war" mission. In the Guard and Reserve, time is our most precious commodity so we need to focus our training for what we believe will be our wartime mission. Some units need to train for those missions by actually deploying to their areas of operations, as in exercises like "Reforger" in Europe and "Team Spirit" in Korea.

It's clear that regional conflicts will be a tremendous drain on the military in the future. Downsizing makes it a sure bet that any significant conflict will include a sizeable Reserve force deployment. The obvious problem in planning training for the future is that we don't really know when, where or what will happen. Six months before the Gulf War, most soldiers didn't know where Kuwait was on the globe. Our deployment to the Los Angeles riots was on six hours notice.

Since we are to expect the unexpected, Reserve NCOs must now, more than ever before, become catalysts in individual soldier readiness. We must ensure soldiers are physically and mentally prepared and trained to execute their duties and survive. The Reserve Component will have little time to "train-up" for mobilization.

Many units make a serious effort at the Common Task Test. However, most see it as a procedure that easily becomes a "paper drill." The CTT needs to be revamped and more focused. It needs to be conducted to standard in all Reserve units. Commanders and command

sergeants major must take an active role to ensure training is conducted to standard and soldiers are trained to the standard.

Our training would be better focused if we took a hard look at selecting eight to 10 critical tasks for survival on the battlefield. Use lessons learned from situations such as Task Force Smith in 1950 to illustrate the sense of urgency. Then train to standard in these areas and hold the soldiers accountable to know them.

The Reserve Component soldiers don't have the opportunity to participate in daily physical fitness training. That means those soldiers must have the initiative to train on their own and maintain the standards. Weekend drill isn't enough. We've made progress in this area, but there is still much to be done before we can claim we meet the standards across the board.

We must be brutally honest in our physical training program. The APFT standard is a good overall fitness indicator. However, our training must be battle focused as well, so that we can meet the standards necessary to do our jobs.

Because Reserve Component soldiers aren't around the military every day, they tend to lose the mental picture of what goes into mission accomplishment or deployment. It's hard to keep a "train for war" attitude daily when they only hit the Armory for weekend drill. However, how we train at those drill meetings is important. The soldiers must arrive with a mental attitude that's receptive to training and learning. As trainers, we NCOs must challenge those soldiers with tough realistic training.

Our real world mis-

sions must be understood and focused at every level. Privates must know their specific tasks and responsibilities, how to execute them to standard and how they support the next level of the unit's mission.

This should all sound familiar because we say we've read and understand FM 25-101. But, is it really implemented at the soldier level?

The soldiers in every Reserve unit must understand why they're at drill and what's expected of them. That focus must be crystal clear.

We Reserve Component NCOs tend to try to do too much in limited time—we do many things in a mediocre fashion and few things to standard. If we focus each drill weekend on realistic goals that are challenging, yet attainable, and stick to it, we can make better progress.

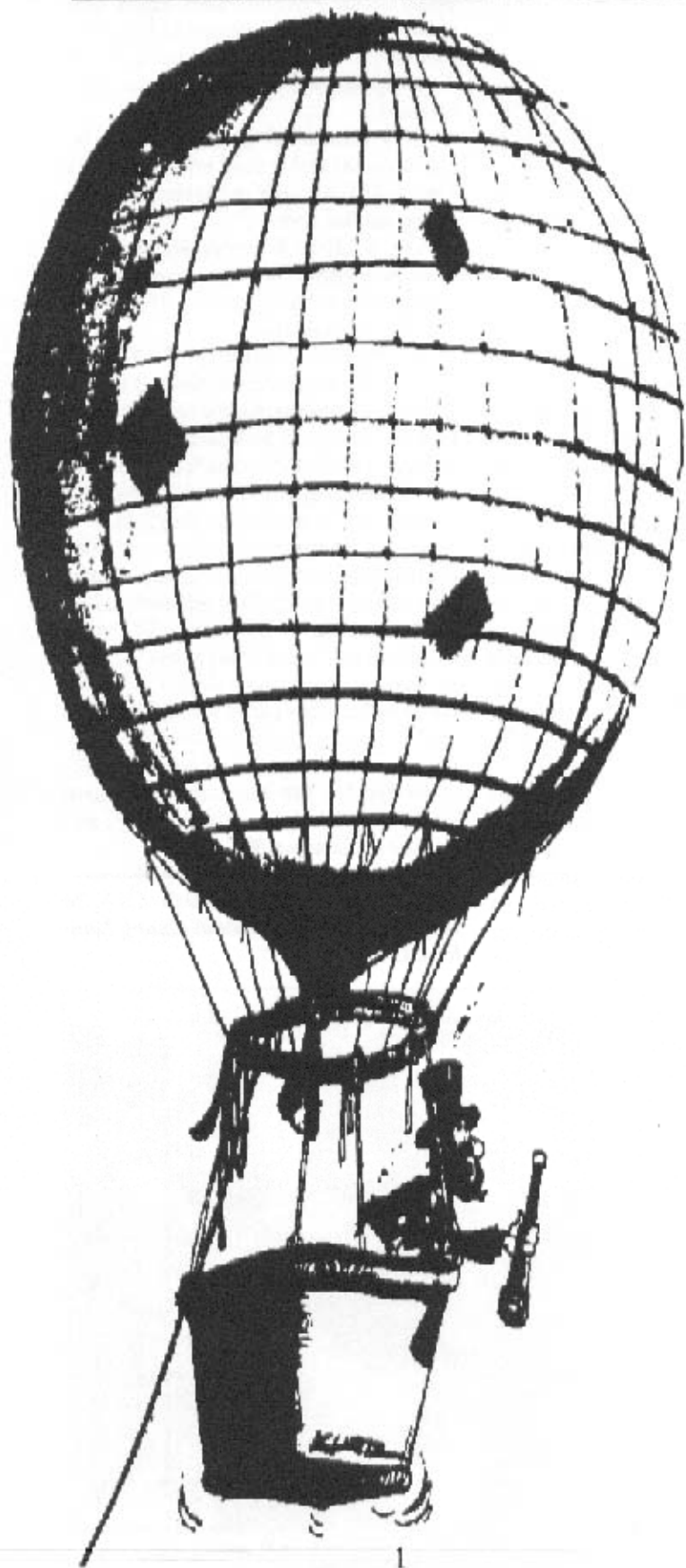
If we train our soldiers to be physically fit, mentally prepared and proficient in basic survival skills, they will easily adapt to any contingency operation. The world situation is unpredictable, but soldiers who possess these basic skills will be self-confident and prepared for mobilization anytime and anywhere. Effective training and training to standard is the big challenge for the Reserve Component NCO, but it's a necessary challenge and one we must meet. ■

