

The NCO Journal

Summer 1994

A Quarterly Forum for Professional Development



Silas L. Copeland



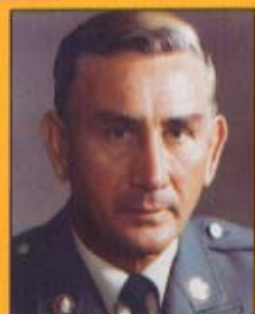
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The Army's SMAs—from the beginning



The NCO Journal

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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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On the covers

Front: The chain of sergeants major of the Army remains unbroken, dating from 1968 to the present. **Inside back:** You can now charge your subscription to the *Journal* on Visa or MasterCard. **Back:** We ask readers to participate in a survey to help us serve you better.

Defense Attache System Recruits NCOs

If you're an active duty Army NCO, in the grade of E5 through E8, and are looking for an exciting, challenging and rewarding new career field, then consider an assignment with the Defense Attache System (DAS).

The DAS is now recruiting only the most qualified NCOs seeking Joint Service Staff assignments within American Embassies in over 80 locations worldwide. Selected NCOs represent the U.S. Army and the Defense Intelligence Agency while serving diplomatic assignments within Europe, North, Central and South America, Africa, the Far East and the Middle East.

"No other Army Program provides soldiers with the opportunity to live and work in so many different countries as well as experience so many diverse and unique cultures," said SSG Linda Peterkin, Army Attache Management's Enlisted Assignments Manager.

NCOs considering attache duty must be on active duty, qualify for a top secret security clearance, have a general technical score of 115 or higher, a clerical score of 120 or higher, a typing score of 40 words per minute or higher and be familiar with the latest PC word processors. Soldiers must also test 100 or higher on the Defense Language Aptitude Battery. All family members must be U.S. citizens and meet the medical standards for the country of assignment.

Prerequisites, application procedures and countries available within the program can be found in AR 611-60. Contact SSG Peterkin at COM (410) 712-0137, extension 2633 or DSN 923-2134, extension 2633. ■

*CW3 K. W. Canille
Army Attache Management Division
Ft. Meade, MD 20755-5905*

New Regulation Guides Driver-Training Programs

A new AR 600-55: The Army Driver and Operator Standardization Program (Selection, Training, Testing, and Licensing) is now in effect. It replaces AR 600-55: Motor Vehicle Driver and

Equipment Operator Selection, Training, Testing, and Licensing, dated 26 September 1986.

The new reg contains information on driver training that formerly was found only in FM 55-30. It also contains guidance on driver interviews, the Physical Evaluation Measures Test, charts for selection of instructors/examiners, training courses, hands-on road tests, sample written tests and much more.

Last year, 18 accidents with two fatalities revealed inadequate driver training programs.

Driver-training packets are fielded by the Transportation School. They include TC 21-305: Training Program for the HEMTT through TC 21-305-9: Training Program for the HBL. These packets contain risk-assessment matrices, lesson outlines, sample training-area designs, a sample training schedule, paper copies of transparencies, written and hands-on performance tests and a listing of associated videotapes.

POC is SFC Jeffrey Newton, Transportation NCO, DSN 558-3901 or COM (205) 255-3901. ■

*Countermeasure
U.S. Army Safety Center, Ft. Rucker, AL*

Unique Program Offers Civilian Job Training to Military

Military personnel being separated because of downsizing may be able to train for jobs with the states of Georgia and Alabama through a unique initiative.

"Job training is available for medical fields, truck driver, electronics, police, morticians—you name it," said Ted Craig, director of the Career and Alumni Program (ACAP), Southern Region.

The program is funded under the Job Training Partnership Act overseen by the U.S. Department of Labor in cooperation with the state of Georgia. Craig secured the funding to expand ACAP assistance to soldiers.

"ACAP trains people to look for work, but it doesn't find jobs for them" he said. "This program takes the ACAP philosophy one step further."

Colleges and universities, trade

schools and commercial training schools provide training.

Although military personnel around the country may apply, target audience includes soldiers at Ft. Benning and other military installations in Georgia. Applicants must plan to reside in Georgia or Alabama after completing training.

Tuition, books and supplies are paid for.

Personnel must show evidence they're leaving military service because of downsizing. Proof is the No. 4 copy of DD Form 214. Personnel who retired because of their retention control point are also eligible. Those who separate with payments from Voluntary Separation Incentive or Special Separation Benefit may also apply.

If interested in the program, call Craig or Rochelle Bautista at DSN 835-4892/4909 or COM (706) 545-4892/4902. Materials may be faxed to DSN 835-7642 or COM (706) 545-7642.

Craig says ACAP organizations at installations in other states should be able to make similar arrangements with the Labor Department and state labor departments. ACAP officials wanting details may also call him or Bautista. ■

*Jim Caldwell
TRADOC News Service, Ft. Monroe, VA*

Disease Causes More Casualties Than Enemy Fire

A soldier in battle stands a greater chance of being felled by bacteria than by enemy fire.

"Every war we've been in has had more casualties to disease and nonbattle injuries than to wounded in action," says Dr. (COL) James Bales, Training and Doctrine Command surgeon.

Diseases among troops serving in undeveloped areas of the world, while preventable, are not unusual. But Bales says there are "red flags," indications that disease prevention needs to be reemphasized on installations in the United States. Limited outbreaks of illnesses have been traced to food-borne bacteria.

"If we deploy to a Third World country, what's it going to be like there? What

we're seeing is not widespread but the incidents may indicate a break in our system," Bales said.

The doctor lays some of the blame for recent illnesses on reduced resources and inattention to proven sanitation methods.

"We've lost quality assurance evaluators to oversee food service contractors. We're using trainees to do KP and they may not receive adequate supervision in food service sanitation," he said.

One food-borne illness outbreak occurred during a field training exercise (FTX). The cause was unsanitary Mermite cans used to take food to the field.

Units are equipped with sanitation kits to prevent such occurrences in the field.

"Commanders have shrinking budgets but still have to acquire essential warfighting equipment. Sanitation kits become low priority because commanders never have to use them," Bales said.

Field sanitation duty is also an additional assignment for soldiers. With reduced manpower, soldiers are already performing several other jobs besides their primary duties.

"The food-borne illnesses that we got [in Desert Shield/Storm] were from foods that were raised in places like Pakistan and Lebanon," Bales said.

The Naval medical study sampled 2,022 military personnel during Desert Shield. Nearly 57 percent reported they had suffered from diarrhea; 19 percent so severe they were unable to perform their duties.

"What it gets down to is a leadership issue, of unit discipline and individual discipline," Bales said.

NCOs are the most important part of protecting the force because they enforce unit discipline. "But they respond to what the leadership emphasizes," he said.

Bales thinks that field exercises should be built into FTXs.

"If a commander who did not bring his sanitation kit to the National Training Center was told he was going to be given 10 percent casualties because of diarrhea, that would get command attention.

"It's like saying, 'I've never used a

spare tire so therefore I won't keep one,'" Bales says of the current emphasis on field sanitation. ■

Jim Caldwell

TRADOC News Service, Ft. Monroe, VA

NCO Selection Boards

Within the next several months, selection boards will meet at Ft. Benjamin Harrison, IN, and St. Louis, MO, to recommend senior NCOs of the Active and Reserve Army for promotions and advance schooling. Board dates are:

Sept. 12-23—(St. Louis) command sergeant major selections for the Army Reserve.

Sept. 13-Oct. 14—(Fort Benjamin Harrison) command sergeant major and sergeant major selections for Active Army. ■

EREC, Ft. Benjamin Harrison, IN

Army Post Tests Move Toward Interdependence

The Army post of the 21st Century is being designed and tested at Ft. Gordon, GA, with the objective of retaining and improving mission support and Army family standards on greatly reduced budgets.

"If there's only enough money to train and house the force that we project, and there's not enough left over for all the base operations services, what do we do?" asked Dave Lyon, chief of TRADOC's community planning and design division.

"There still will be people living on military installations. Who provides their services?"

Under the model installation plan, people who live and work on installations will provide much of those services themselves. They will serve on planning teams to determine needs of the community. A community planning board will oversee their work.

Soldiers, family members, civilian employees and members of the civilian community near Ft. Gordon volunteered to serve on the board and planning teams.

Future military installations will de-

pend on surrounding municipalities for many services installations traditionally have provided for themselves. These services include fire protection and residential waste management.

"We're moving away from being an independent enclave and we're moving toward being an interdependent community...[with] the civilian community that surrounds us," said MG Robert E. Gray, Ft. Gordon commander. ■

Jim Caldwell

TRADOC News Service, Ft. Monroe, VA

CD-ROM part of FM 100-5, Operations, Education Package

Distribution of the 1993 version of FM 100-5, *Operations*, has been completed and should be available now on a worldwide basis.

The package, not intended to substitute for the manual, is a valuable tool that will assist commanders and leaders in developing their leader development and training programs.

The CD-ROM (compact disc, read only memory) edition of FM 100-5, contains animation and color; has an easy navigation panel, allows files to be electronically updated without significant rekeyboarding, has search capabilities and provides access to other references, including the old FM 100-5. It is available down to the brigade level.

Although the CD-ROM can't be copied, a video and 35mm slide program is available and may be copied. Unit levels would need to go up the chain of command to obtain copies.

The CD also holds the standard Army training system, which shows the way in writing the service's training program.

The disc runs through a drive connected to a computer. The monitor displays text and pictures and sound comes through an attached speaker.

FM-100 contains the Army's keystone doctrine for warfighting, as well as for conducting operations other than war. ■

*Training and Doctrine Command
Ft. Monroe, VA*

Trained, disciplined, selfless soldiers...

Taking Care of Soldiers

By LTC Greg Kaufmann

Do you remember those old documentary films from Vietnam that showed napalm being dropped on enemy positions? Do you remember how that napalm slashed and burned its way through the target area? Now, imagine sitting in a HMMWV about 50 yards from the point of impact of an F-16 crashing into a C-141, waiting for the chute issue detail.

You hear the explosion. You see the fireball grow and move toward you. You have only a second or two to decide to duck down on the floor of the HMMWV. You feel the heat of the fireball pass over you, hear the whine of ripped metal and 20mm ammo discharging and feel the weight of something on your back.

After the fireball passes over you, you jump out of the HMMWV to escape the fire. Next, an unknown soldier tackles you and pounds you on the back. You learn that the entire backside of your uniform was burning, a result of the fiery fuel and the melted plastic from the cover of the HMMWV. You're on convalescent leave within 45 days.

This is a prime example of soldiers taking care of soldiers!

It wasn't napalm, but the fiery, fragmented remnants of the F-16 that slashed through the Green Ramp pre-jump training area and the soldiers standing there, that left the same kind of devastation—a trail of dead, injured and burned soldiers. The lives of roughly 100 aviation soldiers from the 18th Aviation Bde (Corps) (Airborne) who were there have not been the same since that day, March 23, 1994. The 82nd Airborne Division lost 23 outstanding soldiers that day to this freak sequence of events.

Through luck, as well as the alertness of CPT Jessie Farrington and others, I and the other soldiers from the brigade survived the initial fires and explosions. Jessie noticed the F-16 pilot ejecting from his aircraft and warned us, giving us the two to three seconds needed to scatter and survive.



Flames engulf a C-141 transport hit by falling debris as Pope AFB firefighters work to extinguish the fire.

Our survival ultimately translated into the survival of other injured soldiers, because 18th Aviation Bde soldiers immediately threw themselves into the accident scene to provide first aid, comfort and assistance to injured soldiers as they ignored exploding rounds of 20mm ammo.

The extent of injuries ranged from slight to severe—burns, cuts, broken bones, puncture wounds, gashes. Without hesitation, soldiers immediately began applying many of the basic first aid tasks learned under the Common Task Training (CTT) program. Every soldier interviewed afterwards emphasized the importance of this training, of how it just seemed to 'kick in' when they needed it—a good example of the benefits of realistic, tough training to standards.

I learned many things that day about leadership. More importantly, and the reason I'm writing this now, I learned the value of discipline, training and initiative. And, I learned just how great our soldiers are and the true meaning of selflessness.

The lasting impression of that day was the defining of *selflessness through actions*. In a situation that called up images of *Dante's Inferno*, individual acts of heroism were common. A soldier flinging himself on another soldier to shield her from the fireball, forfeiting his

life in the act. Soldiers ignored their own burn and shrapnel wounds, exploding ammo, scattered fires and blinding smoke to rescue and aid others. It was to this scene of injury and death, flames and exploding ordnance, that our great soldiers—from all the units present on Green Ramp that day—reacted. Their personal initiative serves to define what

is best about our profession, what is best about our comrades, what is best about ourselves.

I estimate about 30% of the soldiers present were trained as combat life savers. On that day, every bit of time these soldiers spent away from the unit to attend training in the past—paid off.

Training, discipline, physical and mental toughness—these basic soldier skills were key elements in the successful treatment of the injured soldiers. From senior NCOs to officers to chaplains (some of them combat life savers themselves)—they were soldiers taking care of soldiers.

