

The background image shows two soldiers in camouflage uniforms and helmets. They have green and brown face paint on their faces. The soldier on the right is pointing his finger towards the soldier on the left's face. The scene is outdoors with trees in the background.

The NCO Journal

Vol. 9, No. 2 SPRING 01

A Quarterly Forum for Professional Development

**Training/
Readiness**

Lady Speaks

**NCO vs Officer
Business**

“ We train well on how to survive and win on the battlefield of the future. We had better train well...or that battlefield will be in our own back yard.”

CSM John W. Gillis,
“Let the NCO Do His Job,”
Armor, Mar-Apr 1982, p.8



photo by Sgt. Annette B. Andrews

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photo courtesy of Fort Bliss PAO

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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About This

ISSUE

Words can't truly express the amount of gratitude and excitement we've received over the past month since the return of the *NCO Journal* to print. Numerous e-mails have been sent just to simply say two words, "Welcome Back!" Indeed we are back and the staff of the *NCO Journal* would like to say Thank You for your support of the publication. More importantly, we need your continued support so we can give you a quality product.



When you glance through the pages of this edition, you'll find a variety of articles supporting the theme of Training/Readiness. As NCOs, one of our critical missions is to train soldiers. Train and develop soldiers to become the leaders of tomorrow, train soldiers to become an integral part of the unit and train soldiers to be competent either on the battlefield or in the classroom. That's our job. When we do that, our readiness is enhanced for the hour we have to protect our Nation.

Sgt. Maj. James Siegfried reminds us of the importance of

harboring friendships with our fellow soldiers from other countries to aid in future conflicts. By taking a look at different Army Doctrine explaining the role and duties of the Officer and the NCO, Master Sgt. John J. Blair tells us in great detail exactly what the NCO is responsible for concerning training individual soldiers and units.

In an interview with U.S. Army Europe & 7th Army Command Sergeant Major, CSM David L. Lady, we'll discover he has two basic fundamentals when it comes to NCOs - leading by example and training trainers. As he quotes, "If we cannot carry those two fundamental tasks, then we are failing the Nation." Strong words that hold a lot of truth.

Also in this edition, I'm proud to introduce Sgt. 1st Class (Ret.) Phil Tegtmeier, the new Managing Editor of the *Journal*. He brings valuable years of experience and he shares how the Army Performance Improvement Criteria can assist noncommissioned officers with their unit's Mission Essential Task List. Sound confusing? After reading his article, I promise it won't be.

This month's Book Review features a write up by Command Sgt. Maj. Dan Elder on a book which has been reprinted with new information - *Guardians of the Republic: A history of the NCO Corps of the U.S. Army*.

Finally, we understand that the *NCO Journal* has been slow in getting to some of you out there. Remember, we're back after three years and we're trying hard on our end to ensure that the magazine reaches our intended audience - the entire NCO Corps. Until then, please be patient and continue to support the *Journal*. As a reminder, our next theme is NCOES and the deadline for all submissions is May 18, 2001.

-The Editor-in-Chief

Letters



WELCOME BACK NCOJ

I was genuinely thrilled earlier this month when I began seeing copies of *The NCO Journal's* Winter edition circulating throughout the Army.

And, no, I wasn't excited because my photo was on the cover. I was enthused because after three years of being an Internet-only publication, the magazine is back in hard-copy circulation.

Please support the *Journal* by encouraging your soldiers and NCOs to read it for professional development, and - equally important - provide input and encouragement to the magazine's editors.

Your constructive criticisms are important. Also, I'd ask each of you to consider what's going on within your commands and units in search of authors and ideas for future journal submissions.

The *NCO Journal* is our journal, and has the potential to become as good as we are willing to make it.

SMA Jack L. Tilley
Sergeant Major of the Army

I have taken the time to read the Winter 00-01 issue of the *NCO Journal* from front to back and very much enjoyed the articles and interview with the SMA.

I have posted several articles at my unit and sited others in my NCOPD class with all my first sergeants. Keep up the GREAT work.

ISG Albert M. Whatmough
Command Sergeant Major
HQ, 1-107th AR Bn. (CAV), 37th AR
Bde.

Thanks for getting the *NCO Journal* back in publication. My study group, at USASMA Sergeants Major Course Class 17, in 1981 did a study on an NCO magazine. Keep up the good work and I hope the *NCO Journal* doesn't have anymore vacations.

Douglas W. Bennett
USASMA Sergeants Major Course
Class # 17

I just wanted to express my appreciation to you that the *NCO Journal* will return. I always enjoyed the *Journal* and liked the fact that it was a publication expressly for the NCO, written by the NCO, and dedicated to NCO issues first and foremost.

I also wanted you to be aware that my unit is a Joint-Service TDA unit assigned to OASD (Public Affairs) with 19 Army NCOs and four soldiers. We also have Air Force and Navy NCOs that would greatly benefit from the *NCO Journal's* "forum."

Thanks again and welcome back.

SFC John Reid
First Sergeant and Superintendent,
Armed Forces Radio and
Television Service Broadcast
Center

PROMOTION SYSTEM PROBLEMS

I really liked your article on Promotions (written by CSM Dan Elder) in the Winter Issue of the *NCO Journal*. Well said.

You pointed out the problems in our promotion process. In my opinion, DCSPER has too much to say about our NCO promotion system and needs for NCOs.

Other than just looking at MOS and grade, they know nothing about performance and training required.

You said it with, "If we allow young soldiers to be promoted to sergeant who are not skilled or mature enough yet to handle the inherent responsibility to train our soldiers for war, the price we pay may be on the battlefields..."

SMA (Ret.) William Wooldridge
1st Sergeant Major of the Army

ARTICLE SUGGESTION

I look forward to the magazine hitting the streets. I used to read it on a regular basis a few years back.

This is great. I know you will all have a lot to remind us about the past and the future.

I say the first article needs to remind NCOs the value of holding their soldiers to high standards.

Too many young troops will not go to parade rest for any one under the rank of sergeant major. Heck, I very seldom here the words "At ease!" when an NCO comes into a common area.

Well, I wish you the best.

SSG Darryl Doty
57th MEDEVAC Air Ambulance
Fort Bragg, N.C.

Letters

“Yes, we as NCOs get to reenlist indefinite, so to speak, but it doesn’t carry the same weight as does an officer’s indefinite status - maybe next time.”

INDEFINITE OPINIONS ON REENLISTMENT ARTICLE

The article presents an odd point of view, and is out of touch with reality.

Today we have an ALL VOLUNTEER MILITARY, and we want the best out there to protect what we all love. The direction this article advocates is COMPLETELY WRONG.

Blind devotion is a dangerous quality to expect. The “best” people know; they’re a valuable commodity and they should be allowed to “quit” anytime during the indefinite “hitch.”

The people who cannot market the skills they have are not the NCOs we want running the ARMY.

This group is often the people the Army winds up keeping. The Army advocates people first. These NCOs know the only people watching out for them are themselves.

People should always better themselves and if that means obtaining a civilian job, wish them luck and let them go.

Soldiers are professionals, or should be considered that upon completion of their first hitch. A command sergeant major in today’s Army should remember the fiasco during the early 90’s.

The Army is a two-way street; to claim someone should not look elsewhere is a narrow point of view. The author should work as a recruiter

as it seems to suit him to a T.

*Michael P. Hinson
Fort Knox, Ky.*

Thanks for a great publication. I’m writing because I’m confused about something. When I re-enlisted indefinite last November, I went to my local ID card facility all pumped up to get my new ID card with indefinite on, only to be dismayed when the clerk said, “Oh, we can’t do that, we can only issue your ID for eight years.”

I thought maybe I had missed something, so I’ve left it alone (although I was very disappointed) until I read the article in the Winter *NCO Journal* by CSM Clifford.

He speaks of the prestige and professionalism portrayed by the indefinite appearing on his ID card. I am of the same frame of mind... it’s a little thing - but it’s an important thing.

I’m wondering, am I getting yanked around here or is it up to local policy to decide if we actually get “indefinite” on our ID cards? Can someone point me toward some regulatory guidance? Thanks very much.

*SFC Robert Saab
Fort Leonard Wood, Mo.*

The article from CSM James Clifford was interesting reading material. It’s great to see he feels so proud of what he feels the indefinite reenlistment is

all about. Unfortunately, unless he knows something the rest of us NCOs don’t, your ID card will never say indefinite.