*Bogges is the readiness NCO for Co E, 2d Bn(M), 160th Inf, National Guard, Hanford, CA.*



*National Guard soldiers train at Ft Irwin's National Training Center in California.*





## *Come Fly Away With Me*

By SGT Christopher R. Paules

Professor Thaddeus S.C. Lowe was invited to the White House on June 11, 1861, to discuss plans with President Lincoln. Their conversation centered on the use of balloons as observation posts during wartime. The President listened intently to Lowe's proposals, and promised serious consideration would be given to the use of his balloons by the Army.

One week later Professor Lowe climbed to a height of about 500 feet in his balloon the "Enterprise." From his vantage point he reported back to the War Department; "Sir, this point of observation commands an area nearly 50 miles in diameter. The city with its circle of encampments, presents an excellent scene. I have the pleasure of sending to you this first dispatch ever telegraphed from an aerial station, and acknowledge your encouragement for the opportunity of demonstrating the availability of the science of aeronautics in the military service of the country."

Thus the era of the aerial observer, or aeroscout, was born. On the September 25, 1861, Professor Lowe was assigned as the Chief Aeronaut by the Secretary of War.

The Balloon Corps was put into action as part of the Army of the Potomac. Throughout the course of America's bloodiest conflict the balloon-mounted aerial observer provided information on battlefield activities.

Balloons changed little following the Civil War, and the balloons in Army service in 1898 were virtually identical to



their Civil War relatives. When the United States and Spain went to war in the twilight of the 19th Century, the balloon and the aerial observer also went.

**D**uring the Spanish-American War a balloon called the "Santiago" was used for observation by U.S. forces. This balloon and its crew were major contributors to the decisive victory at San Juan Hill, Cuba. On June 28, 1898, Army ground crews were moving the balloon toward San Juan Hill, just above treetop level. The alert crew of the Santiago spotted another main road leading to the Aquadores River. Their discovery allowed for quicker movement of troops to vital points on the battlefield and enabled the Americans to win the battle of San Juan Hill.

For the Army of the Potomac and at San Juan Hill, aerial observation provided ground commanders with intelligence, which proved to be a major contributing factor in battles won. The ability to telegraph ground commanders of enemy activity, as it happened, enabled friendly forces to act on real time information, to the enemy's misfortune.

World War I saw the use of balloons for observation decks on the front between France and Germany. At an altitude of 4,500 feet an observer could see five to eight miles into the enemy lines, and stay aloft for two to four hours. Observers could report enemy troop movements, spot artillery rounds, identify new trenches on the battlefield, monitor the movement of supply trains, alert troops to incoming aircraft and inform the commanders of changes to the battlefield. The reporting system, always a vital part of the aerial observer mission, was innovative for its day. Observers used telephones, connected to the ground by a wire running down the center of the anchor wire.

The first serious threat to balloon observers also came in WWI, and it came from aircraft. The Germans quickly realized the role the balloon was playing in land warfare, and turned their air army against the observer's craft. Observers were quick to turn to another innovative method of surviving aircraft attack. If a balloon was attacked by the German Air Force the observer could parachute safely to the ground. Losses were high. Out of the 77 balloons used during WWI, 44 were lost in combat.

**T**he first significant change in balloon reconnaissance since 1861 came out of WWI. Most of the super powers started to use dirigibles for reconnaissance. The dirigible was a larger, sturdier balloon, often with a thin, aluminum skin. These airships could fly over the countryside and take pictures of the battle or provide situation reports to headquarters.

When the biplane was brought into the war, the reconnaissance mission took on a new outlook. The pilot and observer did pre-mission planning prior to the flight over the battlefield. They discussed the route, use of hand and arm signals along with the use of a speaking tube. Usually their mission was reconnaissance of the battles, but they also adjusted artillery and helped in the movement of

troops. When their missions were complete, they reported back what they'd seen to their commanders. These observers are properly considered the true forefathers of today's aeroscout.

Before the unification of Germany, a majority of the reconnaissance flights in OH-58 A/C Kiowa aircraft, along the East/West German border had ground cavalry scouts (19D) on board.

They marked on their map the exact location of everything they saw going on along the border and reported it back to their units either over secure radio or by an after action review.

**S**ome of the things the crews looked for were freshly plowed fields along the border and new dog runs for the German Shepherds. In the winter months, they looked for fresh foot prints in the snow going from east to west. This was an indicator that someone was trying to defect to the west. Observation towers were strategically placed along the border at two to three kilometer intervals. The East Germans often conducted around the clock observation from these towers, but sometimes the U.S. observers found the towers manned only by mannequins.

Soldiers with the MOS 19D are ground scouts, but many were definitely aeroscouts. In 1986 the Army implemented the Enlisted Aeroscout (93B) program using soldiers holding the 67V MOS (Scout mechanic). Aerial observers were taught basic map reading, adjustment of artillery in simulators and in live fire exercises, Aviation Life Support Equipment, E6-B navigational computer skills, aviation medicine, cavalry and attack helicopter operations, and basic pre-mission planning. The students flew both day and night navigational missions from the flight line at Hanchey Army Airfield, Ft. Rucker, AL.

**E**nlisted Observers at Ft. Rucker are still taught all the basics required for aerial observation. But, in a constantly changing Army, all missions are more complex, and the aerial observer training is constantly evolving.

As the Army advances into the future, newer aircraft are coming "on line" and the older ones are fading away. The OH-58 A/C aircraft is being replaced, which means the 93B will no longer have a position, so why let all that training go to waste? Retrain them into newer aircraft where two pilots are required. Hopefully, those aeroscouts will be selected for flight school.