Many soldiers live today due to the efforts of their fellow soldiers. But when all is said and done, the training and discipline we demand of ourselves and our soldiers determines our readiness and ability to care for ourselves. As many of our peacemaking and peacekeeping missions are so richly illustrating, it's the basic soldier skills that ultimately are important. It's the execution of tough training to a tough standard that prepared—and prepares—soldiers for the challenges they faced on a fiery 23rd day of March, 1994. ■

Kaufmann is commander, 1st Bn, 58th Aviation Regiment (Corps) (Airborne), Ft. Bragg, NC.

**“Good morning, first sergeant!
I’m with the Inspector General’s
Office and I’m here to help you.
Hello?... Anyone there?...
Do you hear screaming?”**



Maintaining ★ Use available systems

By SGM Stephen P. Raschke

For many first sergeants, the name “Inspector General” can freeze the mind or boil the blood.

The first reaction to an IG phone call is often an unspoken, “Which one of my chapter cases didn’t like what I did today?” An announcement of an IG visit is greeted with the same degree of enthusiasm as an interrogation by the Spanish Inquisition once was.

Many first sergeants have heard stories about how the IG can ruin their careers. Rumors abound on how an IG is combination judge, jury and executioner.

With such misconceptions, it’s no wonder that first sergeants view an IG’s “I’m here to help you,” with a great deal of skepticism.

Having served as both first sergeant and as an assistant to the IG, however, I can truthfully say that both positions need each other.

Normally, first sergeants and IGs don’t come in daily contact with each other. The only time their jobs intersect is when a soldier makes a complaint concerning someone or some practice in the unit or the soldier needs assistance and is unable to get it through normal channels.

Most of the time, the problem is solved through one IG phone call to the involved first sergeant. The soldier could

have gone to his first line supervisor and then the first sergeant and solved the problem. Many soldiers believe the IG will fix their problems faster [*The IG can save time by cutting through red tape*].

Having had the opportunity to operate from both sides of the fence, I know why the word “first” is the top NCO’s title. The “first” sergeant ought to be the first [after the first-line supervisor] involved in the problem, and the first to have a shot at any solution.

The first sergeant, knowing the soldier, the unit and the mission, is a critical link between the soldier’s problem and the solution. The first sergeant, the person in charge of and intimately involved in the day-to-day running of the unit, normally is in the best position to solve a soldier’s problem.

That doesn’t mean that the first sergeant is always able to solve every soldier’s problem.

Sometimes it’s a matter of the first sergeant’s perspective, of not being far enough away from the problem to be able to see new or different solutions. Other times it’s a matter of not having all the tools to solve the problem, of not knowing about all of the agencies available or all of the necessary steps.

That’s where the IG can help, especially after the soldier’s chain of command has seemingly exhausted all of its options.

The IG will give the chain of com-

mand a chance to solve the problem. That’s why the first sergeant gets the phone call.

IGs or their NCOs will ask questions like, “Do you know about the problem?” “Who’s been involved?” “What has the chain of command done to fix the problem?”

In order to answer these questions, I’ve developed four rules that may help you as a first sergeant in your relationship with the IG.

Rule #1: Don’t get defensive.

The IG is only trying to establish if there is a problem, and what has already been done about it. IGs don’t engage in witch hunts. They’re more concerned with finding solutions than in fixing blame. Only when the chain of command needs assistance to solve the problem—and only then—will the IG get involved.

More importantly, IGs and their staffs are smart enough to know that there are two sides to every story, and they are experienced enough not to jump to conclusions until all of the background information is known.

That phone call from the IG is an attempt to gather that information, to substantiate or nonsubstantiate a complaint. If the complaint is against you or your handling of a given situation, the IG will listen without making judgments.

Not only will an experienced IG know



that he has only the soldier's side of the story, but he'll also know that he may need your knowledge and experience as a first sergeant to resolve the issue.

Rule#2: Be honest with the IG.

Once the IG starts to get involved with the problem the truth will be known. When anyone involved in solving the problem is not candid with the IG, not only is that person's integrity on the line, but clouding the issue doesn't help the soldier.

This rule is especially important if you or your commander have made a mistake. Given the fact that first sergeants often deal with contradictory command policies, dozens of Army regulations (some updated monthly) and a ton of paperwork daily, it's remarkable that first sergeants don't make more mistakes.

Since the IG is committed to resolving each case, preparing yourself to answer the complaint and propose solutions to the complaint will get you that much farther along in resolving the issue.

Rule#3: Be Prepared.

To respond to the IG as quickly as possible, you will have to provide documentation or facts in some other form.

In some cases, first sergeants have responded to my inquiries saying, "Yes I know all about it. I counseled the soldier two or three times on the issue." When I asked for copies of the counseling ses-

sion, however, they either answered, "I didn't make out a formal counseling statement," or "I don't remember exactly what I said."

My experience with the IG taught me as a first sergeant, that when I counseled soldiers on their problems or issues, I always ensured that any formal counseling was documented and on file.

This on-hand documentation helped when I received my calls from the IG. In cases dealing with individual soldiers, I had the necessary documentation to resolve the issue quickly and completely.

Documentation is time consuming, I know. But a first sergeant talks to a lot of troops in a month, and there's no way he or she can remember everything that's said without some sort of record keeping.

That doesn't mean writing down every conversation with a soldier, or writing down every single word. But, most of the phone calls you'll get as a first sergeant will be about a soldier you've dealt with recently, and it'll be about a problem that soldier is having.

A simple record—the soldier's name, with a brief description of his or her problem, what you recommended, or what action you expect the soldier to take—probably is sufficient.

Finally, Rule#4: Use the IG.

Calling the IG before an issue becomes a complaint, is one way you can keep your phone calls from the IG to a minimum.

One of the biggest problems first sergeants have is when a commander's interpretation of what a regulation states may not be the same as what the Army or some other agency intended.

In order to protect your commander from policy violations, you should research the pertinent regulations whenever a new or questionable action is about to be taken.

If you still have questions as to the legality or propriety of a given action, the IG may be able to help.

If the IG doesn't have the answer, there's a good chance he knows which regulation, policy letter or memorandum has what you need. He won't do your research for you, but he normally has the resources available to assist you in making sure that you have all the necessary information to protect your commander.

Look at the IG not as an adversary, but as another resource. Use the IG to help identify problems before they happen and to explore possible solutions to problems, when those solutions seem to fall into any regulatory or policy "gray areas."

Just remember, the IG isn't a commander and isn't in your chain of command. The IG advises the higher commander on irregularities and may make recommendations to solve the problem.

Essentially, the two of you have the same responsibility of taking care of the soldier and his or her family members, and a commitment to making this the best Army possible.

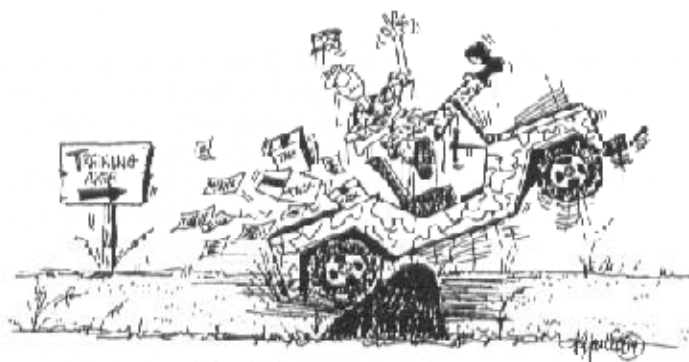
The easiest way for the two of you to accomplish these missions is to work together. Perhaps the four rules I've developed after my time as both a first sergeant and IG will help. ■

“

I know why the word 'first' is the top NCO's title. The 'first' sergeant ought to be the first [after the first-line supervisor] involved in the problem and the first to have a shot at the solution.

”

Raschke is sergeant major of the Military Traffic Management Command, Eastern Area, Bayonne, NJ.



By COL Herb Harback

I was so easy in the good old days. We had the forces and were focused. We could see, touch and even smell the "enemy."

We were combat-ready and leaning forward to the sights of a Berlin Wall, red star and hammer and sickle, even to the whiff of smoke from a Havana cigar. We knew our WARSAW pact enemy aircraft flashcards front and back; CAPSTONE alignments guaranteed that follow-on force; and the monthly Lariat Advance wake up call was a reassuring signal to all. We were in our combat comfort zone and time was on our side. Huh Ah! But times have changed.

The international road signs of evil are gone. And with that there seems to no longer be a need for a large standing army, prepositioned forces or past budget levels. As other national priorities demand the dollars and attention, the adage that "time is money" is becoming painfully clear.

Reductions in resources quickly translate to a "do more with less" mentality where the ultimate "less" is leadership time. Our "flash to bang" on mission execution has just been tightened. "No problem," is the "out of sight, out of mind" response by many who don't sense a present danger. But the enemy isn't gone. It's only changed its shape. The current enemy situation is better described in terms of a "shape-changer" type of Deep Space Nine gone bad, but not gone. What is gone is TIME.

Leadership Warp

Our nation expects us to accomplish the unknown, but without any "on your mark, get ready" preparatory signals. Time to get ready and focused—trained

up, geared up, fired up—is gone. Time is being condensed while the speed of our world has picked up.

The past leadership era where we could pace ourselves has vanished. Staff layers are gone while demands for real-time decision making are in. This is more than a just need for a Franklin Planner or better time management. Simply stated, they've taken away the speedbumps but not the hills and curves. We're in leadership warp drive.

Our old Army had great speedbumps built in that provided blocks of time for us to get ready. The large size and redundancies provided time. Being able to track and predict international trouble spots allowed us to shape our responses in a timely manner. We had the luxury of being able to delay decision making until more information was in and more options developed. We could "kill" time without any negative effects. We now find ourselves moving at accelerated speed past discarded time regulators and protectors to undefined decision points. Time has been drastically cut while the readiness missions still remain.

There will never be another six months of prep time while the enemy watches; "come as you are" rollouts are here with all their inherent dangers. It's as though the fire station has been moved into another county but the folks still expect the firemen to make it in time and put out the fire. The issue for us, as leaders, is how we are going to make up for that lost time. We need to somehow create more time in order to be able to continue to perform within that expected band of excellence.

Finding Time

There are six ways to do it. Each involves the understanding that the point in which time is most critical is during final decision making. If that period is

Leadership ★ Planning

Leadership

used for preliminary or time consuming activities, then all will stack up into a grid lock within that "do or die" time element. We need to protect the 11th hour.

In other words, planning ahead is more critical than ever before. *The problem, you tell me, is that you don't have the time today to read on.* Okay. But I believe the more accurate statement is that you don't have the time NOT to read on. You can assure having future time if you invest some time now. The following training objectives can recapture control and regain that needed time.

1 Soldier Care. How often have we found ourselves in the last throes of a rollout when a "why didn't I know this before?" crisis hits us. It ranges from "I didn't think I needed the power of attorney" to the more complex "his 17-year-old wife speaks no English."

No matter what the issue is, it will consume time. There are future crises you will face that will involve your soldiers and their families. The choice you have is 1) to wait until the crisis to learn about your soldiers and in so doing consume critical decision and action time, or 2) do that essential soldier caring now. The latter will protect time during the period where it's needed the most. In essence, caring leadership done today provides time to be banked with its dividends available for future use.

2 Fitness. There's no doubt, given enough time, I could be in super shape. That thought goes through my mind near the end of each PT test I take. But those pushups, situps and run are only part of the prerequisite required for mission success. Total soldier fitness encompasses the mental, moral and professional, as well as the physical.

All require time. There will never be enough time to get up to speed when we're already on the tarmac. You can't take an Olympic moment and appeal to

Without Speed Bumps

“...there will be no timeouts for readiness.”

sideline judges about not being ready. When we were a larger, more redundant force, there was time, but no longer. If your soldiers aren't physically fit...don't have their heads screwed on right...aren't clear in their sense of fairness, direction and values...or, aren't competent in their skills, knowledge and abilities when a crisis occurs, you will be tasked with trying to turn all that around within an impossibly short period of time. The old Fram oil filter commercial is an accurate metaphor: “Pay for me now (at the cheap price of an oil change) or pay for me later (at a devastating price of a new engine).” The right time to be in physical, mental, moral and professional shape is now, not later.

3 Standards. If your team doesn't know the rules of the game it's hard to win the game. You would never think of sending in a team without them being up to speed on plays, rules and “what if” drills. We know it's near impossible to try to bone up while on the move, but we're guilty of that more often than we want to admit. Now is the time to engrain the standards of discipline, safety and performance.

Standards define the boundaries and set the azimuth. They need to be communicated, understood and followed. We may be able to accomplish some in the last seconds but they will consume all the available time and will result in ultimate mission failure. “In place” standards provide to us the common language and direction for our drills and SOPs and allow us to call more “audibles” to fit changing conditions.

4 Battle Focus. We're our worst enemy when it comes to battle-focused training. Too often we view training as being “real” only when done in a major training area environment; garrison training (color that “hey you” taskings) is seen as a training distractor. We do

our soldiers a disservice when we assume that mindset.