I don’t know if it will still be a proud day in his career, but what his ID card will have is his RCP date so he will know when his Army career is over.

Yes, we as NCOs get to reenlist indefinite, so to speak, but it doesn’t carry the same weight as does an officer’s indefinite status - maybe next time.

If you don’t print this letter, can you at least print a correction to the CSM’s letter. A lot of NCOs out there are getting the wrong message about the indefinite reenlistment date from that article.

*SFC Bill Rich
Fort Bragg, N.C.*

Editor’s Note - The NCO Journal welcomes comments from our readers. Letters to the editor must be signed and include the writer’s full name and rank, unit, post/city and state (or city and country) and mailing address. Letters should be brief and are subject to editing.

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Smashing Myths

By SGM James E. Siegfried



Operating side by side with our fellow NCOs from other countries helps us to win in future conflicts.

Ten years ago, the United States Army embarked on Desert Storm, one of the most successful military operations the world had ever witnessed. The success of the operation was attributed to the usual ingredients of a successful operation such as leadership, training, audacity and technological superiority. The Iraqis basically used Soviet tactics

and a scenario we had trained for over the last 50 years, but that operation likely marked the end of Cold War tactics.

Everything has changed, and the mission of the NCO must change with it. Most of us came into the service with a clear idea of who the enemy was, and our NCOs trained us how to fight them. It is no longer as simple as us-versus-them, but our Army still depends on NCOs to train soldiers for their missions.

Recently, I had an interesting conversation with a colleague. During the conversation he stated that there are two types of NCOs - one a product and the other a graduate of the Cold War. I asked him to explain exactly what he meant. His answer was profound, yet surprisingly simple. The product of the Cold War is still planning to hold the enemy at the Fulda Gap, and uses terms like Iron Curtain and Warsaw Pact.

The graduate of the Cold War prepares for a variety of operations, and uses terms like coalition warfare, multinational operations, and transformation.

How much time do you spend studying the tactics of some of the more obscure places we end up these days? To underestimate the capabilities or resolve of some countries in today's world could prove costly.

As NCOs, it is our responsibility to ensure that we stay as current as possible with whom, and what we work with in the field.

With guidance from the Security Assistance Training Field Activity, U.S. Army Training and Doctrine Command at Fort Monroe, Virginia, the Office of the Deputy Under Secretary of the Army for International Affairs and various DOD organizations, the U.S. Army Sergeants Major Academy is leading the way in reshaping the way NCOs think.

Sergeants major from numerous countries presently attend USASMA and are learning how the U.S. NCO Corps

to more regions than ever imaginable.

With this reality all NCOs should awaken to the thought that forging new friendships and improving knowledge of other cultures will ultimately result in greater inter-operability and mission success in today's ever-changing world.

Knowing that for some armies the NCO Corps is really an NCO corpse, and that others are as dynamic as ours, is invaluable information when dealing with that particular army.

The assumption that NCOs the world over are as heavily relied on as in our army is simply not true. The good news is that many developing nations are desperately trying to duplicate our system. The impression we leave when interacting with other armies is what is important to the future of this process.

I spent seventeen years of my career in an atmosphere that stressed the importance of rapport, cultural understanding and language training.

After all, a twelve-man Special Forces A-Team had better

“Honor, integrity, and courage are terms we all use and hold close to us like a protective parent. It is because of this that we all share a common bond.”



photo by Staff Sgt. Donald Sparks

thinks, and taking what they need back to their armies.

The tradeoff for U.S. NCOs is a better understanding of how other armies operate. At the same time, we're smashing through cultural myths and learning that most perceptions Americans have about certain countries are just not true.

Possibly the most important results you see are the friendships that evolve over the course of nine months, and the knowledge that if you, as a sergeant major, ever deploy to one of your classmate's countries, you have a friend: a fellow NCO who will make life easier for you and your soldiers.

When you operate side by side with soldiers from other countries, as in Desert Storm, Somalia, Haiti, Bosnia, Kosovo or any of the other possible places of deployment, wouldn't it be comforting to know what to expect so you can better prepare your soldiers for the task at hand?

The Army is being deployed more than ever before, and

make friends in a foreign country, and you don't have to be a mathematician to figure out why. However, the most important lesson I learned as a soldier is that all soldiers are the same the world over.

They have families, friends, fears and the willingness to tolerate conditions that our civilian counterparts won't just for love of their country.

Honor, integrity, and courage are terms we all use and hold close to us like a protective parent. It is because of this that we all share a common bond.

The bottom line is that you become more effective as a leader, you secure the future success of our Army overseas, and you get the added bonus of a friend.

SGM Siegfried, a Special Operations Noncommissioned Officer, is the International Military Student Officer at the U.S. Army Sergeants Major Academy.

Officer VS NCO Business

By MSG John J. Blair

Training the soldier... is where the leather hits the pavement, and I want to be where the action is...I realized that training was my calling, being an NCO. I felt I was a good NCO, and I felt I would be a good (commissioned) officer, but I think I have more to offer the Army as an NCO. -- Army Reserve Drill Sgt. Christopher Baer, June 1989

Army Doctrine describes in detail the specific duties of both NCOs and Officers

What is the difference between an officer and NCO? What is officer business? What is NCO business? In many tasks the answer is clear, in some it is not. Most NCOs are familiar with the NCO Creed and other such writings that speak of the NCO. The primary source, however, for defining the job of an NCO is the Field Manuals that speak on the subject.

FM 22-100, Military Leadership, separates the functions of an Officer and NCO this way. The NCO:

- Trains soldiers and conducts the daily business of the Army within established policy
- Focuses on individual training
- Deals primarily with individual soldier training and team leading
- Ensures that subordinate teams, NCOs and soldiers are prepared to function as effective unit and team members

The Officer:

- Commands, establishes policy, and manages army

resources

- Integrates collective, leader, and soldier training to accomplish missions
 - Deals primarily with units and unit operations
 - Concentrates on unit effectiveness and readiness
- Also mentioned is the fact that the NCO support channel parallels and reinforces the chain of command. NCOs are also tasked to "train soldiers and advise commanders on individual soldier readiness and the training needed to insure unit readiness."

Senior NCOs have the additional responsibility to "monitor organizational activities at all levels, take corrective action within the commander's intent, or report situations that require the attention of the officer leadership."

FM 25-101, Battle Focused Training, defines the difference between Officer and NCO by stating that, "The commander assigns primary responsibility to officers for

collective training and to NCOs for soldier training.

NCOs also have responsibility to train sections, squads, teams, and crews.

The commander is responsible to meld leader and soldier training requirements into collective training events using multiechelon techniques.”

Further, “NCOs insure that soldiers are at the right location, in the right uniform, with the right equipment, at the right time.” These are NCO subtasks, others of which are summarized below.

The NCO insures that:

- Inspections and checks are conducted prior to the execution of all training
- Prerequisite training is completed so that soldiers’ time is not wasted
- The leaders are trained (“train the trainers”)
- Training is conducted to standard and meets training objectives
- Adequate time is scheduled for the training
- Soldiers are properly motivated and well fed
- Number of tasks scheduled to be trained is realistic
- Soldiers are present and accounted for
- Retrain soldiers when standards are not met
- Be prepared to conduct opportunity training whenever time is available.

The manual concludes, “NCOs probably have a more immediate impact on their people, but commanders set the policies . . .”