Train aeroscouts that aren't qualified for flight school for maintenance on the newer aircraft, so we can have the leadership of NCOs on the flight line.

Remember, aeroscouts will never fade, for they made their mark in Aviation history. ■

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*Paules is an aeroscout instructor for AIT students, HHC, 11113 Aviation Regt, Ft. Rucker, AL.*



Change...yes

## But Don't Forget the Fundamentals

By MSG James H. Clifford

**T**he politically correct term for the 90s is "change." You hear it from all directions. Change is in. Status quo is out.

The Army rightly prides itself on being on the cutting edge of change. We have a tradition of recognizing the need for change and implementing it without negatively affecting mission accomplishment. That tradition can be hard to uphold. NCOs are the whetstones which keep our cutting edge sharp. Our efforts are vital if the Army is to continue managing the current climate of change in a successful manner.

The Army faces technological, political and economic change. NCOs have little input into these areas. Our primary station isn't to create or manage change. It's to apply change as dictated by our doctrine and chain of com-

rather our skills with soldiers. Technicians aren't necessarily soldiers, leaders or NCOs. It takes leadership ability to be an effective NCO. And, technical knowledge is only one aspect of leadership. No matter what shape the Army may assume in the 21st century, the fundamental concepts of leadership and training shouldn't change. They aren't affected by either technological advances or a shortfall of funds.

NCOs must now, more than ever, have a strong foundation in the concepts outlined in FM 22-100, **Military Leadership** and FM 25-101, **Battle Focused Training**. As technology expands and funds become scarce we must turn to these basic documents to guide us. It costs nothing to remain true to the 11 principles of leadership and nine principles of training. Soldiers will look to their NCOs as they always have to teach them the skills which will keep them alive. They won't accept anything less than our best. We can't take shortcuts. NCOs must do more than talk a good game. We have to *show* our soldiers how to perform and ensure through performance-oriented training that they can meet or exceed the standards.

NCOs must look beyond the larger issues of economics and politics when it's time to train. We must stay grounded in soldier skills. Always ensure that Prime Time and opportunity training is conducted effectively. Always ensure training is conducted to standard—not to time. Take care of your soldiers by challenging them. Teach them how to care for their equipment, themselves and each other. Then, make them do it. Stress safety in all operations; it's a combat multiplier. Reward top performers both formally

and informally. Counsel vigorously. Protect your integrity; it's your most important possession as an NCO. Practice and perform the fundamentals daily. Fail to pay attention daily to these fundamentals and all the new technology of the future will make little difference.

We look toward the coming century

## Plan, Guide, Assess

By SCPO William Lapham

**U**sually individuals don't accomplish missions. It takes a team. And it takes breaking tasks down into "enabling tasks." The Army puts these tasks in a unit Mission Essential Task List (METL).

The Training Management Cycle, published in FM 25-100 and 25-101, states the next step in establishing an effective unit training program is assessing where soldiers are relative to these tasks.

When all planning is complete, training must take place. When do you—the NCO—think about who's conducting the training? Is it before the big inspection or right after the tragic accident. Both happen all the time but shouldn't be the catalyst for getting NCOs involved in the training management cycle.

Senior NCOs either need to personally conduct or at least monitor all training. This requires personal commitment all around. There's no other way to correctly ensure that training happens. NCOs can't assess, guide and

“  
*No matter what  
shape the Army  
may assume...the  
fundamental con-  
cepts of leader-  
ship and training  
shouldn't change.*  
”

mand. In this the NCO Corps will be 100 percent successful.

Keeping abreast of change is vital to the success of an NCO. But it isn't a cure-all. All NCOs should remember that it isn't our technological knowledge which guarantees our success,



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with anticipation. At the same time, we look to the past for our guideposts. As FM 22-100 tells us, "The 11 principles of Army leadership are excellent guidelines and provide the cornerstone for action. They're universal and represent fundamental truths that have stood the test of time." These principles, first developed in 1948, were good then. They're good now. And, they'll remain so as we prepare to train for the 21st century. ■

*Clifford is Detachment NCO, 149th Ord Det, Andrews AFB, MD.*

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## Assess—Up Front

plan if they aren't present at training.

Senior NCOs are "hired" for their judgement and influence. Their demonstrated ability in all areas is the reason their collars host those coveted chevrons and stars. NCOs are ultimately responsible for training their soldiers to do battle with any enemy, anytime and

“

***Senior NCOs either need to personally conduct or at least monitor all training.***

”

anywhere. To achieve that goal, NCOs must wage war on training distractors.

Look for the good things soldiers are doing at training and applaud them immediately.

Be persistent and patient and be available to train to meet the standard. In other words, train to standard...not to time. Pay attention to fundamentals. Drill until the event becomes second nature. Personnel turn-over is a

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## Manage Time, Resources

By SFC William J. Baker

The Department of Defense's spending reductions makes it imperative for today's Army to build a solid foundation based on education and training.

Our sophisticated battlefield systems, the challenges of our ever-changing missions, coupled with force reduction, forces tomorrow's soldiers to be more diversified technically and tactically in all career fields. Time and re-

source management should be the focus for training NCOs in the future.

Having fewer people doesn't change the Army's primary mission. Therefore, time management becomes even more critical if we're to do more with less and be ready to fight and win on the battlefield.

Supply and demand is the basic law of economics. Materiel resource reduc-

“

***...time management becomes even more critical if we are to do more with less....***

”

continuous process so basic METL training needs to be continuous.

When standards are met, change the conditions. Always train toward fighting the battle. Since battlefield conditions are unpredictable to some extent, train under as many different conditions as practical. A famous track coach, Arthur Lydiard, made his runners train in wet shoes sometimes to prepare them for races that might occur on a rainy day.

NCOs reporting to a new unit should be observant. Listen and watch what's going on in the command. Find out what is and isn't working. After careful analysis, wait until the right time and make changes. Take charge and do things right. Concentrate training on those noted performance misfires. This is true unit assessment done by the one person who should know best—the senior NCO.