First, we're mortgaging readiness when we take a “National Training Center or nothing” approach. Second, we're setting ourselves up for extra work, if not failure, with the use of a “go administrative” mindset for garrison and “let's get serious” set of rules for the field. A recent example drives home the point.

More than one battalion was asked by their garrisons to help during this winter's formidable storms. Heavy equipment demands, round-the-clock operations and numerous fragos were placed on those units.

The question is whether they approached them in a battle-focused manner with TOCs and appropriate FSOPs—or did the soft cap shuffle, light in its LBE and basic combat equipment, take control? Although they worked hard, they learned bad habits while out there plowing snow-packed streets. Just think how much time we could have banked for the future if we had used those training opportunities as just that.

5 Teamwork. The fifth way to provide future time is to be organized now. Sounds simple enough, but we generally come up short on this. The acid test isn't complex. When we get the next quick-reaction mission, see how much time we find ourselves devoting to team building—getting the team into shape.

This seems to mostly happen at a time when there is very little time left. If we would only build and sustain our teams now, much of the prime time would be freed up for the eventual, “stands in the door,” decision making demands. Our future holds the need to be able to call those critical, teamwork dependent, on-the-line “audibles.” The time to work on team oneness and fine-tune the synergism is before the kickoff, not after it. Even the best run football teams do.

6 Attitude. Finally, there's the issue of attitude. It defines the team's vitality and high performance capabilities. A bad attitude sets our aiming sticks too narrow and places our marks too low. The ruts in the road begin to be mistaken as the horizon. To change that takes a lot of dedication and energy.

The issue once again becomes one of up-front timing. Do you develop a winning attitude before the green light goes on for the drop zone or during the jump? Attitude involves commitment and trust. Neither are “shake and bake” traits, no actions which can be accomplished with a “quick fix” mentality. They take time and attention. They will be nearly impossible to establish when we're in the starting gate. If we develop the attitude now, before that “come as you are” call is issued, then we will have provided to ourselves more time during the decision/action period.

High Speed—Low Drag

Our Army's vision specifically states that there will be no time outs for readiness. This article provides a simple soldier solution to our accelerated pace and loss of leadership time. Too simplistic? I don't think so.

I'm talking about a strategic, thinking-ahead, mindset—doing things concurrently; knowing our soldiers; developing a relationship with each one; keeping them fit in body, mind, soul and abilities; and establishing standards based on our Army's vision. It will also provide them clear Mission Essential Task Lists that are combat-focused, founded on teamwork and driven by a truly warrior spirit. ■

Harback is the commander and district engineer of the Louisville District, Corps of Engineers, Ft. Knox, KY.

THE STANDARD IS THE STANDARD

By SSG Judd R. Sweitzer

In today's Army, we must be aggressive leaders, not merely sergeants. We must ensure our soldiers can meet the challenges of the future by training them to meet demanding standards, by setting the example and by making them responsible for their own actions.

In our pursuit of providing strong, dynamic leadership, the first obstacle we must crush is the tendency to allow sub-standard performance. Imagine, if you will, a simple grouping exercise on a rifle range. According to FM 23-9, M16A1 and M16A2 Rifle Marksmanship, an effective shot group is three rounds within a four centimeter diameter circle. If you allow your soldiers to complete this standard with a 4.1 cm diameter circle, then you have defeated yourself and lost your credibility. While it may not seem like a big deal, and your soldiers may see you as a "nice guy," you've just violated your integrity. If you allow one soldier 4.1 cm, why not allow the next soldier 4.5 cm or even 5 cm?

If you don't enforce this standard, why should you enforce a time limit for a two mile run, the body fat standard for an overweight soldier, or any other standard? Standards, whether we personally believe in them or not, are there for a reason. We, as leaders, have no choice but to enforce them because they are crucial to maintaining a tough, disciplined force.

As GEN Vuono states in FM 22-100, *Military Leadership*, "a leader must know, and always enforce, established Army standards." Selective standard enforcement creates an atmosphere of

STANDARD IS THE STANDARD



confusion and disorganization. Your soldiers, even though you try to keep them informed, will never know exactly where they stand or what they should expect from you unless you consistently enforce all standards equally. While you won't win any popularity contests immediately, your soldiers will see that you won't accept substandard performance and eventually come to respect and trust you, and build a sense of pride and accomplishment.

Second, we must ensure we can meet all the standards we demand of our soldiers. We must not just set the example; we must live it—24 hours a day, seven days a week. Our soldiers need personal and professional examples to emulate. If we want our soldiers' respect and trust, we must accept nothing less than our own personal best, and demand nothing less than their best.

Meeting all the standards we set for our soldiers isn't easy. It takes dedication. To meet the standards, you must know your limitations and practice self-development to improve weaknesses. As a leader, you must be confident, and confidence comes from competence. If

your soldiers see that you don't have faith in your own abilities, they won't trust your ability to lead them. You must be proficient in basic soldiering skills and your respective technical skills.

Finally, make your soldiers responsible for their own actions. Ensure they know and understand the standards of behavior and performance you expect; and reward or punish them accordingly for their performance. Give them the choice, but hold them responsible for what they decide. Don't spoon feed them. Giving them this responsibility breeds initiative, pride and stronger future leaders.

We must train ourselves and our soldiers to standard. We must challenge our soldiers, push them to meet our most strenuous demands, and hold them responsible for their actions. If we can do this during peacetime, they'll be ready for the rigors of combat. Being a leader isn't easy and too many NCOs end up trying to be the "nice guy." They forget, that in the end, soldiers pay the price for their leader's mistakes.

If you want to wear the stripes on your collar and have the authority they represent, accept the responsibility of being a leader. This means that someday, you may have to ask your soldiers to die doing what you tell them. If they trust and respect you, have discipline, and believe in your ability to lead them effectively, they'll meet the battlefield challenge. ■

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From the Beginning...

Compiled by Larry Armes

Who are the men that served as Sergeant Major of the Army? How has the office grown or evolved since its inception in 1966?

A combined effort is in the works by the U.S. Army Center of Military History (CMH) and the U.S. Army Museum of the Noncommissioned Officer to answer these and other questions concerning the office of the SMA. The project, in its final form, will be a book (due out later this year) combining the historical research and oral histories of the office and the men who held the SMA position.

The book is formatted into two sections. The first examines the historic role of the Army's sergeant major and how the movement grew to create the office of Sergeant Major of the Army. The work states: "It seems natural—even logical—that there should be an Office of the Sergeant Major of the Army, as the pinnacle of achievement for a distinguished enlisted career, with the prestigious location in the Pentagon, and ready access to the senior commissioned officer of the Army." It goes on to chronicle the development of the office, how it has grown and evolved in the last 28 years.

The second section, devoted to the former SMAs, centers on the eight oral histories that capture the Army life of these top NCOs in their own words.

The intent here is to give a brief background on each of the former SMAs, as well as the current SMA, Richard A. Kidd.

William O. Wooldridge was born August 12, 1922, at Shawnee, OK. He enlisted in the Army November 13, 1940, at Ft. Sam Houston, TX. On D-Day he landed at Normandy with the 1st Infantry Division. He also served with the 1st Infantry Division in Vietnam from 1965 till his appointment as SMA. He served as SMA from July 11, 1966, to August 31, 1968.

Wooldridge's thoughts on his first days in the Army: "From Fort Worth we were bused to Ft. Sam Houston in San Antonio and my assignment was to F Company, 23rd Infantry Regiment, which was assigned there...Basic training was primarily done by your assigned unit. When we arrived there in November 1940 we did two weeks of basic training at a place called Dodds Field, Texas, by an Army corporal...they taught us how to salute, how to march, squat, etcetera. Some very basic infantry type stuff. Then we went to the company. We had an additional two weeks at the company ...by the same corporal."

On July 4, 1966, General Orders, Number 29 created the position of Sergeant Major of the Army. The order was short

and contained only three sentences. The first gave the effective date for establishment of the office. The second stated, "The Sergeant Major of the Army will serve as the senior enlisted assistant and advisor to the Chief of Staff." The third set the tenure of the office at two years.

A week later, on July 11, General Orders, Number 49, would appoint William O. Wooldridge as the first SMA. Entering a newly established position, Wooldridge was given instructions by GEN Howard K. Johnson, the Army Chief of Staff. SMA Wooldridge called these instructions his charter. The charter said, "As the SMA I will identify problems affecting enlisted personnel and recommend appropriate solutions. I will advise the Chief of Staff on the initiations of the content of the plans for the professional education, growth, and advancement of noncommissioned officers; individually and collectively. I will advise the Chief of Staff on all matters pertaining primarily to enlisted personnel: including but not limited to morale, welfare, training, clothing, insignia, equipment, pay and allowances, customs and courtesy's of service, enlistment and reenlistment, discipline, and promotion policies. You are to be available to provide advice if it is solicited to boards or commissions dealing with enlisted personnel."

Wooldridge's thoughts on developing the Noncommissioned Officer Candidate Course, the so called 'Shake and Bakes': "That was probably one of the least popular things that I did...As the years went along and Vietnam became worse and worse with the replacement problem. A soldier would come out and he might be a very qualified young person as a squad leader...The thing that worried you was how long would you have him...You had to take someone you considered most eligible, many times a private, and give him that position...He still doesn't have the ability you need because he had no formal training as a squad leader...Why don't we send him to a training center. Then after four or six weeks...select people who have some promise of being leaders."

George W. Dunaway was born July 24, 1922 at Richmond, VA. He enlisted during January 1940 in the 176th Light Infantry Regiment, 29th Division, National Guard and joined the regular Army in February 1941. During World War II he served as an Airborne instructor and as a platoon sergeant with the 517th Parachute Infantry in France. In Vietnam, he served with the 5th Special Forces Group and the 101st Airborne Division. He served as SMA from September 1, 1968, to September 30, 1970.

Dunaway describes the first sergeant and sergeant major before the 1958 rank additions: "In most cases a first sergeant would be the senior master sergeant in the company, but that wasn't mandatory... sometimes you'd find a platoon

sergeant with more time in grade than a first sergeant. The first sergeant, by appointment, was the ranking enlisted man in the unit. The same was true of the sergeants major. They also wore the diamond, but were addressed as 'Sergeant Major,' even though they were E-7's. So it was possible to be a first sergeant or sergeant major of an organization and then transfer to the next unit and be a platoon sergeant."



SGM Dunaway prepares to jump with his troops.

Newly appointed 1SG Dunaway took over a company that was embarking upon integration. "About 15 or 16 blacks were assigned to my company as part of the integration. Like white soldiers, some of them were good soldiers and some were not so good...They were accepted as soldiers and treated as soldiers ...no more, no less."

During his first tour to Vietnam, Dunaway served as a command sergeant major with 5th Special Forces Group. He spent most of his time visiting Special Forces sites with the Group commander, Colonel Kelly. "At each site, especially A team sites, we would promote at least one deserving member of the team...and present awards that had been earned by the men. This on-the-spot promotion and award program was a great morale booster."

Dunaway's thoughts upon finding out he had just been appointed SMA: "Now I would have the opportunity to do more for the soldiers than I had ever been able to do before. Now I would be in a position to change some of the things I had disliked and had heard so many complaints about. This was an honor and I vowed not to let the soldiers down."

Silas L. Copeland was born April 2, 1920, at Embury Field, TX. He enlisted in October 1942 and served from January 1945 to late in the year in Europe. During Korea he served with the 1st Cavalry Division for 12 months. In Vietnam he served with both the 1st Infantry and 4th Infantry Divisions. He served as SMA from October 1, 1970, to June 30, 1973.

During the Korean War, SFC Copeland served as intel and reconnaissance sergeant. "We went over there [Korea] with only 55 to 60 percent [soldier] strength, and that strength was mostly recruits...to fill up our ranks...we used...remnants of the Korean Army. They fit in very well."

When the Chinese entered the war, SFC Copeland was just a few miles from the Yalu River. They found out the Chi-

nese had entered the war when one of his Korean soldiers reported they had captured a prisoner. "This guy was telling me, 'Well we can't interrogate him. He doesn't speak Korean'...Immediately I went to the battalion commander. I said, 'Sir, we've got Chinamen in our area...' I heard a bugle blow...The attack began with a series of rockets...The minute they lifted the rockets, artillery, and mortars, they began an attack, a cavalry attack on ponies...They came at us in such volume until there was no way you could contain them.

When Copeland became the Sergeant Major of the Army the office was still new and had many detractors. He was well aware of this and acted accordingly. Copeland states: "Every move you made, you always kept in mind that your movement, your action, your relationship, your mannerism, ...everything you did was being rated. With a view of, 'Well look, if we do decide to disband the office or we decide to move this office under another entity...we are going to have to have some justification...' Therefore—shall we say—I guarded against it. I made that positive approach to it that 'This thing [SMA position] is going to work. It has its place.'...Be their [the soldiers'] soldier and their spokesman, wherever I may go. Whatever the endeavor, always keep in mind, Copeland, that you're representing the soldiers.