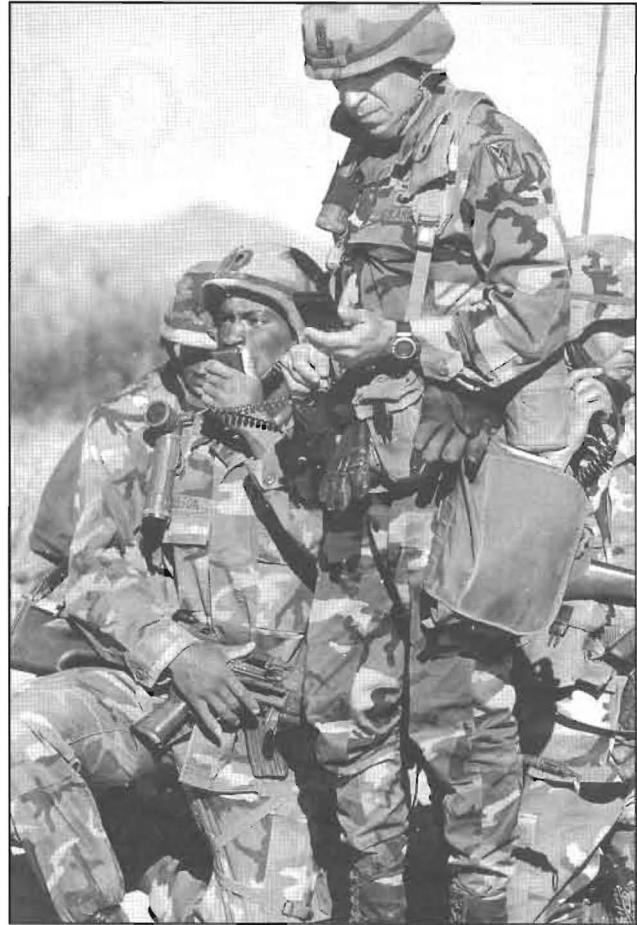


photo courtesy of Fort Bliss PAO

All NCOs have a primary role in training and developing individual soldier skills

FM 25-100, *Training the Force*, assigns these functions to NCOs:

“The CSM and NCO leaders must select the specific individual tasks, which support each collective task, to be trained. NCOs have the primary role in training and developing individual soldier skills (Commanders and Command Sergeants Major choose collective tasks).

NCOs develop a supporting individual task list for each mission essential task. The first-line supervisor teaches individual tasks to soldiers in their organic squads, crews, or equivalent small units. The first-line supervisor and his senior NCOs emphasize performance oriented practice to ensure soldiers achieve soldier’s manual standards.

The first-line supervisor conducts cross training to spread wartime skills within his unit. An important aspect of the Quarterly Training Guidance and Yearly Training

Guidance development process is the role of the NCO.

Within the framework of the Commander’s guidance, the CSM and other key NCOs provide the planning recommendations on the organization’s individual training program.

They identify the individual training tasks that must be integrated into collective and mission essential tasks during the short-range planning period.”

In training assessment, “the commander uses the broad experience and knowledge of key subordinates to help determine the organization’s current proficiency . . . the CSMs assess proficiency on individual tasks that support collective tasks.”

The CSM (through input from subordinate NCOs), is tasked with:

- Training feedback in the short range planning period
- An assessment of the organization’s current individual

training proficiency

- Strategies to prepare soldiers for evaluations of individual training events
- A description of METL derived individual tasks to be integrated with upcoming collective mission essential tasks

- Oversight of the unit marksmanship and physical fitness programs

- The organizational education program
- NCO leader development program and its relationship to improving warfighting skills

As both NCOs and Officers climb the promotion ladder, each need to understand the other's role

Referencing the Field Manuals on leadership by no means clears up all the issues separating the jobs of the Officer and NCO.

Words and phrases like “primarily” and “commanders intent” imply that there is still a gray area. Simple examples are that both an officer and NCO can march soldiers and be raters on a NCOER.

There are other instances in which the responsibilities in the business of soldiering are less clear between an Officer and NCO. As a NCO moves up the ranks, the line between Officer and NCO functions can get somewhat blurred. One need look no further than the sergeant major's participation in training planning to see this.

Different types of units and levels of echelon also change the coordination, interaction, and functions of Officers and NCOs.

In a combat arms line unit, a NCO's tasks may be more strictly defined by manual, regulation, tradition, and other factors than those of an NCO serving in logistics in a Theater Materiel Management Center.

To complicate matters further, the relationships and duties of an officer and NCO may differ between Active, Reserve, and National Guard organizations. Some of these differences are dictated by social factors, and some by more concrete reasons.

For instance, a glance at my Leader Book shows that of thirty-two enlisted soldiers I am partly responsible for, fourteen have some higher education, including one with a Masters Degree.

Approximately 45 percent of these enlisted soldiers in my particular element in the unit have, or are working on, a degree. I doubt if this statistic could be duplicated in most combat arms or Active Duty units.

In addition, in many Reserve and Guard units, often the soldiers who perform a job while on duty perform a similar

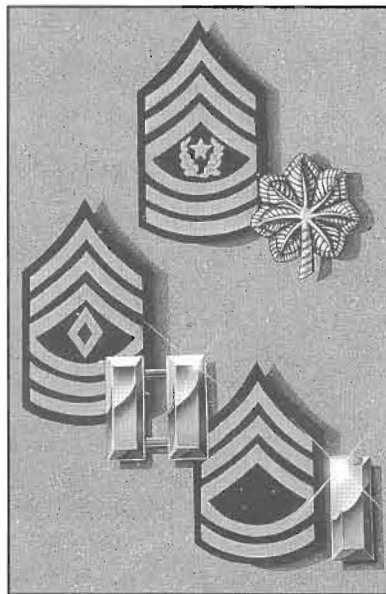


Illustration by Gary Boggs

job in their civilian field.

It makes no sense to confine these educated and experienced soldiers to functions limited by traditional roles.

FM 22-100, Military Leadership, states that “Successful commanders have a good leader - NCO relationship” and that, “NCOs have extensive experience in successfully completing missions...” **FM 25-100, Training the Force**, says, “The commander uses the broad experience and knowledge of key subordinates...”

These human resources differ from unit to unit, and often are not “covered” in any manual.

There can be no debate, however, the primary role of an NCO is mentoring and developing junior soldiers under that particular NCO's responsibility.

Hence the amount of ink in all the applicable publications dedicated to “individual tasks” and counseling. No matter what tasks a NCO is involved in, or how successful, if subordinates are not being mentored, the NCO should be considered a failure.

FM 22-100 also states that “all leaders must provide the guidance, resources, assistance, and supervision necessary for subordinates to perform their duties.”

This quote, although a good catch phrase for all ill-defined duties, is still too vague. Whether directing a platoon to secure a hilltop or by doing something as mundane as emptying an overflowing garbage can himself, a NCO must do whatever is needed.

As a good NCO once told me years ago, “A good leader does not walk past any mistake without action.” Whether officer or NCO.

MSG Blair is the NCOIC, Readiness Operations Division, 55th Materiel Management Center, Theater Support Command (U.S. Army Reserve) located at Fort Belvoir, Va.

BATTLE FOCUSED TRAINING

WALKING THE TALK

To be successful in combat, the Army must train continually to develop and maintain combat-ready soldiers, leaders, and units that can perform assigned tasks to specific standards. (*FM 25-101, Battle Focused Training, page 1-1*)

By MSG Eugene Jeffers

Training must always focus on war fighting skills, and everything we do can become an excellent vehicle for battle focused training provided we “Walk the Talk.”

Let us first take a look at our Semi-Centralized Promotion Boards and ask a simple question. “Are the questions that I am asking directly related to this soldier’s or noncommissioned officer’s wartime mission?”

Do we really think it is a combat-critical task that a soldier know the cyclic rate of fire of his M-16 rifle or that the United States flag flies all the time on the moon? Having served for more than six years as a first sergeant, I have never seen a subject on the promotion board that an NCO should not have a good foundation of knowledge about.

We can, however, tailor our subjects to be more combat critical. Instead of asking what the weight of a M-16 series rifle is, let’s give the soldier a situational question concerning wind direction, full or half value winds, and how that affects the point of aim on a 250-meter target.

Instead of searching through obscure or hard-to-find manuals, start with the Soldiers Manual of Common Tasks and obtain critical questions there that have a direct effect on wartime performance.

Next, ask questions concerning common unit equipment that soldiers need to fight the battle, such as AN/VDR-2 or Chemical Agent Monitor. Asking questions from your

unit’s Tactical Standing Operating Procedure is certainly combat critical and will clearly set the tone for Battle Focused Training.

Promotion boards should evaluate a soldier’s knowledge and ability to teach, coach, counsel, and mentor subordinates to accomplish a wartime mission. We should avoid asking for “laundry list” answers that serve to test rote memorization skills and not combat critical knowledge.

Leaders can use everyday tasks as a vehicle to train NCOs and soldiers. For example, the training schedule states that your company will conduct a small arms range in four weeks.

Instead of a company commander or first sergeant tasking the platoons for vehicles to transport personnel to a range, a range detail, an ammunition detail and so on, issue a Warning Order and Operations Order.

Have the platoon sergeant issue an Operations Order to her squad leaders, conduct troop leading procedures, pre-combat inspections, and roll out to the training area in a convoy. This stresses timelines, backwards planning, and most importantly, battle focused leadership skills.