Finally, don't let soldiers die before getting involved in the unit training program. Training is too important to leave to the training NCO. Get in the fight. Leading from the front means teaching from the front. ■

*Lapham wrote this article before graduating from Class 41, US Army Sergeants Major Academy, Ft. Bliss, TX.*

tions are taking place as well, and often at a quicker pace than personnel reductions. Managing and conserving materiel resources is another talent soldiers must master as we continue to train for the 21st century.

NCOs must also be better money managers. With fewer training dollars available we must be innovative budgeters to maximize training dollars, materiel and people.

The bottom line: Training continues to be the cornerstone of the Army's combat readiness, but it takes a cognitive effort to continue to train soldiers effectively. We no longer have the people, equipment or the dollars of the past. Every level of leadership is challenged to attain, sustain and enforce high standards of combat readiness with less. ■

*Baker is Air Traffic Control Liaison for V Corps, 3rd Bn, 58th Aviation Regt. (ATC), in Germany.*



# Words

on tape

By SGM Jerry Asher

**B**ecause of the almost breakneck speed of the expanding fields of super computers, telecommunications and consumer electronics, all NCOs face increasing educational demands just to survive.

In view of this, a not-so-technical solution for hard pressed NCOs is simply "audiocassetting,"—actively listening to selected cassettes for a self study learning session. Selections include books adapted for tape recording,

Previously, the Army took in those NCOs with physical talents, yet the need for those with manual skills lessens each electronic day. Obviously, the Army wants greater numbers of NCOs with more and more education. Even for those knowledge building/information processing NCOs already in demand, finding time just to stay updated gets tough!

Audiocassetting as a lo-tech option holds a lot of promise for the "take charge" NCO. It appears ever so manageable in the face of limited resources,

especially time. This approach focuses on taking advantage of the national average of 22.4 minutes used in driving to work while "audiocassetting" the moments away to further one's education.

The selection of audiocassette topics ranges from art to zoology. It includes versatile foreign language tapes, famous speeches of the past and plenty of "how to do" narratives by experts. Authors frequently read their own works. Or, they have famous actors do the readings. Listen to Academy Award winner F. Murray Abraham, who played the role of Solari in "Amadeus"—he reads for Tom Clancy in "Red Storm Rising."

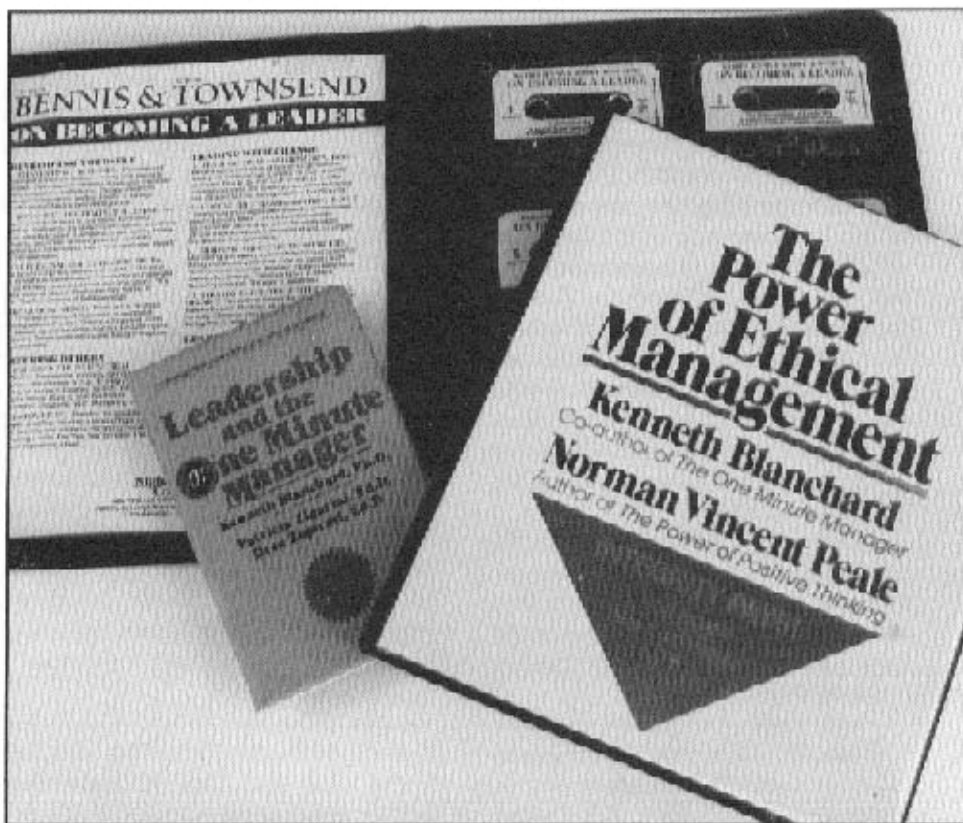
Just about any literary, practical, or historical accounting can be suitable. Many "soft skill" areas such as decision-making, negotiating, planning, consulting and counseling take in various beneficial aspects for learning.

Only the imagination seems to limit the learning possibilities. The responding NCO listener can select from thousands of titles on the spoken word cassette. One 91 reference listed 44,500 titles from 900 producers.

Besides the obvious points (improving one's mind, expanding horizons, using commuting time to one's advantage, building college credits), the spoken word may have more impact than the written word. Its emphasis by tone or volume may be more dynamic than in reading the same words in print. For some, this method may lead to the actual reading of new material for further insight, once the NCO feels comfortable with (and perhaps curious about) the subject, author or both.

To lessen some of those educational demands of this hi-tech world, invest the time driving to and from work in the lo-tech approach that awaits your ears—audiocassetting. ■

*Asher is assistant director, Enlisted Course, 2nd Reserve Forces Intelligence School, Ft. Bragg, NC.*





# Words

in print

by MSG Lance Allen

Continuing budget cuts have many units scrambling to find cheaper ways to train. Some units spend afternoons doing athletics and recreation (A&R) or making "busy work" around the unit to fill the void.

Why not put a few hours of professional reading per week on the training schedule? How about an NCO Leader Training Program which includes reading? Better yet, develop NCO writing skills as well and include a book report program.

Does this professional reading follow the idea of battle focused training and working only toward the Mission Essential Task List (METL)? Does physical training or A&R? The answer is yes. Any training that helps NCOs and soldiers understand the principles of war, soldier behavior in battle, the effects of sound leadership, the mistakes made in the past and assists in communication skills is battle focused training.