Copeland's most satisfying moment as Sergeant Major of the Army: "One of the most satisfying accomplishments during my tenure was the Sergeants Major Academy coming up on line. My going there reminiscing with Bainbridge and the first commandant. The first sergeants coming in there. The first course. Then going back and attending the first graduating exercise."

Leon L. Van Autreve was born January 29, 1920, at Ekloo, Belgium. He was drafted in October 1941 and served as a demolition sergeant in both the North African Campaign, the Sicily Campaign, and in France during World War II. After being discharged in August 1945 he reenlisted in 1948. In Vietnam he served with the 20th Engineer Brigade. He served as SMA from July 1, 1973, to June 30, 1975.

Van Autreve tells of his platoon sergeant at basic training: "He was my role model for the remainder of my life. This guy was absolutely impeccable in dress. When we came in out of the field, if you saw him on a Saturday afternoon, if you saw him on a Sunday, he was dressed to the 'nth degree. Footlocker counseling. He gave us footlocker counseling every night. Every night he was out there on that footlocker, available to us for questions or discussion...Everyone developed a tremendous appreciation for him because he was always there."

Van Autreve's views on the early NCO academies: "I might say that, of course, the old academies were a good idea for their time, but you spent too much of your time making your bed so that you could bounce a 50-cent piece; that was the ultimate criteria. You spent so much time washing the latrine and the floors, and all that sort of thing. But it was a pretty diversified program."

Van Autreve talks strongly about NCO responsibilities concerning counseling and moral courage: "The NCO has to police his own Corps. You've got to have the moral courage to counsel and to call it like it is. Moral courage, to me, is

much more demanding than physical courage, because we have a tremendous amount of people, even to this day, who are not appropriately counseling people and issuing false counseling statements.”

Van Autreve's thoughts on the SMA position:

“The intent of the Sergeant Major of the Army is to support existing programs and provide input that may affect the possibility of additional programs. His idea is not to run to the Chief of Staff every time he finds a problem. Our object is to go out there and attempt to cure the problem; take care of it.”

William G. Bainbridge was born in 1925 at Galesburg, IL. He enlisted in June 1943 and served in Europe with the 423d Infantry Regiment and the 106th Infantry Division. During World War II in the Ardennes Campaign he was captured by the Germans. He was held as a prisoner of war until Good Friday, 1945. After the war, he got out of the Army for a short period.

In 1951 he was recalled to service. In Vietnam he served with the 1st Battle Group, 28th Infantry and II Field Force. Bainbridge served as the first command sergeant major for the US Army Sergeants Major Academy. He served as SMA from July 1, 1975, to June 30, 1979.

Bainbridge talks about life in the prison camp: “The camp was not marked, in any way, as a POW camp. They had tower guards, and I remember this airplane, a P-47, came through one day, and the tower guard fired upon it. Well, that 47 went out and made a turn and came back. He made four passes on that camp...There were slugs ricocheting around that place. All of these other guys, who had been there for years, they were out waving their arms. The P-47 killed something like 40 or 50 people...Not one American got hit...he got pictures...They didn't know how many, but they knew there were American prisoners there. So when the 6th Armored Division came through, they made a push for that camp to liberate us, and they did.”

Bainbridge's thoughts on accepting the position as the first command sergeant major of the Academy: “I probably made that decision as quick as any I ever made. In my own mind, because I had been a proponent for so long of having



SMA Bainbridge is shown as a POW just before liberation from Camp Stalag IXA.

an educational system for NCOs, I thought maybe this would be my chance to kind of put my ideas into this thing, because I knew it was important.”

When he assumed the position of Sergeant Major of the Army, Bainbridge received his instructions from Chief of Staff, GEN Weyland. “General Weyland said, ‘I want you to just operate like you've been operating; taking care of soldiers. Just let me know what you're going to be doing.’ I would tell him when I would be going someplace, and I would debrief him when I got back. But the general guidance was, ‘Look for the things you think soldiers need, that they're not getting. Let us know if we can help from this office.’”

Bainbridge tells of his most important contribution to the Army as SMA: “It's not evident to the whole Army, but my contribution was to the NCOES system...In my visits to the field, I found out that there was money being used by commanders—that should be used for educational purposes—that was going into field exercises...I got an audience with General Thurman and I spent about two hours with him...When the conversation was all finished, he said, ‘Sergeant Major...NCOES is not going to go away because of money.’ That two hours, out of my whole four-year tour, I think was worth it to the Army, and to the NCO Corps.”

William A. Connelly was born June 2, 1931, at Monticello, GA. He enlisted in the National Guard during March 1950 and was ordered to active duty in March 1954. He served in the Dominican Republic with Company C, 4th Battalion, 68th Armor, 2nd Infantry Division from October 1965 to July 1966. In Vietnam he served with Troop B, 1st Squadron, 9th Cavalry, 1st Cavalry Division. He was the first SMA to graduate from of the US Army Sergeants Major Academy—Class Two. He served as SMA from July 1, 1979, to June 30, 1983.

Connelly became a sergeant first class after only a few weeks of being ordered to active duty. “After I got to AIT, and did become a sergeant first class, I had one or two senior non-commissioned officers that knew the predicament I was in; that I was a sergeant first class, but I really didn't know that much about the Army. They would teach me, in advance, what I was supposed to know about whatever training was going to be the next day, or two days, or three days out, and I really learned that. I really studied that.”

Connelly became a first sergeant in the 761st Tank Battalion, 3rd Armored Division at Ft. Knox. He spoke on the first sergeant's role as administrator: “I think after a while, the first sergeant got too involved in administration to where he couldn't get out and do training; a good one could. Then they got so strict about people working in their MOS. Some of the best clerks I ever had was somebody that I snatched out of a tank platoon. If he could type and if he had a GT [General Test] score of about 110, he was detached to be a clerk for me... But when you got the first sergeant to where they couldn't do that because everybody had to be in their MOS, they became too tied-down.”

Connelly's views on inexperience of NCOs and soldiers in Vietnam: “One time we had a platoon sergeant that got shot when they were rappelling in...and the assistant platoon ser-

geant...broke his back...We didn't have anything but an experienced specialist four on the ground, to get 45 or 50 men back to the position where they could be extracted. My troop commander was telling me, 'Top, you've got to go and get them back...he's telling me I've got to jump out of this damn helicopter and get these guys back. And I did that...There was all kinds of fire and there was noise and everything, but I didn't do anything but really calm down this young specialist four. He got those troops back...I got to Vietnam and the soldiers that I had... wore head bands and no hats, T-shirts and ammunition across their chest. They looked like Pancho Villa's...outfit...Fighting a war is a young man's job...I couldn't have fought it any better.'

When Connelly became Sergeant Major of the Army, GEN Myer gave him instructions and also told him 'I want your wife to travel with you as much as you want her to. It is good for the Army for them to see her and it's a comfort for you to have her with you.'

Glen E. Morrell was born May 26, 1936, at Wick, WV. He served as SMA from July 1, 1983, to June 30, 1987.

Morrell enlisted in November 1954. During Vietnam he served three tours with 5th Special Forces. He graduated from Class Two of the US Army Sergeants Major Academy.

Morrell's views on the drill sergeants at his basic training: "They were all Korean War veterans; every one I had at basic and AIT. All of them had been in the Korean War. They were good people and knew what...they were doing. They were fair and didn't belittle you in any way...They were just strict and you either learned or you stayed there until you did."

Morrell talks about Special Forces Operations in Vietnam during 1962: "We got diverted to a place that was north of Saigon...the name of the village that we went into was called Nuc Vang. The reason they put us in there, there had not been anybody in that particular zone since the French...We built a camp there and we had a hell of a lot of Cambodians... We trained them...We had three or four companies."

How has NCOES impacted on the Army? "I don't think that you would see the Army that is in existence today, if we had not had the good Noncommissioned Officer Education



SMA Morrell said he was just "soaking my feet," in this shot taken in Vietnam.

System...Now prior to NCOES, I think you had pretty good solid leadership in your combat arms. But then in your combat support and combat service support, you had a lack of it."

Morrell's thoughts on the Army's performance in Operations Urgent Fury, Just Cause, and Desert Storm. "I give credit to the strong leadership that exists in the NCO Corps to make that thing really work and to be so successful. If you'd look at the equipment when they went in and then after the conflict, I think 93 percent of the equipment was still operational; that was unheard of."

Julius W. Gates was born June 14, 1941, at Chapel Hill, NC. Gates enlisted August 12, 1958. He served two tours in Vietnam. He graduated from Class Eight of the U.S. Army Sergeants Major Academy and was the first American NCO to attend the British Tactics Course. He also served as command sergeant major of the U.S. Army Sergeants Major Academy. He served as SMA from July 1, 1987 to June 30, 1991.

Gates' opinion on attitudes of draftees when he was in basic training: "Some of those guys were really upset because they were drafted into the Army. They had a tough time adjusting. Now having said that, many of them were outstanding soldiers because they were more mature than the average young enlistee. Most of the draftees were over 20 years old and some were as old as 25. They had college degrees or were in a profession when they were drafted into the Army. Some of them were interrupted in their college when they were drafted. I think the motivation of some of those individuals was poor. But after about three or four weeks we all seemed to meld together and the team turned out pretty good."

[Vietnam was a...] "...long, drawn out, human-resource-intensive war, where we rotated soldiers in and out of the war zone quite frequently. You were only there for a year. The NCO didn't have time to stabilize the unit... stay with a unit for a period of time to be an effective leader. In my mind that is an important part of the role of an NCO; to stabilize the unit... NCOs were coming and going... We ended up with an NCO Corps that... was not stabilizing the unit and doing the things that NCOs do."

Gates' views on the most difficult problem he faced as SMA: "I think the most difficult problem we faced was the SQT [Skills Qualification Test]. The recommendation was made... that it was time for us to take a look at the SQT and possibly eliminate the SQT for some of our soldiers... and develop a new type test which would be based on the basic fundamentals and the basic things that sergeants are supposed to know and practice... To be able to take recommendations and get it through the bureaucracy... to include all the commanders and all the people who were responsible for producing the SQT, was a 24-hour-a-day, seven-day-a-week job, for almost a year. So that was the most difficult time that I had."

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...to the Present



By MSG Jaime Cavazos

When military historians eventually record the list of major challenges faced by the U.S. Army during the late 80s and mid-90s, the drawdown, with all its implications, will undoubtedly head the top of the list.

In fact, shortly after assuming the position as Sergeant Major of the Army July 2, 1991, SMA Richard A. Kidd was asked his feelings about the "timing" of his selection. Specifically, he was asked, "In light of the personnel turmoil caused by the drawdown, is there a less turbulent time you would have rather served as the senior enlisted representative?"

With his usual candor, SMA Kidd replied with an unequivocal "No." He explained, "A leader does not 'choose' the best or most opportune time in which to lead. A good leader takes the challenge whenever and wherever it presents itself and does the best he or she can."

Such is the character of the sergeant major who has devoted his entire 32-year military career to leading, training and caring for soldiers and their families and to "doing the very best at everything" he undertook. Perhaps it was his holding on to that work ethic, coupled with his ability and willingness to "listen" to soldiers, that helped him get to where he is today.

Quite an accomplishment for a young man who initially enlisted in the Army in March 1962 simply to fulfill his military obligation and return to his job with the Army and Air Force Exchange System.

But, as the son of a widely travelled career soldier, he quickly gained an appreciation for the camaraderie and "sense of belonging" he felt being part of a professional Army team fighting an unpopular war in Southeast Asia.

He recalls often the statement of his commanding officer in Vietnam, CPT Charles A. Fry, who he greatly admired. He remembers him saying, "If you want to be part of a professional Army, and you and the other good NCOs we have are willing to stick it out, you can help make a difference in the quality of tomorrow's Army."

That advice and the support of a loving and caring wife and their two children carried SMA Kidd through multiple tours in Vietnam, Europe, Korea, Forts Bragg, Sheridan, Benning, Bliss and Lewis. Along the way, he occupied every enlisted infantry position from squad leader to command sergeant major.

Soldiers who have met SMA Kidd—and they number in the tens of thousands—know him to be genuinely honest, warm and attentive. "When you talk to him [Kidd], one soldier recalled, 'he makes you feel at ease... You know he is listening to what you have to say and seems to care.'"

That soldier's assessment punctuates what SMA Kidd hopes soldiers and their families will remember about him—that he listened and, as Sergeant Major of the Army, did everything possible to take care of soldiers and their families. ■

Kidd was born in Morehead, KY, on June 24, 1943. The second born in a military family of five, he culminated a well-travelled and varied education at Wakefield High School in Arlington, VA.

His awards and decorations include the Legion of Merit, with one Oak Leaf Cluster; Bronze Star Medal; Meritorious Service Medal, with two Oak Leaf Clusters; Air Medal; Army Commendation Medal, with one Oak Leaf Cluster; Vietnamese Cross of Gallantry, with Palm; Army Staff Identification Badge; Combat Infantry Badge; Master Parachutist Badge; and Special Forces Tab.