You must focus soldiers and leaders to think and act in a tactical world on a daily basis because it is too late to learn those skills when we deploy to a hostile environment.

Orient your training with the expectation of deploying to a contingency operation tomorrow, and not just to a National Training Center or Combat Maneuver Training Center rotation four months from now.

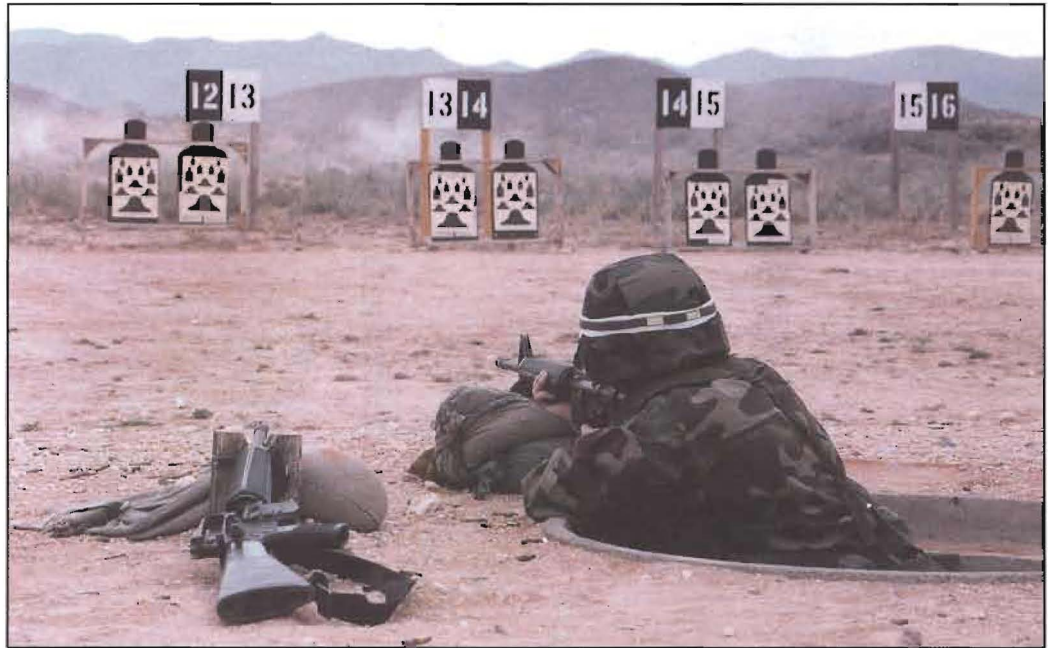


photo courtesy of Fort Bliss PAO

“ Instead of asking what the weight of a M-16 series rifle is, let’s give the soldier a situational question concerning wind direction, full or half value winds, and how that affects the point of aim on a 250-meter target.”

When developing a list of training topics for the Non-commissioned Officer Developmental Program (NCO DP), focus on high return combat critical tasks. When conducting training, use performance-oriented training to gain “proficiency” and the NCO being trained then becomes the subject matter expert.

We can achieve the desired results by training our trainers when we link our NCO DP with our Sergeant’s Time Training. Instead of using the “commo chief” to train your soldiers on the Automated Net Control Device, or the Precision Lightweight Global Positioning System, the first-line supervisor will be the subject matter expert.

This of course gives confidence to those soldiers in their leader’s abilities and builds strong, cohesive teams. The bottom line here is that battle focused means performance oriented towards proficiency and not just conducting classes to accomplish the 75% Mission Essential Task List, and 25 % administrative class standard of Army Regulation 350-17.

Dwight D. Eisenhower’s book, *At Ease: Stories I Tell to Friends*, has an excellent example of implementing Battle Focused Training in everyday operations. Ike wrote of his apprehensions of attending Command and General Staff School in August 1925 because he had not “attended the usual preparatory infantry instruction at Fort Benning.”

In fact, Ike stated, “an aide in the office of the Chief of Infantry gave me his felicitations: ‘You will probably fail.’”

Eisenhower wrote a letter to his former commander, General Fox Conner, whom Ike served as his staff officer. General Conner replied, “You may not know it, but because of your three years work in Panama, you are far better trained and ready for Leavenworth than anybody I know. You will recall that during your entire service (with me), I required that you write a field order for the operation of the post every day for the years you were there. You became so well acquainted with the techniques and routine of preparing plans and orders for operations that included their logistics, that they will become second nature to you. You will feel no sense of inferiority...”

As a result of our Noncommissioned Officer Education System, the Army’s NCO Corps is of the highest quality and fully comprehends the concept of Battle Focused Training. NCOs need to emphasize to their subordinates that they can use training and administrative events as a vehicle to train individual tasks that complement our wartime mission.

MSG Jeffers is currently a student in Sergeants Major Course Class 51 at the U.S. Army Sergeants Major Academy.

Understanding the Lady Point of View

CSM David L. Lady believes in two fundamentals for all NCOs- lead by example and training trainers.

If Command Sgt. Maj. David L. Lady seems biased of first sergeants, he has cause. After reenlisting for the first time in 1977, then Sgt. Lady knew it was the only job he'd ever wanted as long as he'd wear the uniform – he wanted to be a first sergeant. He didn't imagine becoming a command sergeant major and he didn't know what a command sergeant major looked like. The command sergeant major didn't have an impact on the young soldier in a tank company, but his first sergeants got his attention.

He saw firsthand the things the “Top” could do for the good of their units and he never forgot that. Recently, the top enlisted man for U.S. Army Europe and 7th Army spoke at the First Sergeants Course graduation ceremony held at the U.S. Army Sergeants Major Academy. During the event he shared with those first sergeants their role, one he firmly believes is the most important NCO position in the Army.

In his own words, Lady who has also had duties as the Command Sergeant Major for the U.S. Army Armor Center and Fort Knox, Ky., and the 7th Army Training Command at Grafenwoehr, Germany, said, “the most important, most satisfying, and most generally enjoyable job I've ever done was as first sergeant. I like to think the most important things I've done in the Army have been as a first sergeant.”

Today he is a command sergeant major and is still making an impact on soldiers and leaders. And with nearly 30 years of service spent “On Point for the Nation,” Lady epitomizes the NCO Corps.

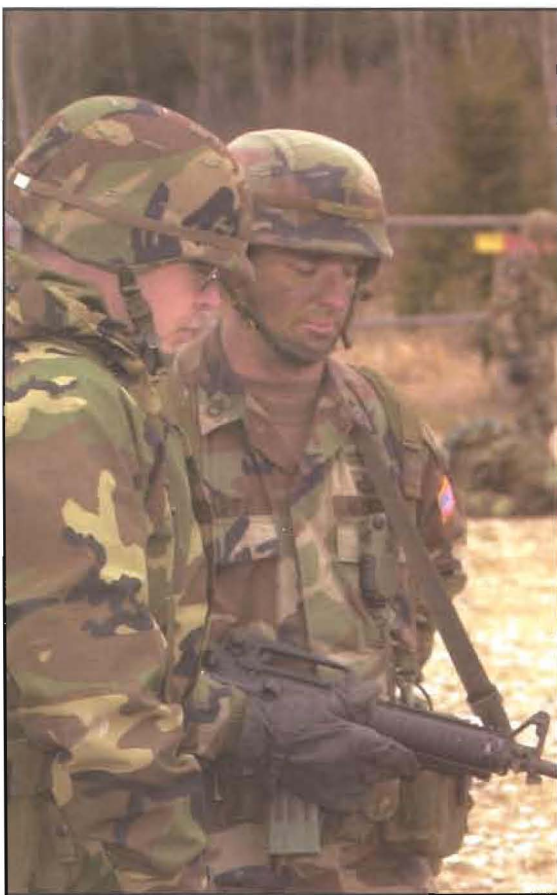
In an interview with the *NCO Journal* Editor-in-Chief Staff Sgt. Donald Sparks, he shares his thoughts about the NCO Corps and its role in training and leading – his two basic fundamentals.

Photos by SGT A.J. Coyne



***NCOJ* - As you know, there has been a lot of talk over the past year or so has been on Transformation and how our Army is going to change. What have been your observations on how training and readiness will be impacted by moving into the Transformation Era?**

Lady - The whole Army is involved with transforming. Let's not pretend it's located only in Fort Lewis, Wash. In Europe, where there is a force



equipped with legacy systems that are working to transform, the training has remained at a very fast pace.