Field Manual 22-103, Leadership and Command at Senior Levels, Appendix B states, "A professional reading program encourages creative thought, initiative and innovation. Developing systematic mental habits and the ability to read critically, think analytically and communicate effectively is essential for tactical-level leaders."

Understanding United States history, how our government works or how another government is empowered to raise and support an army and to declare war is essential to the soldier. This same knowledge helped POWs resist interrogation and is emphasized in Survival, Evasion, Resistance and Escape (SERE) courses. All this information and knowledge is attainable through reading.

Officers have always had reading programs, so why not the NCO and enlisted soldiers? (But, put it on the training

schedule, do it and supervise it.) After scheduling a few hours of professional reading, supervisors could check soldier progress through quizzing. (Supervisors must ensure they read the material, too.) Supervisors who've read a specific book could check soldiers reading that same book—a rotation system of sorts.

We expect NCOs to conduct "hip pocket training" during lulls in the day. It's difficult for an NCO to prepare an hour of training, then try to implement it only to find there are only 15 minutes to spare. However, a book can be taken almost anywhere, and reading conducted for any amount of time. Sure, do the hip pocket training when you know you have the allotted time. Read when you are unsure about the time you have.

Many commanders allow military reading, i.e. soldiers' manual, FMs, TMs, etc. at the Charge of Quarters or Staff Duty NCO desk. Why not a book about military history? The soldier could make an inexpensive paper cover so the supervisor could sign as approved reading. The commander or first sergeant could then check to ensure the soldier is reading the proper material.

The NCO career map has a list of books by career management field. The *NCO Journal* is another good source because it publishes book reviews on some of the latest military history books. Also,

almost all field manuals contain a list of related books and sources.

Soldiers from any walk of life can find inspiration, role models, heroes and lessons learned by reading military history.

A reading program on the training schedule is low cost, yet high-tech in that it keeps NCOs and soldiers informed and educates them on things of the past, present and future.

There are many books at post and local libraries waiting for soldiers and NCOs. You have the authority to do that by putting it on the training schedule. The challenge is to make soldiers want to read for professional development.

Soldiers can't function effectively in society without reading. Subjects such as military history, tactics, lessons learned, leadership and management skills, health promotion and fitness will improve the NCOs' abilities to lead and train. And, if time just isn't on your side, read SGM Jerry Asher's story on audio books. If there's a will, there's a way. ■

*Allen is the S-3 sergeant major for the 504th Parachute Inf Reg, 82nd Airborne Div, Fort Bragg, NC.*





### Promotions, Promotions, Promotions

This letter is in reply to the many printed in the Summer 93 issue on promotions. I have two points to make on this subject:

First, it's not the senior NCOs who are living the promotion lie. Every soldier competing for promotion under centralized and semi-centralized systems is living it. I have 947 promotion points and still can't and won't get promoted because the Army is phasing out my MOS for the new Mobile Subscriber Equipment (MSE). My duties don't require MSE, I haven't been trained or reclassified to an MSE MOS and when I reenlisted, DA wouldn't allow me to change my MOS, therefore I'm stuck and will not get promoted.

Second, I think the point system for semi-centralized promotions needs changing, but not drastically. (1) Increase award points. Most soldiers have more than the maximum points in this area but can't use all awards for past achievements to help get promoted. (2) Reduce points for civilian education. The average soldier doesn't have time to go to college to earn 100 semester hours. Where did DA get this number? (3) Increase military education points. Soldiers who say they can't get points for military education aren't motivated or don't have a good NCO. It's not hard to sign up for and complete correspondence courses. Look at the disparity between points for correspondence courses versus formal schooling. A formal 40-hour course gets you two points while 40 hours of correspondence gets you eight points. The 30 points for PLDC is probably the only formal school that gives more points than correspondence courses. (4) Reduce point margin between weapons qualification scores. Is one missed round or misfire really worth losing 20 promotion points?

We should continue to stress education. But let's be reasonable and fair to our soldiers. It's our job as NCOs to solve these problems now so the future NCOs and soldiers will have a good pic-

ture of what they need to do in order to get promoted in this age of budget cuts and force reductions. ■

*SGT John R. Johnson  
Fort Campbell, KY*

### Reserve Components Need Journal Exposure

I've been reading the Summer 93 issue of your excellent magazine. As the Headquarters Commandant for an Army Reserve command, I frequently find myself as the "OIC of Sergeant's Business," and I find the information helpful, not only in working with NCOs, but also for MY professional development. I started reading your magazine with Issue #1 and haven't missed one yet. Yours is the best Army magazine in existence, now or ever.

Unfortunately, I'm starting to catch you slipping into habits that kill other magazines. Your audience has a lot of Reservists and Guardsmen in it, but the articles seldom reflect that. Keep us in mind. Use examples that our NCOs can use and remember that our promotion point system and some other critical areas are completely different than that of our Active duty family and the professional development of our NCOs is just as important as anyone else's. ■

*MAJ Jeffrey Smith  
Florissant, MO*

*Editors Note: Thanks to MAJ Smith for his letter and the opportunity to make another pitch to the Guard and Reserve NCO. As the Journal's EIC for over a year, I've been pleading with ALL NCOs to get involved in their Journal. The majority of our articles come from NCOs in the field. If you don't think your NCOs are being fairly represented, it's because they aren't contributing enough. You can help by encouraging NCOs to write for publication. We're a phone call or letter away. We'll help all NCOs get started and published. The purpose of this magazine is to get across your ideas, experiences and knowledge in print. And we can do it only with your help.*

### Word Gets Around

We are two young men from Romania and we've had the opportunity to read about your Academy. (Sergeants Major Academy).

We're very impressed when reading about the way the U.S. Forces are trained in your schools and, generally, about the life of the American soldier. Is it possible for us to attend your academy's courses? ■

*Editor's Note: Two Romanian soldiers read about the Sergeants Major Academy in The NCO Journal and apparently were impressed. They wrote the commandant of USASMA. Word does get around.*

### Fitness Issue Gets Applause

We were moved and gratified to read the fine article by MSG Holden (Summer 93) concerning spiritual fitness. His comments speak forcefully to many of the central issues of military leadership.