Photo by SPC Brian Adams



SMA Kidd visits with SPC Matthew J. Oquendo, 13th Ord Co, 70th Ord Bn, 11th ADA Bde, during rail load operations for deployment to South Korea.

Cavazos is public affairs advisor to SMA Kidd.

Reader Survey



Once every two years, *The NCO Journal* has the opportunity to communicate directly with you, our reader, through our reader survey. This survey is critically important to us, for your responses help us better serve your need for information. Individual survey responses are completely confidential, so be as candid as you wish. Only group statistics are compiled, tabulated and used. No information on individual responses is disclosed. We will publish the compiled and tabulated survey results in our Winter 94-95 issue.

The NCO Journal exists only to provide information to increase NCO awareness, knowledge and understanding of NCO professional development issues. It's a forum for NCOs to share their broad range of experiences. We rely on NCOs to tell and share their experiences in every issue. Your response to this survey will help us do that job better. Please complete and return this survey. —Editor

DIRECTIONS: Circle the letter or word, or write your answer in the blank to indicate your response, preferably using a ballpoint pen. After completing the survey, remove the survey form, fold where indicated, and mail through your office, unit or organization's official mail. (Please return no later than August 15th.)

1. Have you read or looked at an issue of *The NCO Journal* in the last 12 months?

- a. No (Skip to question 18)
- b. Yes (continue with question 2)

2. How many of the four issues of *The NCO Journal* produced in the last 12 months have you read?

- a. 1 b. 2 c. 3 d. 4

3. *The NCO Journal*, a quarterly publication, was first printed in the Spring 1991. There have been 14 issues (including this Summer 94 issue) printed. How many of the 14 have you seen or read?

- a. All
- b. About _____ (Number)

4. How much of each issue do you usually read?

- a. All or almost all
- b. More than half
- c. About one-fourth
- d. Almost none

5. How do you usually get a copy of *The NCO Journal*?

- a. Mailed directly to me
- b. Unit or office distribution
- c. Unit dayroom
- d. Library
- e. Learning resource or education center
- f. Paid subscription
- g. Other (please specify) _____

6. After reading *The NCO Journal*, I usually—

- a. Route it through the unit/office
- b. Give it to someone else
- c. Clip what I want to keep for reference
- d. Keep the entire issue for reference
- e. Leave in dayroom, library or office
- f. Throw it away

7. For each statement below about *The NCO Journal*, circle the letter that most nearly describes your feeling (a = strongly agree; b = agree; c = neither agree nor disagree; d = disagree; e = strongly disagree)—

- Easy to read..... a b c d e
- Easy to understand..... a b c d e
- Well written..... a b c d e
- Information is new and useful..... a b c d e
- Information helps me on my job..... a b c d e
- Information makes me think..... a b c d e
- Provides me source material..... a b c d e

8. For each of the statements about the appearance of *The NCO Journal*, circle the letter that most nearly describes your feeling (a = strongly agree; b = agree; c = neither agree nor disagree; d = disagree; e = strongly disagree)—

- Front cover gets my attention..... a b c d e
- Inside and back covers get my attention..... a b c d e
- Type is clear, easy to read..... a b c d e
- Charts and graphs are easily understood and helpful..... a b c d e
- Photos are informative, interesting and illustrate text..... a b c d e
- Illustrations are appropriate and clarify text. a b c d e

9. Subject matter in *The NCO Journal* over the last four issues has gotten—

- a. More interesting
- b. Less interesting
- c. Stayed about the same
- d. Don't know

10. How helpful is *The NCO Journal* in keeping you informed and up-to-date on changes and developments in NCO Professional Development (NCOPD) issues?

- a. Extremely helpful
- b. Very helpful
- c. Moderately helpful
- d. Slightly helpful
- e. Not helpful

11. Over the past 12 months, have you used suggestions, ideas or information from *The NCO Journal* to better understand your role as an NCO, improve your leadership skills or train other NCOs in your unit or organization?

- a. Very frequently
- b. Frequently
- c. Sometimes
- d. Seldom
- e. Not at all

12. How helpful are the regular columns?

News and Issues

- a. Very helpful
- b. Helpful
- c. Not helpful

Letters to the Editor

- a. Very helpful
- b. Helpful
- c. Not helpful

Book Reviews

- a. Very helpful
- b. Helpful
- c. Not helpful

13. I would like to see—

News and Issues

- a. Expanded
- b. Kept about the same
- c. Reduced
- d. Eliminated

Letters to the Editor

- a. Expanded
- b. Kept about the same
- c. Reduced
- d. Eliminated

Book Reviews

- a. Expanded
- b. Kept about the same
- c. Reduced
- d. Eliminated

14. I would like to see columns added on—

- a. Career programs, training, courses
- b. Calendar of events
- c. Other (specify) _____

15. I would like to see (more) (fewer) articles on leading, training, caring and maintaining at the—

- Unit/company level _____ more fewer
- Battalion/brigade level _____ more fewer
- Division/corps level _____ more fewer
- Major command level _____ more fewer
- Joint/unified/specified command level _____ more fewer
- Department/secretariat level _____ more fewer

16. I would like to see (more) (fewer) feature articles as it pertains to NCOPD on—

- Doctrine _____ more fewer
- Personal services (food, clothing, etc.) _____ more fewer
- Environmental issues _____ more fewer
- NCOES professional development _____ more fewer
- Joint operations _____ more fewer
- Operations other than war _____ more fewer

17. I would like to see *The NCO Journal* publish articles on these subjects (be as specific as possible):

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____

18. Your magazine staff needs to know the demographics of *The NCO Journal* readers. Please help by answering the following as specifically as possible. I am—

- a. Active Army
- b. Army National Guard
- c. Army Reserve
- d. Army civilian employee
- e. Military retiree
- f. Nonmilitary (please specify) _____

19. My service is—

- a. Army
- b. Navy
- c. Air Force
- d. Marine Corps
- e. Coast Guard

20. I am—

- a. Commissioned in branch functional area _____
- b. WO in military occupational speciality _____
- c. Enlisted in CMF _____
- d. Civilian in career management field _____

21. I serve at—

- a. Unit level
- b. Battalion/brigade level
- c. Division/corps level
- d. Major command level
- e. Joint command level
- f. Department/Secretariat level
- g. Department of Defense level

22. My pay grade is—

Military

- a. E1–E4
- b. E5–E6
- c. E7
- d. E8
- e. E9
- f. W01–W05
- g. 01–03
- h. 04–06

Civilian

- a. GS8 or below
- b. GS9–11
- c. GS/GM 12–14
- d. GS/GM 15 or above
- e. SES
- f. Other (specify) _____

23. My age is—

- a. 20 or under
- b. 21–24
- c. 25–29
- d. 30–34
- e. 35–39
- f. 40–49
- g. 50 or over

24. My sex is—

- a. male
- b. female

25. My current duty is—

- a. Member of a team, squad or platoon
- b. Troop leader
- c. Commander
- d. Staff position
- e. Joint command/staff
- f. Other _____

26. I am currently stationed in—

- a. CONUS
- b. Alaska or Hawaii
- c. Pacific or Far East
- d. Europe
- e. Middle East
- f. Panama, Caribbean or Latin America
- g. Other _____

27. My education level includes—

Civilian

- a. Less than high school
- b. High school or GED
- c. Some college, no degree
- d. Associate degree
- e. Bachelor's degree
- f. Master's degree
- g. Doctoral degree

Military

- a. MEL1
- b. MEL2
- c. MEL3
- d. MEL4

The NCO Journal staff thanks you for taking the time to complete and return this survey. Your ideas, comments, suggestions and recommendations are important to us, and the questions you have answered will help us improve our service to you. Write in specific questions that you want us to answer, add your name and address to the blanks below so we can get back with you.

(Specific questions, comments)

NAME _____

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Fold on dotted line and mail through your office, unit or organization's official mail.

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Clear, Concise, Com

By SSG David Abrams

Across the 660,000-acre Yukon Training Area NCOs focused on teamwork and cohesion among their squads and platoons. They also had the mission to maintain the local peace with both "refugees" and "enemy insurgents" roaming the area.

Ask the NCOs participating in exercise Northern Edge '94 how to successfully accomplish these tasks and they'll tell you, "communicate effectively."

The eight-day joint training exercise at Fort Greeley, AK, which involved more than 4,500 soldiers, sailors, airmen and Marines, was designed to prepare the military services to operate as a contingency joint task force.

Whether it's a training exercise or the real thing, there's often room for miscommunication. However, some of the NCOs in the units involved made it a point to pay attention to the "communication pipeline."

The NCOs from Alaska's 6th Inf Div (Light) found all their leadership and communications skills put to the test. Their units were learning how to operate as part of a United Nations peacekeeping force sent in to mediate problems between two hostile nations involved in a border dispute.

Soldiers had to react with lightening speed to carry out operations orders. There wasn't time for fuzzy signals from NCOs.

"My job is to make sure everybody gets to the right place at the right time out there on the drop zone," said SFC Abraham Olivas. As the platoon sergeant for Battery B, 4th Bn., 11th FA Regt. from Ft. Richardson, AK, Olivas' job was to watch his soldiers and evaluate them on consolidation, teamwork and timing.

"Make sure you don't get disoriented out there on the drop zone," he said. "When those four guns (105-mm howitzers) hit, your job is to get out there to the tactical assembly area and start the

de-rigging process. Everybody know where they're going? Everybody got the big picture?"

Olivas' directions needed to be clear and concise for his crews, as this was their first heavy equipment drop and safety was uppermost in his mind.

The rest of the "big picture" was unfolding as well for the other thousands of soldiers involved in the exercise. CSM Marl Green of the 106th Military Intelligence Bn., Ft. Richardson, was also out checking on the conditions on the snowy drop zone.

"Soldiers in the LRSD (Long-Range Surveillance Detachment) are the eyes and ears for the division commander," Green said. "They have to get out there early and survive on their own so it's important to be well-trained. It's the NCOs' role to make sure all those soldiers up there jumping are well-trained. If they fail to do that, it could mean the loss of a lot of lives."

However, Green had nothing to worry about. Both teams made it to the ground safely.

Keeping information flowing through the chain of command was everyone's concern. But, it seemed uppermost in the mind of 1SG Steven R. Tennison of Company C, 4th Bn., 9th Inf Regt., whose primary mission was to provide a smooth, safe exit for the fleeing refugees, role-played by fellow soldiers and family members.

"Communication is essential in a peacekeeping operation such as Northern Edge," Tennison said. "I'm constantly asking myself, 'Am I getting enough information out to my soldiers? Do they know they're not supposed to fire on civilians? Are they aware they can be brought up on charges if they chamber a round when they're not told to do so?'"

Without proper information coming down this "Alaska pipeline," any of nearly 100 soldiers in Tennison's unit and the others participating in the exercise could potentially injure or kill innocent civilians in the already-volatile host nation,

sparking an international incident.

Getting the right messages out was every NCO's concern, including SFC Gregory Thorns, the NCOIC of the division's counterintelligence analysis section and the observer/controller for the nearly three dozen soldiers who played "civilians" on the exercise field. Thorns moved like a ball of energy through the training area, planning and coordinating riots, evacuations and assassinations.

"I've communicated with just about everybody out here," he said. "I'm pretty direct; I don't 'soft-shoe' it. Some people don't always like it, but that's just my style."

Thorns said he uses an up-front communication style because time is always of the essence—whether the conflict is real or not.

"If you have to go back and tell your soldiers the message again, then you're not communicating effectively and



Communication=^{'s}

Training ★ As you fight

you've wasted a lot of time," Thorns said. "And sometimes you only get one chance to say something."

Thorns said he emphasized two-way communication during the exercise. Each night he sat down with his soldiers who were acting as insurgents and told them what their role was. At the same time, he got their feedback on what was and wasn't going well.

While Thorns and his group discussed what to say the next day, NCOs from another infantry company were setting up patrols and posting guards at a refugee collection center. SGT Oliver Jaksons, a team leader in Company B, 4-9th Inf., had to ensure his rifle teams understood the rules of engagement. "We're not allowed to approach the civilians; they have to come to us on their own free will," he said.

Even though the refugees were more often than not other infantry soldiers,

the troops involved in Northern Edge said the exercise was realistic and stressful, at times mirroring recent peace-keeping operations in which the Army has been involved.

As with all aspects of this arctic exercise, success also depended on NCOs getting the right messages to the soldiers, clearly, quickly and concisely.

"If you can't communicate as an NCO, you can't have any control of your soldiers," Jaksons said, echoing what

many leaders at the training exercise already knew to be one of the basic fundamentals: from the individual guarding refugees to the entire task force's success, Northern Edge depended on the ability of NCOs to effectively fuel the communication pipeline. Future exercises or real-time situations will also rely on the same effective communication. ■

Abrams is with the 20th Public Affairs Detachment, Ft. Wainwright, AK.