But I think the most significant step that we're taking as an Army for Transformation is insisting on a more multi-capable soldier.

Military Occupational Skills transforming from piece of equipment based specialties to a broader range of specialties that soldiers are equipped

to transition from unit to unit and from piece of equipment to piece of equipment and are not limited to one system. For example, the infantry integrating the 11B and 11M systems is a tremendous opportunity to take better advantage of all our skilled infantry soldiers.

But at the same time, it increased the training burden on the unit as the soldiers integrated into the new team. For example, the light infantryman coming into a mechanized unit and the mechanized infantryman transferring to a light unit at either the Joint Readiness Training Center or Fort Drum.

Some MOSs won't be done until a long time such as the 19D (cavalry scout) that has been required to transition from the Bradley to the HMMWV, to the light scouting mission and back again based on his pattern of assignments.

All MOSs can do that and all MOSs will do that. We can't rely on the institutional training base to carry the load.

The most significant Transformation training is going to have to be done in the operational unit as the soldiers are assigned and integrated into the team. We can't pretend the institutional base can carry the load.

***NCOJ* - Do you feel that the NCO Corps does a good job in keeping abreast of change and if not, what do we need to do to maintain our basic fundamentals of training?**

Lady - If we maintain the basic fundamentals of training and of leading, we can easily stay abreast of whatever systems we transform to

operate in whatever structure we transform to operate within.

The real challenge is to improve our enforcement of fundamental Army standards, as they exist right now.

And we must improve our use of existing training doctrine and improve our process of leader development. Not because the process itself is flawed, but because the process isn't being used effectively enough by our junior leaders at the battalion and company level.

So basically, I'm less worried about what the Army is going to turn into than in using effectively the leadership and training tools we have now. We need to do a better job at using those leading and training tools and processes we have now.

***NCOJ* - For quite some time, the Army has been busy in many operations other than war and it's going to be a mainstay in our mission. How can NCOs better prepare for these missions and particularly be more flexible when called upon to perform these missions?**

Lady - The first thing NCOs need to do is cease using and speaking the mantra that peace-supporting operations is not what an Army should be doing.

If you look at the history of the United States Army, especially the history of Infantry and Cavalry soldiers on the Western Frontier and you see for the bulk of its history, the U.S. Army has been involved in peace supporting operations within our own border.

So first of all, don't pretend it's not what we should be doing! It is important soldierly business.

Secondly, this important soldierly business - supporting peace and providing humanitarian support, is not a discreet set of skills that rely on the basic leading and training procedures we apply to win wars.

Most fundamentally, the Army is trained and does exist to win the

Nation's wars. We must realize that peace supporting is what we must be doing in addition to warfighting.

We must also remember war winning or war fighting are the most fundamental skills we must master. We must not pretend that war-winning skills are less important.

Lady's biased opinion is that the only difference between war fighting and peace supporting is the amount of patience you show before you pull the trigger. We must be a credible, impressive, and attention-getting war winning force, and then factions will cooperate with us.

If any number of factions perceive we do not have the will to win whatever fight we must become engaged in, they'll be less willing to cooperate with us. We recognize that peace supporting is crucial, important and significant for soldiers to do.

We recognize that war-fighting skills are fundamental for peace supporting success and then we'll go confidently into our deployments through the process of pre-deployment training.

This will teach us the rules of engagement, teach us the cultural and historical background that we're moving into and teach us the special skills that must be applied to work within the culture and history of where we're being deployed.

NCOJ - The Reserve Component recently have been more engaged with our deployments. Do you think there is a need for more Active/Reserve Component training to increase our readiness capabilities and what will it take to integrate more of this type of training?

Lady - There is a need for us to do more of this training prior to pre-deployment exercises. That is going to require first a cultural shift.

The cultural shift is that we should integrate at the lowest possible level -- and I'm talking about the Company Team level -- Active and Reserve Component soldiers regularly.

Not as individual augmentees and not as a major subordinate unit as part of a major command, but down to company level we need to regularly train the integration of Reserve and Active component sub-units (squads and platoons) within the same company team.

We also need to get over the cultural bias that Reserve Component schools are inherently inferior to Active Component schools. The same tasks are taught to the same standards but under different conditions in the Reserve Component. But that does not mean that these schools are inferior. It means that they have to overcome different conditions.

Many Reserve Component instructors are even better equipped and more thoroughly, professionally grounded to teach their subjects because (that) is what they do constantly.

Active Duty instructors are often on the job for either a year or two and then they're transitioning on to something else.

The Department of Defense has to figure out a way to pay Reserve Component instructors as they train Active Component soldiers.

In order to facilitate this training of units, we have to commit ourselves to Active Component units training on weekends in order to effectively integrate the Reserve Component.

We have for lots of good reasons though, a bias in the Active Component against training on weekends that doesn't involved being deployed to a training area.

In order to effectively integrate the

Reservists habitually into our training, we're going to have to do more on the weekends.

We're going to have to take full advantage of their ADT and their IDT periods throughout the year. Otherwise, we'll never do it before deployment for a specific operation.

NCOJ - You were here during the Sergeant Major of the Army's Nominative CSM Conference in January and afterwards SMA Jack



Tilley stressed the need for NCOs to stay focused in their lane of responsibility and not worry about things they can't change. What's your take on his message to the NCO Corps?

Lady - My first take is to focus on leading soldiers, training trainers and training units. These are our (NCO's) fundamental missions. Developing the units of tomorrow, the leaders of



“ *Noncommissioned officers in the United States Army are first and foremost **leaders** by example and secondly **trainers**...If we cannot carry out those two **fundamental tasks**, then we are failing the Nation. We do not want to **fail the Nation**...* ”

tomorrow further into the future.

Why should we be concerned about the National Military Strategy? Our mission is to go and implement our land component's mission within the military strategy.

Focus on what our Nation needs us to do, which is to grow leaders, train individuals and train small units.

Don't waste energy, emotion and time muttering about things we have no influence upon, because we're going to go accomplish whatever mission the Nation assigns us.

We're going to do whatever the President tells us to do because that is our mission. And if we're not committed to doing that, then we need to leave the Army.

So SMA Tilley is reminding us of our fundamental mission, which is a significant mission within our National Military Strategy, and telling us to put our emotions and our energy right there and nowhere else.

I find it inspiring, I find it necessary and I find it extremely useful, as I remind my fellow NCOs in Europe, to keep their heads in the game and not waste time.

NCOJ - What do you see at your level are some of the factors affecting unit and soldier readiness and what

can NCOs do to resolve these issues so we can focus on training soldiers to accomplish the mission?

Lady - For nearly five years in Europe, we've had such a hectic tempo of unplanned deployments and exercises which have been very difficult to plan effective training over the annual cycle. In the past year thanks to the focus of Generals Meigs and Riley, Europe is getting back into an annual cycle of effective training in Mechanized warfare.

Our headquarters are once again integrating and synchronizing teams of combat teams on large warfighting exercises such as we've not been able to effectively conduct in Europe since the mid-90's. There is a great deal of hope.

But there is also a great need for almost a generation of junior officers and junior noncommissioned officers to be literally retrained in how to effectively plan, prepare and execute training standards in rigorous, realistic conditions.

Get out of the office, get away from the simulators and go get out into the weather with your equipment in the correct uniform and execute the training to standard at the battalion level and below. That's where we have

the greatest need right now - to remind ourselves of how to do it, and to get ourselves outdoors and do it.

NCOJ - Do you have any final thoughts you'd like to share with the NCO Corps in the importance of training and readiness?

Lady - Noncommissioned officers in the United States Army are first and foremost leaders by example and secondly trainers and trainers of trainers. Those are my two most fundamental convictions.

We sergeants are masters of those two areas - leading by example and training of individuals and teams from our own experience. We will be fulfilling our part in the National Military Strategy.

If we cannot carry out those two fundamental tasks, then we are failing the Nation. We do not want to fail the Nation; the Army can't afford for us to fail these two fundamental tasks.

My final thoughts are to lead by high personal standards in front of our units and let us train our soldiers to become the sergeants who are going to succeed us. As good as we are, they're going to be better than we are. And then we'll be doing our job on point for the Nation.