We were reminded of the observations of Viktor Frankl, a psychiatrist who survived the Nazi holocaust. In his experience Frankl noted that for some, suffering was a debilitating process which sapped them of their morale and indeed, even of their will to live. For others, confronting and working through their personal tragedy actually made them stronger and more emotionally resilient. The difference between those whom suffering destroyed and those whom it strengthened, appeared to be the willingness to look for some meaning or purpose in the suffering.

Frankl's work is noteworthy because it applies across the board.

Virtually all people suffer; some suffer little, others suffer much. The commitment to military professionalism carries with it an obligation to make sense of our disappointments and losses in ways that will both sustain us and provide strength for others.

The message is clear: when confronted with loss, the spiritually fit soldier will be able to meet the problem head on (and head high) and find the larger message in his or her circum-

stance. MSG Holden's comments on the relationship between leadership and spirituality are a cogent and useful document. His willingness to cite his personal losses provides an especially meaningful template for action on how to become totally fit. ■

*Thomas F. Ditzler, Ph.D., N.C.C.*

*Michael A. Kellar, Psy.D.*

*Tripler Army Medical Center, Hawaii*

### **"Adjust" Fitness Standards**

I read with interest your articles "Fit to Lead, Fit to Fight," "Training to MAX PT" and "TRADOC Adopts Total Fitness 2000." I appreciate the need for physical fitness in the military, but I have doubts about the fitness standards to which part time reserve component soldiers are held.

The Adjutant General of my state (Pennsylvania) allows full time AGR soldiers three hours per week for PT activities as part of the duty day. I have no problem with this concept of requiring full timers to meet APFT standards. Particularly since we're given the time to train. However, I seriously question the policy that holds the M-day (part time) soldiers to the same standards.

According to AR 350-15, para 10b, "Commanders and supervisors will provide adequate time during the duty day..." This works for those soldiers in the Active component and those in the AGR. But the bulk of our force is part timers and their commanders are under no obligation to give them time to do PT.

My battalion (minus headquarters) recently went through an operational readiness exercise (ORE). The evaluators weren't from our battalion or division artillery. The APFT pass rate for my battery was 61 percent. The overall pass rate for the battalion (three firing batteries and one service battery) was 47 percent. This was still better than the overall National Guard ORE pass rate of 43 percent.

What does this tell us? First, results of OREs across the country show that it's unrealistic to expect Reserve and National Guard soldiers to attain the

standard set forth in AR 350-15.

Second, if results are followed up and personnel actions tracked, findings would indicate most commanders violate separation proceedings regarding repetitive APFT failures (Suppl 1 to AR 350-15, para 12d). Indeed, if commanders complied with this AR, the Reserve Components could be reduced in strength by over 50 percent.

What's the answer? I have two options. One is to strictly enforce the current standards. This would reduce the Reserve Component forces by a substantial factor, saving millions of tax dollars and ensuring the force kept only the physically fit, highly motivated reservists.

Another option is to lower the standard for M-day soldiers to that of basic trainees. AR 350-15, para 11b (3), sets a standard of 150 instead of 180 (50 points versus 60 points per event) for a basic soldier. Note that standard is for soldiers who have completed eight weeks of training, presumably with PT every day. What makes the proponents of this regulation think that M-day soldiers, not doing regular PT, will be able to maintain these same standards in civilian life?

To those who deplore lowering the standard, I can only say that why set a standard that isn't enforced? Face it, Reserve and Guard soldiers are part time. It's unrealistic to expect them to attain the standards required of full time soldiers. The results of the OREs confirm this. ■

*SFC James E. Cole  
Hanover, PA*

*Editor's Note: See SFC Bogges' article on page 19. It offers another "part time" soldier's professional point of view on how Reserve Component NCOs need to train to standard.*

### **Fitness is Leadership**

Leadership is the key to any training program. Leaders graduating from professional development schools should understand the Army's physical fitness

doctrine and how it applies to battle focused training. That's why physical fitness education, mainly the MFT concept is now in our NCO and officer education system.

New physical training techniques are designed to maximize the soldiers' benefits by incorporating physically demanding tasks from unit mission essential task lists and training soldiers at the proper intensity. Our physical training must relate to how we'll fight on the battlefield.

The institutional instruction is only part of the process. Every NCO must lead, train and care for soldiers. As leaders, we must condition ourselves to set the example and enforce the standards by training our soldiers to do as we do.

Physical fitness training is one of the cheapest ways to train. It builds teamwork, morale, cohesion and esprit de corps. Remember, master fitness trainers are not the drivers of good fitness programs—commanders and senior NCOs are.

All of us at some point in our Army career, will be stretched to our absolute limit. Any such stressful crisis usually comes with little or no warning. It's a proven fact that those who are physically fit will handle those challenges better than those who aren't.

Our smaller force needs to train smarter. That's going to take educated and well conditioned NCOs to ensure our soldiers are properly and sufficiently trained to fight and win. ■

*SGM Ireland D. Pulley  
US Army Physical Fitness School  
Fort Benning, GA*

**Let us hear from you.....**

Send your letters, photos or articles to:

**Editor  
The NCO Journal  
USASMA  
Ft. Bliss, TX 79918-8002**

(Or, call us at DSN 978-9069  
or (915) 568-9069.)





The first two in a series of five pamphlets entitled, "Leadership and Command on the Battlefield," make for great professional development material. Both are an analysis of interviews with successful battlefield commanders from Operations Just Cause and Desert Storm. Both volumes have chapters on preparation for combat, conducting the fight and proven, successful techniques. In addition, each has an appendix with bullet comments on trends from the commanders interviewed.

The brigade, division and corps volume illustrates the importance of a clearly communicated and understood

with teamwork and cohesion—the result of trust and confidence in each other and their leaders. Peacetime training made the difference; "...the lessons and experiences of the leaders...underscore the one unchanging requirement for success on future battlefields—trained and ready teams built upon the character and reliability of the American soldier."