A border dispute scenario (right), finds protestors "getting in the face" of infantry soldiers guarding the local town hall during Northern Edge, a joint training exercise in Alaska. SFC Abraham Olivas briefs his soldiers (far right) on drop zone safety steps. A soldier (below) runs to give a situation report to his platoon sergeant.



Photos by the author



By SGT Michael Voitsberger

Training—who's got time for it? The mission, always the mission. All day, all night, nonstop... the real world is out there and you have a job to do.

Anyone out there ever think like that? Be honest. We all have at least once. And some people think that way all the time.

So how do we conduct sergeants' time training when our schedule is filled with the mission? Well, the solution must be in an Army Regulation, Field Manual, or standing operating procedure somewhere—right? Sorry, no such luck.

I've been through the books, read the SOPs and none of them state how to prevent planes from breaking down, people from getting sick—all those little things that completely shoot down planned training. So what's the solution? You may not believe the answer, but here it is: **ATTITUDE**.

Think about it. If you don't believe training is important, how much energy will you put into it? Chances are none, zero, nada.

If your attitude's not right, no evaluator or commander will get you to train people better. They come into the area and see you training, they're impressed and go away. No one tells them, "We've been keeping an eye out for you. As soon as you're gone, we'll finish our card game." Another four-hour block of instruction completed.

Don't get me wrong. I admire people who do their job and handle this "real-world mission." The only problem with this type of thinking is that what's real today may not be real tomorrow. This creates a serious problem for those of us who like to come into work, do our job and then go home.

Let's play the "what if" game for a few minutes. What if the phone rings and you're not there? Can your soldiers take a message and get it to you when you come in? What if a soldier fell from an aircraft and split his skull open? Would your soldiers be able to treat an open wound to the head and prevent shock?

What if the North Koreans attacked tomorrow? Can all your soldiers recognize and react to chemical hazards and engage targets with their assigned weapons? If you answer "no" to these questions or you don't know, maybe it's time to change your attitude about sergeants' time.

Every Tuesday morning for four hours, my real-world mission is to train my soldiers on things they don't do every day but they need to know during emergencies or changes to the unit's mission, such as transition to war and all the other METL stuff. The secret is out. The only way to successfully do sergeants' time with a real-world mission going on is to make sergeants' time part of the mission. Luckily, the two can complement each other. As leaders, we know what

our soldiers need to be trained on, and we should use this set-aside time to make our soldiers better.

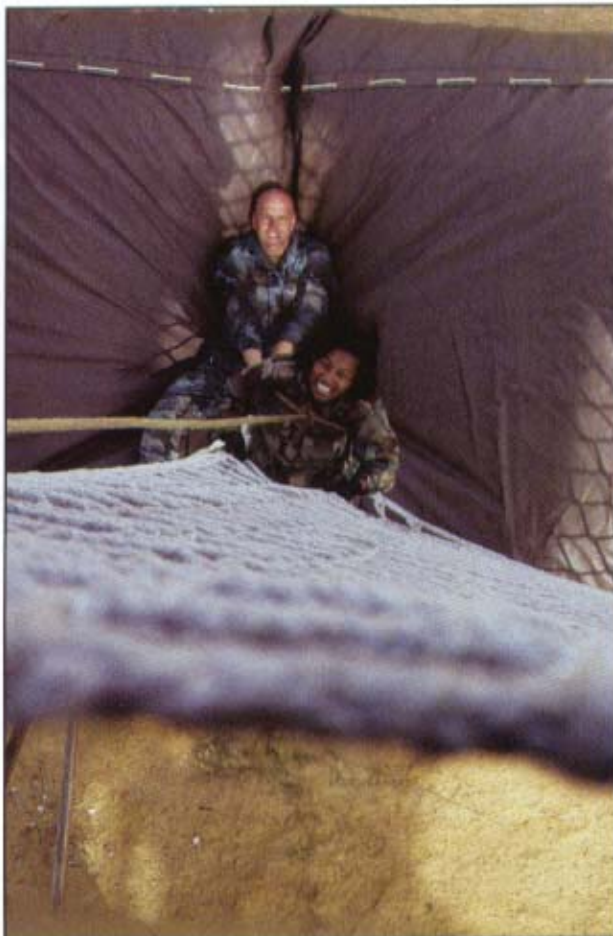
You say your attitude is great, but, your training is still lacking because things come up and disrupt what you schedule. Well, that's reality. You can't control everything. However, before you write off a good training session, ask yourself: if the plane or system was broken before a flight, how could I fix it and get the job done? Now project that same attitude toward mission in response to this question: "My soldiers really need this class. When can I give it to them?"

As professionals, we know the solutions aren't always easy. Finding time and making time to get the job done is the order of the day in our fast-paced unit. Armed with the knowledge of what

it takes to make a great trainer, let me suggest the following:

- Always plan ahead. This lets you get the resources you need.
- Let everyone know what you're planning. This helps everyone arrange their schedules accordingly and hopefully, will make them more reluctant to interfere with your plans.
- Structure your classes to be unique. Also plan hands-on training. You'll find soldiers learn more in a shorter period of time and will probably retain the information longer. You'll also be able to teach other things instead of having to repeat the same material every other week.
- Read the self-development test books. A lot of great training ideas rest within the covers of these FMs.
- Keep a great attitude. Stay tuned with what classes your soldiers need

Photo by SFC William Horner



Soldiers from HHC, U.S. Army Sergeants Major Academy, receive rappelling training during sergeants' time at Ft. Bliss, TX.

SERGEANTS' TIME

and be well prepared for your classes. Don't shoot from the hip. A good attitude is contagious. If you respect your soldiers' time, they'll respect yours. ■

Voigtsberger is currently assigned to the 3rd Military Intelligence Battalion, U.S. Intelligence and Security Command (INSCOM) at Camp Humphreys, Korea.

By SFC John Mapes

The Commanding General has determined that sergeants' time is good for a unit's health."

With these words—or words to that effect (a little literary license is required to make a dry subject more palatable)—the commander opens the weekly training meeting. He continues by giving us the lowdown on sergeants' time requirements.

The guidance is simple: sergeants' time training will be conducted every Tuesday from 7:30 to 11:30 a.m. and must support the unit Mission Essential Task List (METL).

The commander continues to inform us that he wants each platoon to prepare a projected six-week training schedule before the next training meeting. Armed with the aforementioned guidance, I proceed to my office, dig out my unit METL and pop two aspirin in preparation for the headache to come.

"What's the big deal?" you ask, "Just make up a list of classes, assign instructors and have the training schedule reflect what you've come up with." That's easier said than done.

The Commander-in-Chief, U.S. Forces Korea, has a continuous requirement for intelligence. As a supporter of this mission, we must be available to respond to flexible and changing CINC priority intelligence requirements. Unfortunately, we don't have the luxury of providing static training times to our soldiers. Any training, to include sergeants' time, must be scheduled as the opportunity arises.

Because of our unit's unique mission and schedule, our sergeants' time planning process requires five steps:

- Come up with a unit METL supporting task list.
- Review the projected mission schedule and find time around it to conduct training.
- Identify instructors and locations for the training.
- Ensure that the unit training schedule reflects the projected training.
- Ensure that the schedule is adjusted accordingly when the mission schedule changes.

Creating a supporting task list for the unit METL was probably the easiest step in the process. FM 25-101, **Battle-Focused Training**, gives leaders the proper guidance to accomplish this step. By looking at each METL task individually, a leader can come up with a myriad of collective, individual and leader tasks which support a unit's METL.

For example, one METL task for this company is *SURVIVE*. For this task alone, I created an abbreviated list of 27 supporting tasks. This list includes a variety of NBC, first aid, and survival, escape, resistance, and evasion tasks.

After creating a supporting task list and receiving the commander's approval, the next step was to review the projected mission schedule for the next two months and determine when to fit sergeants' time in without being detrimental to the mission or soldiers' morale. Adding an additional four hours to an already exhaustive 12-hour mission day could make soldiers slightly cranky and unresponsive to training they might otherwise enjoy. This step was perhaps the most difficult. While perusing the projected mission schedule, I could find only one week when sergeants' time could be conducted—on Tuesday, 7:30-11:30 a.m. Consequently, the projected schedule I came up with included Wednesday afternoons and Friday mornings. One week I had to schedule sergeants' time for two hours on one day and two hours the next day.

At last, armed with my supporting

task list and proposed schedule, I confronted the platoon and sought volunteer instructors. My feelings being that a soldier who is really interested in the subject will prepare and present better, more meaningful training. This volunteer process also presented the junior enlisted platoon members with the opportunity to excel, thus preparing them for when they become NCOs—trainers of soldiers.

The fourth step in the process was to ensure my projected training schedule was reflected on the unit training schedule. This was accomplished by receiving the commander's approval for my proposed schedule at the next training meeting and then submitting it to the training NCO for inclusion in the unit schedule.

For most units, the final step in this process is not only unnecessary, but also not allowed. This step involves changing the published unit training schedule. The very nature of the mission here dictates that schedules be flexible and driven by consumers' intelligence requirements. In short, changes in the mission schedule may require changes to the published training schedule. This requires good communications between the operations platoon and the company training NCO to ensure the unit training schedule accurately reflects required changes.

As you can see, sergeants' time, while an invaluable training tool for any commander, can present some scheduling problems in a unit with an around-the-clock, real-world intelligence mission. However, these problems are not insurmountable and with the right people, proper guidance and a little ingenuity, the challenge can be met. ■

Mapes is an operations sergeant for Company B, 3rd Military Intelligence Battalion, 501st MI Brigade, Korea, U.S. Army Intelligence and Security Command (INSCOM).

TRADOC CSM Woodall Gives Parting Thoughts on Training

(Note: CSM Walton C. Woodall, command sergeant major for Training and Doctrine Command was interviewed by Alice F. Edwards, editor, *Army Trainer* for the magazine's spring edition. *The NCO Journal* thought his comments fitting for a re-print in our summer edition.)

Q: *In the 1991 Army Trainer interview, one of your major concerns was the quality of individual soldier training. What is your current opinion of that training and have your views changed during the last three years as TRADOC Command Sergeant Major?*

A: The quality of training is just as good as, or maybe better than, it was three years ago. The quality of young people entering the military is very high. I think, though, that some joining the Army today may not be joining for the same reasons I did. I came in not only because I got a draft notice, but to serve the nation and protect the country. Many... now are coming in mostly for the education benefits. I hope for the two or three years they enlist we can persuade them to make a career out of the Army... in for one hitch. That will be a challenge to our retention folks. We're fortunate, even with all the budget and personnel cuts, that we still can do the same training we did three years ago. We haven't taken anything out of basic training or one-station unit training.

General [Frederick M.] Franks [Jr., TRADOC commander] is dedicated to maintaining quality training. Doctrine is TRADOC's other mission, but training is its main mission. So far we maintain a high standard. I am happy with the quality of the soldier. Past training scenarios in our FTXs (field training exercises) and in the NCO Education System (NCOES) centered around the Fulda Gap war. We have changed them. You may still find old scenarios in some places, but we gear everything now to deploying quickly to a variety of situations. We used to deploy a division. Now

we deploy a task force or whatever we need to meet the needs of the power projection Army.

Q: *What is the major challenge facing the individual soldier regarding training?*

A: If I were coming into the Army today, I doubt if I could survive. I mean that in terms of the technical aptitude that is required of our young soldiers. The new computerized systems they are learning are very sophisticated; for example, the new Paladin in artillery. I don't know if I'd have the intelligence it takes to operate that. These young soldiers do it and do it well.

Q: *How has the NCO changed during the past three years?*

A: I have seen some changes, but they didn't start just three years ago. Little by little, the Army has forced NCOs to change. Some are more self-centered than they used to be. For example, watch any squad with a good staff sergeant leader perform its mission or task. The squad members do extremely well because they have been trained well; they love doing it and doing it right. But if you sit down and talk with the squad leader, team leader or section leader and ask 'If I could do something for you today, what would it be?' He would probably say that he wants something for himself...to go to ANCOC where he can make sergeant first class. I feel sometimes that NCOs are more concerned about their own welfare than their soldiers'.

And we've forced that on them. We tell them that in order to get promoted they need X number of points; in order to get those points they've got to do this, this and this. To achieve these points they get concerned about their careers...They start going to college—and there's nothing wrong with that—and doing anything else they can to get promotion points. That may not be a big problem across the Army. But it bothers me when I see

sergeants who can't tell you how many people in their platoon are married, how many are not, where they live, the basic stuff. If NCOs realize that their job as squad leaders is to train, take care of and maintain the soldiers they're responsible for, they'll get promoted.

Q: *With the self development test (SDT), the ball is now in the NCOs' court. How will they face up to this sink-or-swim situation? What feedback have you received from NCOS in the field since SDT's implementation? Have career maps helped NCOs prepare for SDT?*

A: We've had quite a battle with some to implement SDT. There have been a lot of challenges to it. First of all, if we are going to test our enlisted soldiers, then every enlisted soldier from the grade of sergeant should be tested. A fellow MACOM command sergeant major recently suggested that we test first sergeants through sergeants major. I support that.