Tying APIC to METL

By SFC (Ret.) Phil Tegtmeier

Just as the Mission Essential Task List requires measurable performance standards, so does the Army Performance Improvement Criteria. By combining the two, the author suggests, maybe your unit training goals will exceed previous mission accomplishment.

A few years ago, my boss handed me something to write. It wasn't a story for the paper; it was the command's Army Community of Excellence (ACOE) awards submission. Not exactly what I was trained to do, but luckily I'd had some background in college learning about quality management principles.

This was the first year my command had been faced with writing its ACOE submission using the Army Performance Improvement Criteria (APIC). We had all sorts of myths running around concerning the meaning of APIC.

Most thought it would work well in business, but had no place in the everyday Army with its talk about customer focus and results-oriented management principles.

I learned, over the next few years as I attended training and kept improving my own knowledge of APIC principles, that APIC really is for everyone. It uses an odd language that makes it seem strange, but it really mirrors the training I received through my path up the NCOES training ladder.

We tied our APIC efforts to our Mission Essential Task list, and achieved good results. That's because the METL contains measurable performance standards, just like those APIC asks for.

Every task on a METL has subtasks, all of which specify a task, conditions, and standards. By measuring METL performance, and introducing some of the new APIC terms to our vocabulary, we were able to better focus our everyday operations.

One of the neat ways APIC adapted to the METL was in the training arena. Category 5, Human Resource Focus,

deals with developing the workforce professionally to enable the organization's employees to meet challenges. It requires the organization to institute steps to tie training directly to the organization's goals. That's APIC talk. Let's talk soldier.

Say you have an upcoming EXEVAL. You want to get your squad or platoon ready to smoke the evaluators. Every task you will need to accomplish, individual or collective, is found in your METL (if you've done your METL right, that is).

Your goal is to pass the EXEVAL. Your measurements of success are in your METL. All you have to do is follow the steps of training to standards on your METL tasks, and your desired outcome is guaranteed.

That's one way we'll talk about using APIC principles in a familiar setting. The other path we'll explore is using APIC in achieving individual development. It's one thing for you to train a soldier for today's mission. But what about developing soldiers to be the NCOs of tomorrow? How can APIC help? It's a lot easier than it seems.

The NCO's job is to be the liaison between the officers, who plan, and the soldiers, who execute. Because of that role, NCOs have learned how to balance requirements between the theoretical and the real world.

So, too, must NCOs learn to balance today's training needs with individual professional development needs. One of the toughest things I did as an NCO was to get my boss to buy off on sending a soldier for training away from station and still get the mission accomplished today.

If I'd had my knowledge of APIC back when I was a staff

sergeant, I think I'd have had better luck at doing that. And that would have been better for my soldiers.

So, in an effort to help soldiers everywhere, let's explore the wonderful world of making APIC work in your training.

How do you design education and training to meet current and future business and individual needs?

That question comes right from the 2001 APIC manual. (In case you're wondering, you can get your own copy of the APIC from the Leading Change website at www.hqda.army.mil/leadingchange.)

In soldierspeak, the question goes like this. How do you ensure your soldiers learn what it takes to succeed both on the job today and in their careers tomorrow? It's simply a question of training soldiers to perform to standards on collective tasks while not forgetting the importance of training soldiers to be NCOs tomorrow.

By using the METL to provide us with measurable performance standards, we took a giant step toward meeting the first challenge—designing meaningful unit training.

The first step is to take your METL and post it on a wall, create a pocket card, or make it available on an intranet website for all in the organization to read.

The balancing act of group versus individual needs doesn't have to be a time for conflict. It can just as easily be a win-win situation.

Whatever method you choose is up to you. But every soldier expected to train to METL standards has a right to know what those standards are. Then, as you plan out your Sergeant's Time or ADT training calendar, focus each Thursday or weekend on a specific METL task, and all the subtasks the METL requires.

If you're unsure of what specific tasks go into your METL, it's time to get with a mentor, a leader, or, best of all, your soldiers. Ask everyone you can think of who might have an idea of how to round out your METL so that it's a realistic reflection of what you and your unit have to accomplish.

As a leader, you already have a good idea of which tasks your folks are good at, and which provide those "opportunities to excel."

Prioritize your training based on your own knowledge of the unit's strengths and weaknesses, your commander's intent for training (usually found in a quarterly or monthly training letter), and your soldiers' views of what they need for training. Then, execute.

The knowledge of what your unit's training strengths and weaknesses are becomes a tool to use for the second part of the NCO's job—preparing soldiers to become NCOs tomorrow. People find it hard to argue with facts, I've come to realize. It's one thing to say one of your soldiers really,

really deserves to go TDY for training. It's another to go to a supervisor and say something like this.

"First Sergeant. I know you only have one slot for that ammo handler's course coming up. My squad has a METL task requiring us to do the load out for the brigade's training rotation in three months. We discovered a weakness in our ability to meet this task's requirements during Sergeants Time training three weeks ago. I'd like to send Specialist Smith to the ammo handler's course so she can bring back the knowledge from the course and help raise our performance to green before the rotation comes up."

Like I say, it's hard to justify things when you use the squeaky-wheel approach. It's a whole 'nother ball game when you hit 'em hard with the facts.

Besides, don't forget the killer line.

"First Sergeant, remember that Specialist Smith goes to the promotion board in August. Attendance at the ammo handler's course will improve her chances of success before the board."

And that's how you tie individual development needs to mission success. Mission first, is what I always heard say. People second. I always used that principle as an excuse to

my soldiers when I let them down by not getting them a school they needed. Now I use the principle as a key to successfully arguing for the betterment of the unit *and* the individual. The balancing act of group versus individual needs doesn't have to be a time for conflict. It can just as easily be a win-win situation.

As you train your unit to METL standards, take note of who in your team, squad, or platoon shows the most promise for potential. But don't look for potential in the traditional ways we use (like who doesn't give smart answers when you post the duty roster).

Look for those who show the most potential to help the organization meet its performance goals. Then, look for training opportunities that benefit the group *and* the individual.

Understanding APIC principles takes a lot of work in itself. As a systematic approach to improving unit performance, APIC works well. And, APIC is complicated. But by using your METL performance to develop training needs for units and individuals alike, you can put APIC principles to work for you—and your soldiers.

SFC (Ret.) Tegtmeier is the Managing Editor of the NCO Journal. He retired in 1995 after serving 20 years in the U.S. Army as an infantryman and Public Affairs specialist.

Interacting TOE & TDA Training Tasks

By SGM Paula Mann



photo by Spc. Sratha Voraritskul

CSM (Ret.) George L. Horvath, former USAREUR command sergeant major, once said, "Historically combat support and combat service support units had to worry about supporting the combat arms force. Today that's not the case...Not only must they be prepared to perform their primary mission; they must also be prepared to do those things that allow them to fight and win." The author discovered during a deployment to Somalia in her first TOE assignment those words were ever so true.

Looking back over the last twenty-four years of military experience, "I *have* come a long way baby," but I have not done it alone. There have been many individuals, along the way, who have taken the time to influence the person I have grown to be. The methods of influence have been wide and varied, formal and informal.

Basic training was followed by Initial Entry Training where formalized regimented crash courses transformed everyday civilians into military life. Drill Sergeants directed your every aspect of life from how you wore your uniform to when you ate and slept.

Initially, there was not a lot of personal input; you did what you were told when you were told to do it.

The initial training topics presented in the Task, Conditions, and Standard format were not the only thing we were learning. The individuals presenting the training, the manner in which they carried themselves, the way they approached the soldiers, were also teaching us valuable lessons.

Unknowingly at the time, I was learning more than the formalized tasks announced. Those Drill Sergeants were making a reinforced inscription on my future. I am a firm believer in the fact that you learn something from everyone

you encounter: those things you want to adopt and those things you want to avoid.

We as soldiers are learning everyday, if we are receptive. Especially as leaders in the armed services, this fact is something of which we must be ever mindful. People (military and civilian) are constantly looking, watching and learning.

Having served my first 16 years primarily in TDA units, I had done formalized soldiers training (CTT) in various topics once a week. The remainder of the time was working and training within my Military Occupational Specialty (MOS). Initially, for me, the two did not have many interactions.

That was about to change. I was assigned to a TOE unit, which was on its way to Somalia. I was about to undergo a significant emotional event. I was the leader in an environment I was not familiar with, and I had soldiers well versed in TOE operations but not prepared to perform all aspects of their MOS. We had a problem.