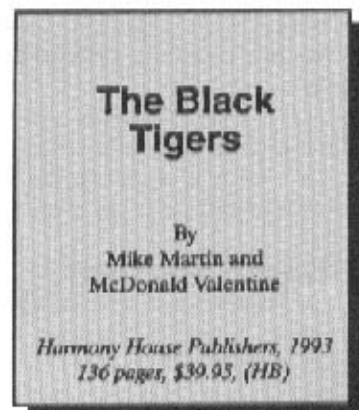
A future volume in the series will address leadership and command on the battlefield from the NCO perspective. Every NCO needs to read and apply the insights offered in the series. One message that rings clear throughout both volumes: "Operations Just Cause and

"commander's intent." Peacetime training created the teamwork between commanders, battle staffs and subordinate commanders, without which, intent would have been difficult to execute.

The battalion and company volume shows the successful unit as one

Desert Shield and Desert Storm validated Army doctrine and training." ■

MSG Jeffery W. Croyley



This is a straightforward book that recounts the heroic saga of the Vietnamese Rangers and their American advisors. Readers are shown at close quarters the action, heartbreak, humor, violence and terror of the soldier on the ground—the U.S. Army Ranger advisor.

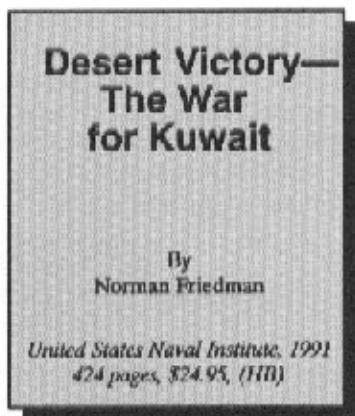
American Rangers were assigned to assist these Vietnamese battalions in Ranger tactics, procedures, training, operational techniques and the like. These Rangers spent months and years living and working with the Vietnamese soldiers far from American lines and learned to speak, eat, think and survive as a Vietnamese.

It's a compilation of those Americans' personal stories, combat accounts and photographs—the majority of which have never been seen by anyone, much less published in a magazine or book.

The book has captured the image of the Vietnamese Ranger that was seldom reported—as fierce and deadly as any "military elite" to have graced the battlefields of Indochina.

The strangeness of the Orient—the heat, monsoon rains, smells and sounds—comes alive on each page.

Rangers from all eras will want this book. It's a collector's item for historians, military enthusiasts and hobbyists as well. ■



Norman Friedman gives his written account of the Persian Gulf War. He tells the story of the liberation of Kuwait, from the invasion of Iraq, to Iraq's crushing defeat by the U.S. led coalition forces. The book also focuses on the overall logic of war and not the structure of the forces or their tactics.

The first two chapters describe the political climate in Iraq and the invasion

of Kuwait. Friedman details how the vaunted Republican Guard and the Iraqi military were actually crippled by Saddam's paranoia with being toppled by a coup. After the invasion, the U.S. couldn't believe that Saddam had invaded Kuwait.

The rest of the book describes the U.S. response to Saddam and his usurping of Kuwait, President Bush's resolve and his marshalling of world opinion.

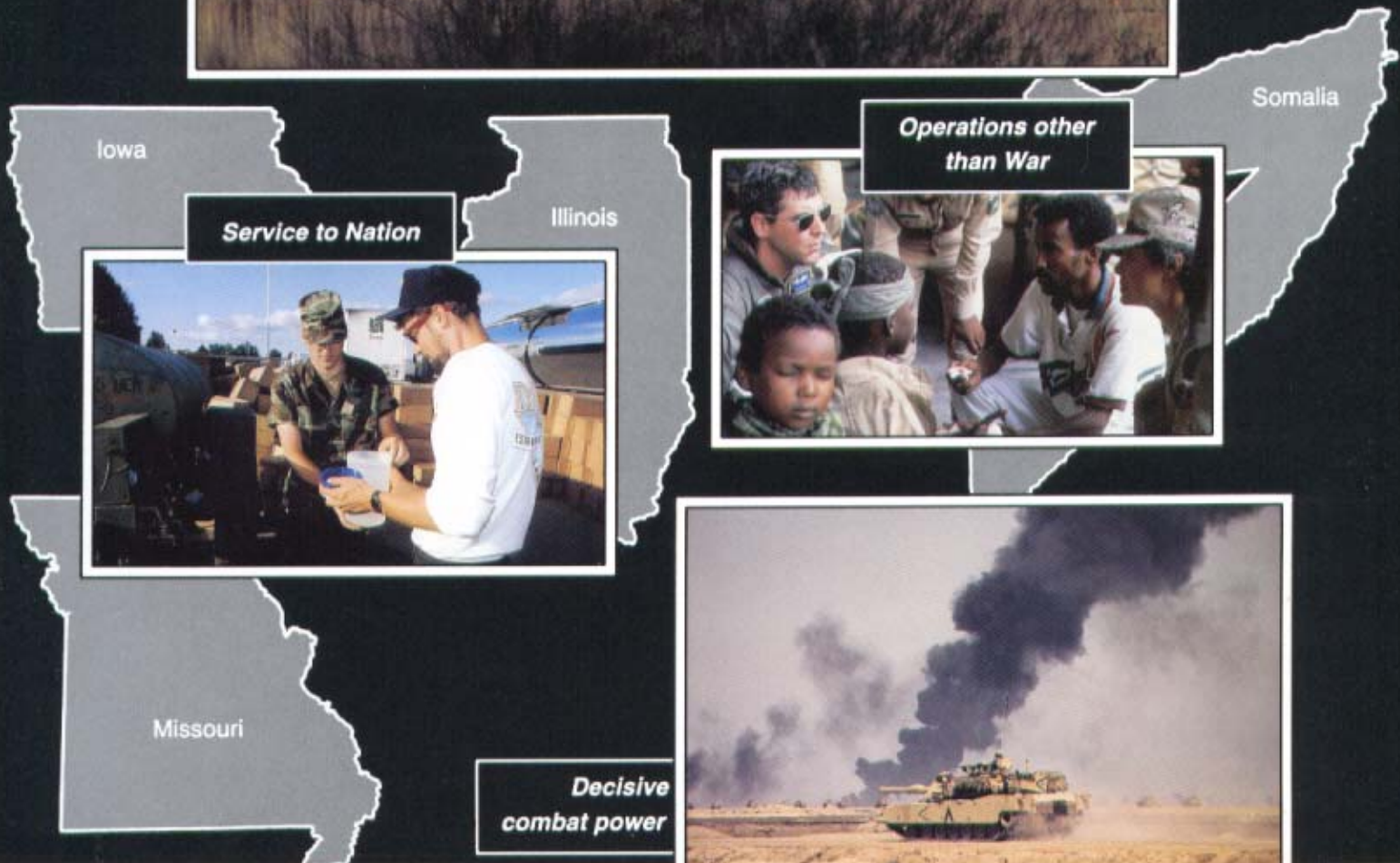
Saddam proved to be an extremely cooperative adversary. He gave the U.S. the time it needed to place two heavily armored corps in Saudi Arabia. The author outlines the gaining of air superiority and the devastating 100 hours war.