If we are going to test sergeants through sergeants first class, why stop there? The challenge would be to develop more tests. And that's a great challenge because training developers are getting thin in the Army.

I honestly believe the SDT is the best test we've ever developed. We now test soldiers' technical skills, leadership and training. Our young soldiers are meeting the challenge—that's pretty evident from the statistics that show how well they're doing, if they study. We're putting a load on them. When we designed the SDT, we did not allocate time on training schedules for soldiers to study. It is the individual soldier's responsibility. I like that.

If that's all a soldier had to do in addition to normal duties it wouldn't be bad. But when we throw in going to school, distributed training, completing sub-courses, going to college at night, we're putting a tremendous load on a squad leader. Many are meeting the challenge and we need to retain some type of test-

ing for our soldiers. The SDT fits that bill.

The only thing I would do differently with the SDT is test first sergeants and sergeants major. I'll probably have sergeants major wanting to shoot me when they read this, but I think they need to show a certain amount of proficiency.

I can expand that into the area of physical training. We test PT in some of our NCOES courses and stop at a certain level... I would like to see the Army test first sergeants on PT in the first sergeants course as a [DA] prerequisite for entering the course. [Currently it's up to units to test or not.] I think sergeants major who are appointed to command sergeant major and go to the Sergeants Major Academy should be tested in PT during that week's course. In fact, if you're going to be a leader—and a command sergeant major is the senior NCO in a battalion—you should be able to do everything that battalion does. We rely on our integrity to do that, but I would like to see it tested in the course to let them know what they need to do to prepare themselves to lead better. I think it would be interesting to see that.

If you can't lead from the front, then you don't need to be out there. I've always felt that way. If you are an enlisted soldier and a leader and you can't do what is required of you... then you need to go home.

The only negative thing I've heard people say about the SDT was that some questions were repeated from last year's test. I believe only 25 percent of the questions are required to be changed each year, so that may very well be the case. The challenge is for our training developers to write appropriate questions for the time and current equipment. I got good comments about SDT...

If Woodall were in power today, I'd eliminate the career maps [models]. That's a drastic statement and I say that because of the individual soldier or squad leader we talked about before. He looks at that career map and says 'Man, by the time I become a sergeant first class, I've got to have two years of college.' But if you read the top of the career map, it says that it's recommended they do that. But because of the current point system, in order to get promoted these soldiers are going to college—because they think they have to.

If the opportunity arises for a soldier to attend school, he should get all the education he can—if it supports his job in the Army. We are not in the business to educate people for the civilian market. We are in the business to be soldiers, to fight and win wars.

The career map tends to make a soldier think he's got to have a college education, which is not true. There is no Army regulation that requires an enlisted soldier to go to college or have a degree at any level...

We put career maps out to help soldiers get promoted and design their careers, but I think we need to modify them.

Q: In your previous interview, you said that you didn't think cross-training would be formalized. With the effects of the draw-down more visible, has your opinion changed? What about combining MOSes or consolidating jobs?

A: I have mixed emotions on cross-training. If a sergeant is tagged to be a tank driver, he needs to stay specifically with that skill. I think if we start extensively cross-training we might be making a mistake. Some cross-training does occur, but I don't want to see it formalized. I think it might cause a soldier trying to do a specific job to "jitter" a little bit. We need to be specialized in what we're doing.

As far as MOS consolidation, I think that may happen quite a bit. The signal and quartermaster fields are doing it now. We could have consolidated some fields long before now because some jobs are very similar and require the same background knowledge. Those consolidating MOSes are really thinking it out before they act. It may create problems with SDT since new ones will need to be developed. If I were to caution the people consolidating MOSes, I would say develop soldiers manuals and SDT questions at the same time they consolidate the MOSes. Consider the soldier who will be doing that job and how he has to prepare himself for promotion.

Q: Although simulation is the wave of the future, it will never replace field

training. What's the balance between the two and do you believe a standard needs to be initiated to ensure the right mix?

A: The Army as a whole is wrestling with that right now. We have some simulators that are so realistic that you actually think you're doing that job—flying a helicopter, driving a tank. I think the wave of the future is a lot of simulation. I won't even guess at what the mix should be; I don't think we know yet. Training young soldiers through simulation before putting them in the equipment works better than having no simulation at all.

Q: Protecting our environment has greatly impacted training. What are your views on this trend and its effect on realistic training?

A: We must learn to live with and train in our environment and keep it clean. I recall the days when we didn't worry about oil dripping from a truck unless we went to the forest in Germany. There's nothing wrong with being aware right here. This is our life here. We need to keep America clean—the air, the soil, the water. And I think we can train and do that...

We've taken everything for granted. We have not educated our people in the Army on the environment in the past.

Photo by SFC Bob Crockett



We are doing it now and I think it's great. If our children are to grow up in a clean environment we have to do our part in the military now. I wish the whole United States worked at protecting and cleaning up the environment like the Army does now. The Army is out front in environmental stewardship... We've taken a giant step in cleaning our portion up.

Q: Looking back on your 32 years of experiencing and conducting training, what one event stands out and why? What is your most important lesson learned from giving or receiving training in the Army?

A: I don't know if one single training event stands out. I've had a lot of good training. With today's power-projection Army, we must be prepared to go now. Training is geared toward our METL (mission-essential task list) and that METL means we may deploy in 18, 24 or 72 hours. Training is much more realistic than it used to be and that's the good part about it. Quality has come a long way; training manuals have improved and help a great deal in telling how to conduct training and who should be involved.

I really enjoyed every school I went to. I even enjoyed basic training. Jump school was a thrill in itself. I went to the air assault school when I was older, and just to be able to complete the school was great. I attended the first or second class of the advanced noncommissioned course that the Corps of Engineers offered in 1973. I enjoyed that course, especially knowing the position it put me in to graduate.

I first encountered small group instruction at the Sergeants Major Academy... I learned more in that course than I think I ever had. I thought I was smart when I went down there. I was a young first sergeant burning up the world. Then I got there and found out there were many people in this Army more intelligent than I am who could do things better than I could. They shared that with me in the small group; that really stood out. The sharing of our experiences is worth its weight in gold.

Q: You retire this summer after three years as TRADOC CSM. If you had to do anything over, what would it be?

A: Would I do things differently? Yes.

I would immediately get involved in training our enlisted soldiers. Hindsight is always more accurate than foresight, but I should have gotten more involved with the actual training of individual soldiers—whether in basic, AIT, PLDC, BNCOC, ANCO, sergeants major course—right off the bat. I should have gotten involved sooner with the people who work those issues here at TRADOC and let them know how I felt about certain things.

I feel very strongly about the quality of enlisted soldiers and NCOs. General [Gordon R.] Sullivan [Army chief of staff] said at the last AUSA [Association of the United States Army] convention that he'd always heard that 'the NCO is the backbone of the Army.' But he said he felt that 'the NCO is the Army.' I believe that with all my heart.

The TRADOC commanding general is in charge of all of this. But he's not responsible for training the individual soldier—the NCO is responsible for that. And unless we train our NCOs right, we're going to have an untrained Army. NCOs who complete PLDC, BNCOC, ANCO, first sergeants course, sergeants major course and battle staff course are well trained.

The Army is getting more from its dollar in training enlisted soldiers than they are anything else. You can go anywhere and ask anyone about the soldiers we're getting and they'll tell you they're great soldiers, whether they're privates or Sergeants Major Academy graduates. Our soldiers are dedicated to their jobs, with few exceptions.

Officers design training, philosophy, procedures and doctrine, but NCOs go out and do it. We have to implement everything the officers say and do. We have intelligent officers who are coming up with great ideas and it's a challenge for us to train the soldier. And that's what we're here for. We should never lose sight of that.

I recommend some things, but I don't make any policy decisions. I just implement policy. I think that's where we need to focus our attention. NCOs have to remember, first of all, who we are, what we represent and where we came from. Stay in that lane and train the soldiers...the best you can. Develop innovative ways to do it and take care of your soldiers. It

encompasses a whole lot, but it's the key.

Q: What one thing would you tell all the sergeants and staff sergeants if you could put them in one room and look them in the eyes? What about the sergeants first class, first sergeants and master sergeants?

A: I don't think I would say anything different to the two groups. I would just tell them to remember what their job is. Remember what they're paid to do; be soldiers, leaders and trainers.

Whatever grade you're in, you have certain responsibilities. Live up to them. You need to take care of your soldiers. And by taking care of your soldiers I mean—and it may sound like prying, but it's not—you need to know something about their personal lives, how many are married, how many have children, where they live, what kind of car they drive. I'm not advocating carrying a little card around with that information. NCOs need to know if their soldiers have family problems, sickness, financial problems... The only way you can find out is by talking to soldiers and being close to them. Sergeants to sergeants major can use that.

As TRADOC command sergeant major I try to keep abreast of each sergeant major at the installation... When you get to know people... you identify their weaknesses and strengths... That's what we are responsible for—the welfare of our soldiers. It amounts to simple, good leadership skills.

If you take care of your soldiers, they will take care of you. Show them. It's not a sin to care for your soldiers. That's the Army's livelihood—our soldiers. You must have a certain amount of compassion in your heart for your soldiers. If you have that, you're looking after them.

I'm not leaving the Army because I don't love it; I love the Army. But sergeants major... out there now... younger than I am... more mentally capable of doing this job... it's time some of those guys have the job. But they've got to love doing it. ■

Woodall entered the Army in 1962 and has served in every NCO leadership position, culminating in 13 years as command sergeant major.



Change signature block to include college degrees

I'd like to suggest a simple method of focusing maximum attention on the civilian education level of enlisted personnel in general and senior enlisted personnel, specifically.

I propose changing the current official signature block of Army enlisted personnel, allowing the *optional* inclusion of the standard abbreviation for undergraduate, graduate and post-graduate college degrees.

I believe the effects would be threefold:

In the short-term, it would raise the awareness level of officers and super-grade civilian supervisors of the potential of their enlisted staff.

Medium-term, it would place subtle, indirect pressure on junior- and mid-grade NCOs to continue their civilian education as a valid means of enhancing their "market value," both to the military now, and to the civilian market later.

Long-term, it would provide the military with a viable reserve of highly trained and fully capable personnel competent to take charge of complicated operations and/or delicate situations with little or no additional guidance from higher echelons of command and control.

To those who question the fundamental logic of this idea, I ask you to seriously consider why it is that an Air Force master sergeant or senior master sergeant in the areas of administration and

logistics, for example, is performing the same tasks as an Army lieutenant or captain.

While I'm not suggesting that slots such as company commanders be anything other than commissioned officers, I *am* suggesting that where the primary overriding consideration for optimum job performance is formal education and not rank structure, that those slots be considered for staffing by *whomever* is currently best qualified to accomplish the mission.

Perhaps the USASMA would consider sponsoring such a survey as a continuing research project in its continuing mission of preparing very senior NCOs to assist general officers in the management of the most technologically intense armed land force currently extant in the world.

SFC Brian G. Fishburn
3d ACR, Ft. Bliss, TX

Sergeant takes ABCs of Self Development Testing to ♥

I'd like to thank SFC Rosier for his ABC Study plan for the SDT [page 10, *The NCO Journal*, Spring 94]. Unlike most of my fellow NCOs, I had the opportunity to take two practice SDTs before my first record SDT. The first time in '92 I feverishly studied all areas because I was sure this change from SQT to SDT was going to be a hard adjustment and having received a score of 92 on my last SQT meant I had to live up to my personal standard.

My score resulted in an 82, with high scores in the MOS portion and low scores in Common Core.

The next practice in '93 I figured I knew what I was doing in my MOS so I didn't study that portion. I did a little reading in the Common Core area because I had just appeared before the staff sergeant Promotion Board and had been recommended. I'd studied enough. My score resulted in another 82, this time with a high score in Common Core and a low in MOS.

So, now the time for the record SDT was here in '94 and you'd think I would've made some serious adjustment in my study habits. But, since I was a recent graduate of BNCOB with a 94 grade point average, I figured I knew my stuff. This score resulted in an 81. I was very disappointed.

As I mentioned earlier I've encountered numerous comrades who didn't get the opportunity to take a practice test and failed their record SDT.

I'll definitely put the ABCs of SDT into effect and stick to it with hopes of my score being in the 90's once again. I suggest all NCOs who don't already have an effective SDT study plan to do the same.

SGT Celeste M. Ellow
NCO Academy, Ft. Bliss, TX

"Soldiers' Study Guides" no substitute for manuals

This letter is in reference to SFC Horner's review of "Soldiers Study Guide," [book reviews, spring 94] by CSM (R) Walter J. Jackson. I'm dismayed by CSMs and other senior NCOs who advise using study guides as the basis for questions at a promotion board and who allow or encourage their soldiers to use study guides to prepare for a promotion board.