This deployment resembled basic training all over again. The physical exertion was well at hand with the establishment of the site we would call home for the next five to six months. There were requirements that were done because that is what you were told to do and there was instruction done by demonstrated tasks.

The interaction of teacher and student, however, was not the usual; roles were dependent on the topic at hand. Those young soldiers and I shared a common bond.

I was as thirsty for the training they had to impart to me as they were for the knowledge I had for them. In addition, the situation in which we were placed magnified the intensity for knowledge. We were deployed and we needed each other to complete missions successfully.

Some very valuable lessons were learned by all during those six months. I thank the leaders and soldiers for the exchange of knowledge throughout my career, and am challenged to continue to assist the soldiers I come in contact with.

I draw on a quote from President Lyndon Johnson. "We can draw lessons from the past but we cannot live in it."

It is time now to look into the future. Our responsibility as noncommissioned officers is to train the "Army of One," the individual as well as the team.

It takes more than simple Task, Conditions and Standards training statements on a butcher block. Initially we must get the attention of today's trainee.



photo by Col. John Dwyer

Soldiers must be proficient not only in a TDA environment, but must also be able to perform critical combat tasks as required in a TOE environment.

To do this, we must understand what makes them tick. Technology and visual stimulation along with real life situations may be necessary to get the intended reactions of today's soldier. Inventive and extensive cross training of TOE and TDA tasks are needed to assure our soldiers are prepared for the real life missions the nation may require of them.

Diverse and demanding physical and mental conditioning must be emphasized to best prepare all of us for what might lie ahead.

Again, we must realize that it is largely the responsibility of the NCO to influence the "Army of One" to accomplish the mission. All leaders must be prepared to interact as a team made up of individuals with one common goal, accomplishment of the mission.

We all have something to offer. We must all continue to learn and train by whatever means necessary to achieve the intended outcome.

We have "all come a long way," but we are not there yet! Well-trained soldiers equal hard work, mentally and physically. We must learn from our past and use those lessons to stimulate the futures of those we are responsible for. This is no easy task, but it is one that can be achieved.

SGM Mann is the Chief of Protocol at the U.S. Army Sergeants Major Academy and a graduate of Sergeants Major Course Class 50.

Civil War Added to NCO Roles

By Dr. Robert H. Bouilly

The age of linear warfare in North America expanded through the colonial period, the American Revolution and into the Civil War. Linear warfare—the fighting of battles by lines of soldiers—has long since given way to a more dispersed battlefield in the face of weapons with ever-increasing lethality and range. As the battlefield changed, NCOs gained responsibility and authority. However, we need to understand the role of the NCO in earlier periods to appreciate his modern role. What little we know about the NCO role comes from two main sources: training manuals and scattered accounts by soldiers. The predominant sources are writings by NCO volunteers in the Civil War.

In linear warfare, forces tried to defeat each other by facing off in rows. As both lines approached one another, soldiers attempted to kill or wound as many opponents as possible, hoping the opponents would be forced to withdraw. In theory, this tactic exerted maximum shock caused by a volley of fire or bayonet charges.

By the 1850s, a typical Army company included four sergeants and four corporals. Attrition, however, caused most units to fight with fewer NCOs as the Civil War progressed.

In battle, a regiment would line each company in two ranks. The captain stood to the right of the company with the first rank and the first sergeant stood with the second rank. The first sergeant was also known as the “covering sergeant” or “orderly sergeant” of the captain.

The second sergeant, also called the “left guiding sergeant,” marched behind the second rank. The remaining NCOs and lieutenants took regularly spaced positions behind the line and served as “file closers;” their jobs were to keep the line together and to help soldiers as problems arose.

The NCO had four primary combat duties: as guides who marched units to and on the battlefield, as replacements for killed or wounded officers, as line closers and as carriers and protectors of the regimental colors.

A less defined but equally important role was NCO leadership by example. As the young Cpl. Leander Stillwell described his orderly sergeant after the first day of the Battle of Shiloh: “He was a man of nerve and courage, and by word and deed had done more that day to hold us green and untried boys in ranks and firmly to our duty than any other man in the company.”

As company guides, the first and second sergeants helped communicate the officers’ orders. In this role, they were more assistants than leaders.

The dress parades and drills practiced in camp reflected actual movement in combat. The regiment aligned the flags in the front rank as sergeants on the ends of the line maintained positions of right angles to the flag, regardless of the direction the flag was moving.

Without this alignment, an infantry unit would disintegrate into a rabble devoid of any capacity to provide shock in the battle line.

Constant adjustments had to be made. Sgt. Rice C. Bull commented on adjustments during the Battle of Chancellorsville in 1863: “Looking back at our abandoned line (I could see) a scattered line of (Confederates) coming toward us on the double-quick...Coming to a halt they dressed their line, which was much broken and lay down...After crossing...they halted and again dressed their lines which were broken by the thick bushes....”

In the absence of officers, the ranking NCO assumed those duties.



Illustration courtesy of Army Museum of the NCO

The Civil War gave NCOs more responsibility and authority on the battlefield and in units.

Corporal Philo Handy was one such NCO after the first day of Battle of Shiloh. Fifty men were in his unit when the April 1862 battle began and Handy was left in charge of the remaining 13 who could fight. Handy wrote:

“Co. D started on the march with only one commissioned officer, 2nd Lt. Wallace... (who) was overcome by heat and had to fall out... and I, as first sergeant, was in command of the company... But I must have been a strange looking ‘commanding officer.’ I was barefooted, breeches rolled up nearly to the knees, feet and ankles ‘scratched and tanned,’ and my face covered with sweat and dirt... But I stalked down the line, bare feet and all, with my musket at a shoulder arms, and looking fully... proud...”

As file closers, NCOs and junior officers tried to keep battle formations and facilitate weapons fire. Baron von Steuben, in his **Blue Book**, advised that NCOs should “encourage men to silence and to fire rapidly and true.”

The manuals of that time often admonished the file closers to kill deserters from the line, if necessary to preserve order. Maj. Gen. Bedford Forrest is known to have killed a fleeing color bearer at the Battle of Murfreesboro in 1864.

But, I have not found an account of an NCO who killed a soldier under such circumstances. The file closers also

carried special tools, such as bullet extractors to help unclog rifles.

As we look at earlier warfare, it is hard to attach as much significance to carrying flags into the battle as did the soldiers of that time. It seems now to have been a waste of men.

Regiments went into battle with regimental and national flags; some companies also had state flags, but these were not usually displayed in combat.

Sgt. Hamlin Coe wrote in his diary after the 1864 Battle of Adairsville: “I was with the guard colors. There were ten of us when we charged, and only three came off the field. I brought the old flag off the field, torn and riddled with balls. The boys cheered the rags when I brought them off, and we had a grand greeting.”

NCOs also had occasional leadership duties on the battlefield. One was supervising picket duty and the other was on the skirmishing line.

Modern warfare resembles the skirmishing line of the Civil War more than any other tactic of linear warfare. It was in this area that the NCO’s role greatly expanded in subsequent wars.

Dr. Bouilly is the Command Historian for the U.S. Army Sergeants Major Academy.

GUARDIANS OF THE REPUBLIC

A history of the NCO Corps of the U.S. Army

BY CSM DAN ELDER

Prior to the release of *Guardians'* first edition in 1994, historians had overlooked any type of comprehensive works about the development and progression of the noncommissioned officer of the United States Army.

Dr Ernest Fisher, Jr., who served with the 101st Airborne Division during World War II and historian for the U.S. Army Center of Military History, dedicated years to the development and re-release of this book.

Fisher charts the early European beginnings of the role and duties of the "sergeant" (Latin *serviens*—servant) and describes the evolution of the colonial adaptation of sergeants and corporals.

From the days of von Steuben, to the establishment of a standing Army, through World Wars and police actions, *Guardians* is able to chronicle the specific turning points that solidified and enhanced the prestige of the career soldier, the NCO.

Fisher's well researched book is not only a single point of entry for any reader interested in history of the noncommissioned officer, but is also interesting and easy to read.

Besides the origins of the noncommissioned officer, today's NCO can trace how the re-introduction of the "Super Grades" (E-8 and E-9) caused a revolution in professionalism, education and helped define the role

of the NCO.