All NCOs should read this book to appreciate the American political maneuvering and the awakening of American military resolve. ■

MSG Greg Simpson

CSM (Ret) Mike Martin

# America's Army— Into the 21st Century



*Service to Nation*



*Operations other than War*



*Decisive combat power*





## Our War

*I don't go off to war,  
so they say,  
I'm a woman.*

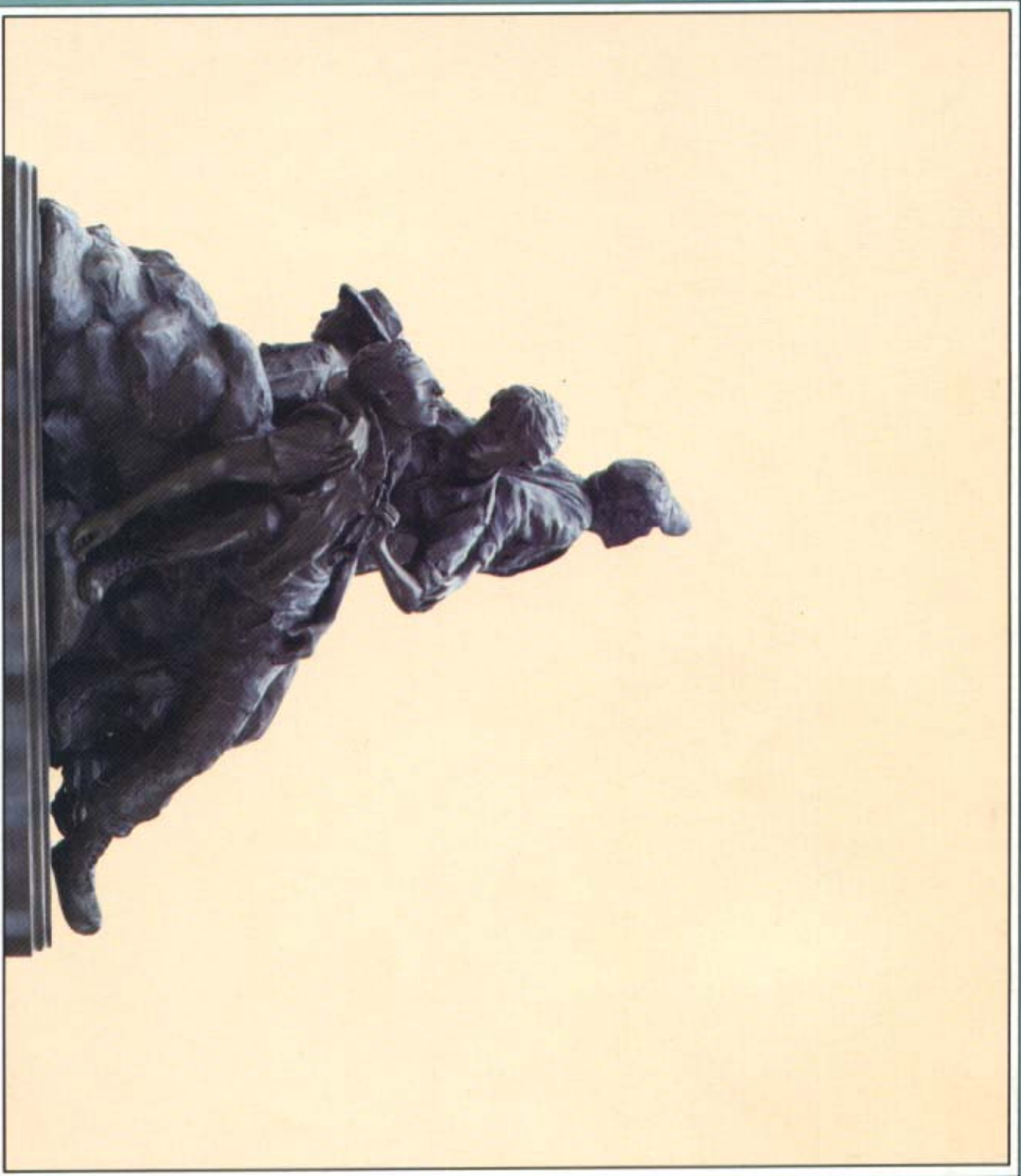
*Who then  
has worn my boots?  
And whose memories are these,  
of youths suffering?  
Of blood and burrs, of their  
tears and their cries?*

*I'm a woman  
and I've tasted man's war.  
Our war. And  
he knows that I  
love him in  
no greater way  
than to share in his life  
or his death.*

*What are the rules?  
Man or woman,  
we are prey  
to suffer and survive together.*

*Please don't forget me.  
I've been through war's hell  
and if only you will listen,  
I've a story  
of those chosen  
to sacrifice for us all.*

© 1983, Diane Carlson Evans, Vietnam 1964-68  
Chair and Founder, Vietnam Women's Memorial  
Project, Inc.



This sculpture will be placed on the grounds of the Vietnam Veterans Memorial in November 1983 in Washington, D.C. It will be the first memorial in the nation's capital to honor America's servicewomen.

The statue, designed by Gienna Goodacre of Santa Fe, New Mexico, portrays three Vietnam era women, one of whom is caring for a wounded male soldier.