A study guide seems an "easy way out" for leaders who are either unwilling or unable to look into the doctrinal and regulatory material and phrase questions for their boards.

I see three fundamental flaws with study guides. SFC Horner, in his review, points out the first of these flaws. Study guides don't cover all of the material.

In the case of Jackson's guide, the omission of FM 25-101 leaves out one of the most important references that NCOs must know.

The second flaw is that these guides may be correct today, but certainly not in six months, when they will have wrong references and answers to quickly changing doctrine and regulatory guidance. Soldiers must use the actual regulations and doctrinal guidance to be sure of correct questions and answers.

The last and possibly most important flaw is that study guides teach our specialists, corporals and sergeants to regurgitate information. They don't teach the soldier what the manual looks like, what's contained in the manual, or that they must get the manual or regulation, actually open it, read it, and then understand what they read.

I want an NCO that can pick up a manual, read it and pull from it the information needed. I'd also like to think senior NCOs of our Army who are part of the promotion board process are knowledgeable enough to pull probing questions from the doctrinal and regulatory literature that test the soldier's abilities.

We're doing our soldiers a disservice by allowing them to use study guides and not ensuring they have the materials available to study for and be selected by promotion boards.

*CSM Halford M. Dudley
3d ACR, Ft. Bliss, TX*

Why Can't MSG (P) Johnny Read?

I can't believe that "I was too busy taking care of my troops to learn how to read," is a justification for illiteracy. Your article [Winter 93-94, pages 4-5] stops just short of glorifying senior NCOs that can't read.

You left out two other "reasons" for illiteracy—the "it's not my fault" or "pity me" excuse of, "I was raised in a non-English speaking home/country/school" and the veiled B.O. threat of "English is not the official language of the Army. You can't make me learn English and deny me the use of my language."

While grammar and spelling may not be relevant to leadership skills, *reading comprehension is*. The NCO that can't read and comprehend policies and changes to regulations is spotted instantly by those around him/her. Respect is lost not only for that NCO but also for all his/her peers. The 'shadow clerk' isn't always around when a question is asked or judgment is called for on a document.

Many illiterate/semi-illiterate NCOs succeed in the Army due to 'shadow clerks.' And many succeed by personality. 'Yes men' do anything their bosses tell them to without knowing if it's right or wrong. They work hard at maintaining a network of friends and family to supplement the shadow clerks. Some are so proud of it that they brag to their shadow clerk that they're going to the Sergeants Major Academy with all their presentations already done and know enough people to insure they graduate.

While it's true that there aren't many of these NCOs, it takes only one to cast doubt on the professionalism of those who support that soldier, the system that promoted them and the quality of the corps that retains them.

*SFC David L. Puckhaber
Ft. Huachuca, AZ*

Say good-bye to the dart board

Senior NCO leaders should start counseling a group of soldiers who rarely get counseled on promotion—those staff sergeants and above who expect and desire to move up in responsibility. After every DA centralized promotion board list is released we congratulate those selected and give our sympathy to those who weren't. Let's go a step further and brief our soldiers (both non-selects and selectees) on the board process and what it means to them in their particular MOS.

Every battalion/squadron command sergeant major receives a copy of the board proceedings and DA PAM 600-25, pages 44-49 (centralized promotions), the command sergeant major (or first sergeant for that matter) can brief their soldiers on several things that will take the mystery out of the promotion

board and lay to rest the theory of "dart boards" and "darts" being issued to board members.

Probably one of the most important components of the board proceedings is the "Memorandum of Instruction," to the Selection Board president from the Deputy Chief of Staff for Personnel (DSCPER), which tells board members how to screen the records, what's important, what's not. Guidance for the most recent sergeant first class list discusses the following: levels of responsibility, trends in efficiency, military education, civilian education, professional values, range and variety of assignments (to include Reserve Component duty, recruiting duty, drill sergeant duty, equal opportunity duty, specially managed personnel and Combat Training Center Observer/Controller duty), increased time on station, the significance of derogatory information, physical fitness and weight control and medical profiles. Equally important is the guidance given on the Qualitative Management Program (QMP) selection process.

Included in the board report is a listing of all the members of the board and what panel they participated in. These leaders can (and usually will, if requested) give very informative briefings on the conduct of the board and trends noted during the selection process.

The statistical analysis is broken down into profiles by primary and secondary zone and track select and non-select rates and numbers of personnel by the following categories: age, Time In Service (TIS), Time In Grade (TIMIG), civilian education and current photo. Such intangibles as devotion to duty and leadership ability displayed, while critical, can't be tracked.

Finally, the best mentor on promotion is an NCO's first sergeant and command sergeant major; they know the process, the requirements for promotion and the trends. That hard-won information needs to be shared. Let's relegate the myth of the dart board to the dust bin, where it rightfully belongs.

*MSG Joseph D. Reinlein
Ft. Meade, MD*

Education ensures retention, makes NCOs 'marketable'

With the relatively recent implementation of degree requirements for appointment and promotion for officers, can a degree requirement for senior NCOs be far behind. I applaud SGM Weiske's article, "Education and a Matter of Degrees," in the [Winter 93-94] *NCO Journal*.

Senior NCOs have a responsibility to advise commanders and staff officers. In my opinion, they can't do this successfully without being able to articulate their thoughts both verbally and in written form.

As the infusion of technology continues in the Army, the ability to understand technical manuals and their requirements and to transfer that understanding to our subordinates, peers and superiors is the essence of a technically proficient NCO.

Education is the way to improve our abilities in this area. We also must maintain tactical proficiency. To be successful in this area an NCO must read widely as well as use the technology to understand the thrust of the tactics born of the technological revolution. Technology oriented publications, world affairs and articles on tactics and doctrine should top the NCO reading list. Civilian (college and technical) education programs assist in this effort by increasing our knowledge base.

We should also look at education as a kind of double indemnity insurance policy. First, it helps to ensure our retention in a downsizing Army by making us more competent. Second, it makes us more marketable in the civilian job market when and if we want a second career.

*MSG Wayne H. Robinson
West Jordan, UT*

RC must get physical on fitness

Many articles were published recently presenting some of the problems related to Reserve Component physical fitness. Those articles addressed such issues as juggling two careers, maintaining the "train for war" attitude, and not having physical training as part of our (RC)

normal work day. If you or your unit get called to duty today, would you be ready? Would your unit be ready? The worst possible situation for leaders to place their soldiers in would be to send them to combat not trained to standard.

NCOs must lead the way in all training, especially PT. Fitness is the foundation of mission readiness. It's that simple! A fit soldier can deal with the physical and mental demands of mobilization, stresses of rapid deployment and shorter train-up time.

I strongly recommend all NCOs become intimately familiar with FM 21-20, The Physical Fitness Training manual. I'm very excited about the direction the Army has taken with the implementation of Total Fitness 2000, which adds physical fitness education to our NCOES. This program will help improve soldier effectiveness in combat and help Army families live more productive and healthier lives.

Our active component soldiers emphasize PT. It is up to the RC NCOs to continue to build on the one Army concept.

The history of the Army Reserve and National Guard is rich in tradition and success on the battle field. The future belongs to the NCOs and soldiers we lead. A good PT program promotes unit cohesion, endurance, self pride, confidence and a healthier life style. It also provides the foundation for mission readiness.

My objective is not to stress the technical aspects of a PT program, but to stress the need to have one. The Army provides many resources to help units get started. However, it takes motivated NCOs to stress the importance for a program and then to educate and set the example for physical fitness.

*Ssg Robert T. Priest (USAR)
DI and MFT, Grissom AFB, IN.*

Good NCOs change, not good leadership

Leadership challenges present themselves to us every day. *The NCO Journal* discussed many of those challenges in the Winter 93/94 edition. I want to share

one of my challenging NCO leadership experiences.

It was easier for me in my early years as an NCO to give orders without warranting a response from my subordinates. I found as I progressed through the ranks that such a leadership style worked more against me than for me.

The most important asset we have as NCOs is our ability to effectively lead soldiers. We must bring everyone together to accomplish missions. In doing so we sometimes forget to look at our leadership styles and the positive or negative effect we have on our soldiers.

This was the biggest lesson for me, particularly after being an NCO for 18 years. I always used the direct and forceful manner to get things done. My officer and NCO chain of command tried to guide me away from this style. I'd listen, then go back to my old ways. However, I started to pay attention to see my soldiers' reaction to my delivery of directives and guidance. It soon became clear that I was the problem. The unit was reacting to my actions from moment to moment, not to their daily routines.

I was the senior NCO in that unit. Making this change was one of the roughest times of my career. I realized I was using my rank to get the job done. I wasn't allowing my junior soldiers to use their knowledge and experiences to complete their daily tasks. I dictated instead of managed.

Today's soldiers are smarter and no longer accept orders without questions. They want to know why they're doing tasks and how those tasks fit into the overall mission. As leaders, we must allow them to grow and learn from their mistakes and successes. I'm glad I finally woke up and realized this.

It's rewarding to be an NCO in today's Army. Our officers and junior soldiers depend on us for our experiences and leadership. We must continue to police our ranks and maintain the same set of standards. The day we can't function as NCOs we must step down and let someone else step into the job.

*SGM Harold G. Hull
USASMA SMC, Class 42*

War and Anti-War

By
Alvin and Heidi Toffler

Little, Brown and Company, 1993
254 pages, \$22.95 (HB)

The "futurist" authors provide a stunning conceptual framework on which to hang one's intellectual hat when thinking about war and ways to prevent war.

The concept is that the way we make war is a reflection of the way we create wealth. And, there have been and are three major historical "waves" that reveal the parallels between war-making and wealth-making and peace-keeping within each wave.

The first wave—agrarian—is an agriculture-, land-dependent civilization. Wealth comes from the crops and farmer/soldiers can serve only for brief periods when the land lies idle or fallow.

The second wave—industrial—takes center stage with mass production and

the assembly line the wealth producer, and mass destruction the parallel means of warfare.

The third wave? Knowledge- or information-intensive economics and a knowledge-intensive military. The authors point out that the U.S. and its allies waged third-wave warfare on a second-wave military (Iraq) in Desert Storm. Now, every country in the world covets the information-intensive capabilities of the U.S.

All three "waves" co-exist in today's world, each competing and interacting internally and externally to gain or maintain power. Within third-wave societies (Japan, the U.S. and Europe) knowledge and the acquisition and usage of that information determines the magnitude of power and ability to wage both war and peace.

The caveat? "It is a world seething with potential violence in which anyone's military edge, including the United States, could be offset or neutralized in unexpected ways. In war and wealth-creation alike, knowledge-intensivity can give power but just as quickly take it away," say the authors.

How? Read the book! It will set your intellectual teeth on edge. ■

Jim Collins

**After Tet:
The Bloodiest
Year in Vietnam**

By
Ronald H. Spector

The Free Press, 1993
390 pages, \$24.95 (HB)

"More than 17 years after the last American GI left Vietnam, we still have not widely accepted explanation for the longest war in American history."

With this painfully nagging statement the author introduces his latest offering to the body of American military history. The book attempts to explain our longest war through the magnifying glass of the nine months following the Tet Offensive, the event which united opposition to the war. The author takes the reader on an emotional journey by using anecdotal evidence which places one simultaneously in the jungles and cities of the combat zone and the briefing rooms in Washington, DC.

Spector speaks to us not only as a historian but also as participant. Although the book does not chronicle his participation, it lends authority to the narrative.

While following the general chronological route of that offensive, he takes us through the issues and controversies that haunt students of the war.

Of the 14 chapters, chapter two will interest today's NCO the most. In "You Don't Know How Lucky We Are To Have Soldiers Like This," he makes us realize that the 1960's soldier was simply a product of our society and training.

I recommend this book to all ranks. It answers no questions—mainly because there can be no answers to war. The book closes by asking if Vietnam, rather than being an aberration, was perhaps an example of the nature of war in our current turbulent world, similar to conflicts in the Balkans and elsewhere. A good question defying explanation, but worthy of exploration. ■

MSG James H. Clifford

**She Went
to War**

By
Rhonda Corum
and Peter Copeland

Prentice Press, 1992
203 pages, \$9.95 (PB)

MAJ Rhonda Corum's book reads easily. She describes her experiences as a soldier, a flight surgeon, a helicopter pilot and a prisoner of war. Her valor, professionalism, competence and loyalty to the U.S. Army offer proof that women can serve honorably and well in combat.

The helicopter in which she is flying a rescue mission (she was a battalion

flight surgeon during the Persian Gulf War) is shot down by the Iraqis. As a prisoner of war, she and fellow comrades endure grueling days and nights. Her safe return proves that women and men can work together, that the role of women in the military has changed.

She proves that the most important qualities in the military—qualities like integrity, moral courage and determination—have nothing to do with gender. Men and women bonded as part of a military team and not as separate sexes.

She recounts her concerns and fears in this book, but she does not whine or complain. She sees problems as challenges and her determination to serve is pervasive. Above all, her performance before and during the war proves that women, a vital part of today's Army, can also be warriors. ■

MSG Zulma Santiago

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