From the establishment of the Office of the Sergeant Major of the Army and the Command Sergeants Major Program by then Chief of Staff Gen. Harold K. Johnson, through Vietnam and the institution of the NCO Education System and Enlisted Personnel Management System.

Dr. Fisher's latest edition includes a new Afterward and includes an update bringing the reader up to the 21st century.

As a research aid, *Guardians* includes well-documented notes, bibliography and index that can inspire the reader to further expand on the topics presented.

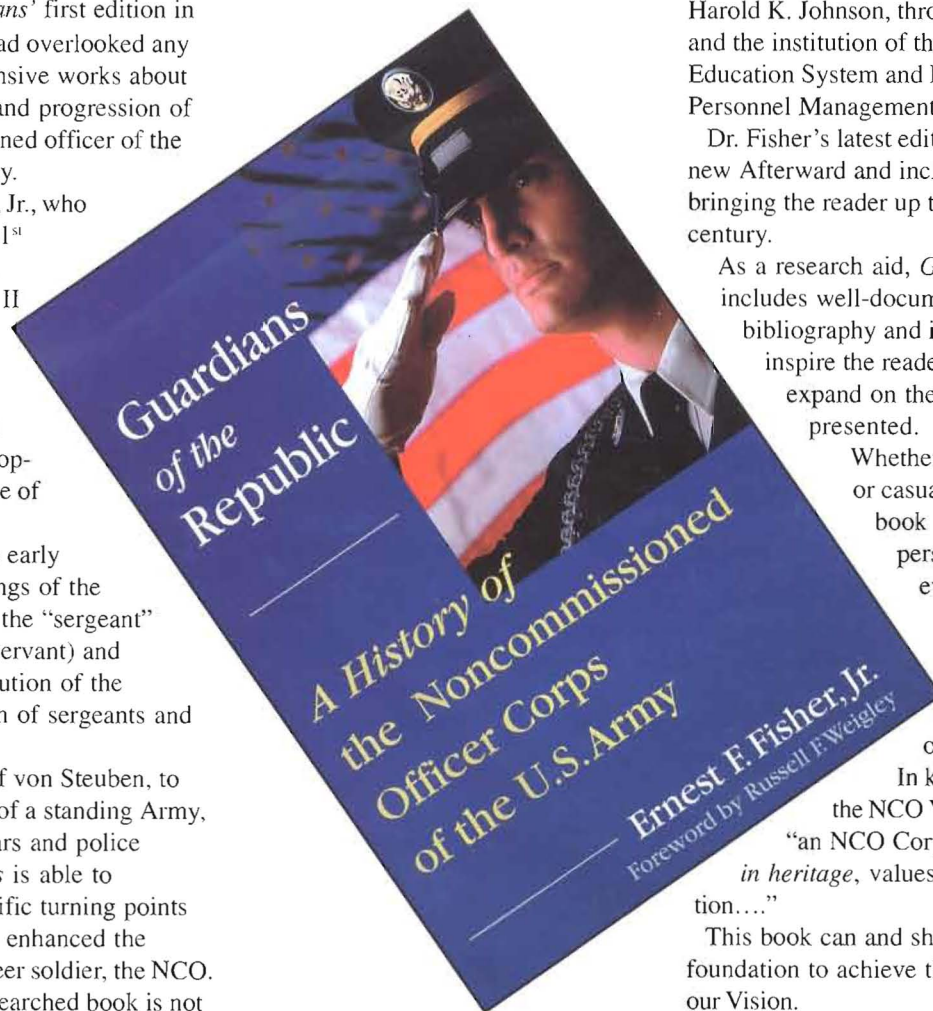
Whether a history buff or casual reader, this book belongs in the personal library of every past, present and future noncommissioned officer.

In keeping with the NCO Vision we are "an NCO Corps, grounded in heritage, values and tradition...."

This book can and should be the foundation to achieve that portion of our Vision.

Finally, this is one of the best books on the entire history of the U.S. Army NCO. I encourage all NCOs to read this, and add it to their library.

CSM Elder is assigned to the 541st Maintenance Bn. at Fort Riley, Kan. He is also quoted on the afterword featured on the back cover of *Guardians*.



GUARDIANS OF THE REPUBLIC: A History of the U.S. Army NCO Corps
 By Dr. Earnest Fisher Jr.
 Paperback, 496pp
 Stackpole Books;
 April, 2001; \$19.95

Easy Ways To Be Published in the NCO Journal

Compiled By SSG Donald Sparks

First and foremost, we are not looking for Pulitzer Prize writers. Now that I got that out of the way, we can talk business. I'm sure that writing is a big fear for many soldiers. But in order for the *NCO Journal* to be successful, it is up to every noncommissioned officer in the field to contribute, regardless if you're Active Duty, Reserve or National Guard Component. With that in mind, here are some guidelines to get published in the only magazine devoted to the professional development of the NCO Corps. As always, thank you for your total support.

1. **KEEP THE READER IN MIND** - Our audience ranges from privates to senior officers, but we're primarily focused on NCOs who are in mid-career and looking for ways to hone their leadership skills.

2. **SHARE YOUR EXPERTISE** - We need articles that give the nuts and bolts of the NCO profession. In the past, subjects have included effective counseling, battle labs, combat lifesaver training and promotion boards. Most of our readers have worn the stripes for many years; we love it when they share their tactical and technical knowledge with us.

3. **SPEAK YOUR MIND** - In addition to technical articles, we're always in the mood for an opinion piece correlating with the theme of the particular edition. In the past, subjects have included commentaries on ethical dilemmas, mentoring RC soldiers and handling leadership challenges. If you have strong feelings about a certain area of the NCO profession, gather your thoughts on paper. Remember to present as balanced a view as possible and avoid contradicting or criticizing Army or command policy.

4. **KEEP IT GENERAL** - In the past articles were written by well-meaning readers who narrowed their subject to MOS-specific topics. Write about something that would apply to NCOs everywhere.

5. **KEEP IT SIMPLE** - Avoid technical jargon, obscure acronyms and other language which may confuse the reader. As a rule of thumb, "write like you talk;" turn your article into a conversation with the reader. Remember, as editors, we have a "license" to rewrite or cut articles as necessary.

6. **KEEP IT LIVELY** - We want prose that leaps off the page. The best way to do this is relate your own personal experiences to the subject matter. If you have a story to tell, throw it into the article somewhere. Pay attention to your choice of words -- adjectives, adverbs and other colorful language always add spice.

7. **KEEP IT SHORT** - Try to keep stories less than six double-spaced pages.

8. **THINK VISUAL** - If you're handy with a camera or know someone who is, snap a few pictures of NCOs in action. Pics should be high-resolution JPEGs if e-mailed to us.

9. **PICK A DEPARTMENT** - Our regular columns include Letters to the Editor, Debate, NCO History, NCOs at Work, Think Again, Of Interest and Book Review. Book Reviews should include title, author, publisher, publication date, price, hard or soft cover and number of pages.

10. **SUBMIT** - By all means, DO SO!



Photo by Col. John Dwyer

Remember

By ISG James J. Richard

*A Warrior's life is a lonely time,
With little joy, little thanks
And visions not too kind.*

*Remember that you'll never be alone
Wherever you may be
You have friends right next to you
Who would die to set you free*

*Because of this we can't forget
The friends who passed this way
Some have given all
So we can live this way*

*There's friends we've fought with
Friends we laughed with
Some who saved our hide*

*There's friends we drank with
Friends we cried with
And some we left behind*

*For friendships forged in battle
Are the purest of them all
That is why it cuts so deep
When one of us must fall*

*For in the trade of warfare
The rule is still the same
There's always too few winners
Some must lose the game*

*And on your day of battle
When the reaper takes his toll
I pray he takes you swiftly
And the Lord to take your soul*

*There are many still who need our help
The ones who need protecting
Always must be on guard
Our best they are expecting*

*Remember why you do this
Endure times of strife
For your parents, for your children
Your husband, or your wife*

*Remember those who came before us
The ones the Lord has taken
Join me now and raise a glass*

FOR THE ONES WHO COULDN'T MAKE IT



Photo by Staff Sgt. Donald Sparks

The Drill Sergeant

The services (that countless drill sergeants have) rendered may not be recorded in the military history books, but be assured they are recorded in the hearts and souls of many American fighting men and women.

SFC Robert E. Phillips,
We Remember Drill Sergeants,
NCO Journal, Winter 1997, p. 12