

# THE NGO JOURNAL

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A MONTHLY FORUM FOR PROFESSIONAL DEVELOPMENT



WARRIOR FAMILY

SUPPORT CENTER

**Building  
Resilient  
Communities**

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**ON THE COVER**

A PHOTO ILLUSTRATION OF THE TRANQUILITY POND AT FORT HOOD, TEXAS, ALONG WITH THE COVER TO THE WARRIOR FAMILY SUPPORT CENTER GUIDE FROM FORT SAM HOUSTON, TEXAS  
 Photo illustration by Sgt. Russel Schnaare

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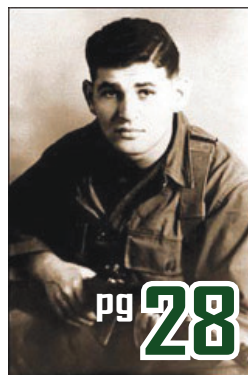
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ROLL CALL

*We honor the men and women who have  
sacrificed their lives in current operations  
around the world.*

**THE NCO  
JOURNAL**

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## From the CSM

# Leader development to support decentralized operations

By Command Sgt. Maj. Patrick Laidlaw  
Army Capabilities and Integration Center

Critical thinking and decentralization go hand in hand as we change the culture and leadership in the profession of arms. This approach to training needs to be expanded as we transition the Army from divisional-based organizations to brigade combat teams which are modular and more lethal against hybrid threats. A focus toward developing critical-thinking skills and decentralized formations can foster a seamless transition to a future force prepared to fight under conditions of uncertainty and complexity.

The multifunctional BCT serves as the centerpiece of how Training and Doctrine Command develops agile, adaptable and initiative-driven leaders and Soldiers. The Army is a people-based organization that requires our formations to move away from the doctrinal approach of what to think to an emphasis on how to think. This enables initiative to be consistent with the concept of mission command.

A change in emphasis is consistent with the Army Capstone Concept and the operational theme of FM 3-0, *Operations*, in that forces must share information horizontally, from the bottom up and top down. Technology facilitates this flow of information, which enables critical thinking. Information must also be decentralized through emerging capabilities such as social networking. Technology connects Soldiers at the tactical edge while allowing leaders to make hard decisions that adhere to an outcome-based and adaptive thought process on the battlefield. Technology, combined with a focus on the philosophy of mission command, holds promise for creating more effective leaders and warriors. To take advantage of emerging capabilities in the context of network-enabled mission command, the Army can adapt leader development based on emerging new training doctrine, called Outcomes Based Training and Education, and its methodologies, such as the Adaptive Learning Methodology.

A place to start the critical thinking and decentralization process within the Army is at the junior-leader level, specifically in the Warrior Leader Course. Additionally, this critical thinking and decentralization process must be included in the curriculum at our service academies and Reserve Officer Training Corps at universities and colleges across the nation. These initiatives introduce problem solving early on, so these young leaders are comfortable in decentralized operations required in mission command.

The operating environment drives change. Effective organi-

zations adapt by setting conditions for operational thinking that require using how-to-think methods and risk mitigation as opposed to what-to-think methodologies. This will help foster trust within the smallest organizations now currently fighting in theater.

After developing these adaptive leaders the Army then pulls them into the institutional arena upon return from combat, leveraging them to assist in changing the doctrinal approach to building the future strength of the operational Army. An instructor career

path for combat veterans should become a career-desired enrichment path and promotion guarantee, and not a career killer for both officers and NCOs.

In his article “Adapting the Generating Force,” published in the January/March issue of *Military Review*, Lt. Gen. Michael Vane stated, “The current integrating effort must move beyond today’s processes to incorporate change and adaptability in the training base. Ideally, leaders and Soldiers should be trained prior to entering the theater and during the reset period. Leader development and Soldier training must also be incorporated into the generating force. All Army schools, including the Captain’s Career Course, Command and General Staff College, the Sergeants Major Academy and the Army War College, are part of this effort.”



Command Sgt. Maj. Patrick Laidlaw

## From a former drill sergeant

When looking back on my basic training experience, I realized after serving as a drill sergeant that today’s leaders have something that my drill sergeants did not ... true combat experience. Many of my drill sergeants were forced to teach verbatim from a lesson plan, not due to a lack of knowledge, but due to the fact that was all they knew without actually being in combat – actual experience.

Leaders today bring firsthand experience to the training environment. Many have done back to back deployments, then enter the training base as a drill sergeant, Advance Individual Training platoon sergeant or squad leader. These leaders immediately improve training to reflect what is actually happening in theater in order to better prepare future Soldiers for what they will experience. They bring relevancy to the “Y” Generation of Soldiers we are currently training. Soldiers today will give more attention to an instructor who’s actually been in the trenches than an instructor who just talks about it but hasn’t been through it.

Here is where OBT comes into play. Leaders today still must follow programs of instruction and lesson plans just like they have done for years to meet the training standards. With OBT we

can find better, and more efficient, ways to conduct training while immediately integrating lessons-learned from today's operations. The training environment is an ever-changing one. OBT allows those changes to be integrated faster and at the first levels of leadership, rather than wait years for changes from the leaders who will not be truly affected. The young privates and lieutenants are the ones who truly need the relevancy in today's Army.

The Army cannot overload the Soldier, NCO or officer with laundry lists of tasks. Of greater importance is to provide the sound foundation in fundamental Soldier skills, beginning with how to teach them to solve or frame a problem. Textbook-derived solutions, checklists and processes continue to limit knowledge growth and the ability to be adaptive when critical decisions are needed in dealing with complex problems.

The current approach to training of military skills and subjects uses input or competency theories that are antiquated. POIs that are top-down and centrally-controlled foster a zero-defect mentality, forcing the instructor to perform the class in one manner only. It does not empower the student leader with the mental skills necessary to make to make rapid decisions when the situation requires. Instead, POIs should use methodologies that enrich student experiences in the military art and encourage students to seek the answer on their own through the use of the Internet and Web-based training scenarios. Self-learning, like self-discipline, is an important skill that is developed early in a leader's career. The ability to self-learn and to adapt is becoming more important as our enemies continue to adapt. With an increase of one's knowledge through self-learning, courses can progress to more advanced learning methodologies.

The ALM uses tactical decision games, such as those used throughout the Department of Military Instruction at West Point, N.Y., to facilitate immersive learning. This teaching method fosters the often misused, but best, tool our Army has to date – the after action review. Soldiers learn best when information and outcomes are shared. Whether the lessons are right or wrong, learning occurs in both instances. However, collaborative information sharing is becoming more of the norm today, especially with the introduction of social networking and the use of Web-based products.

On top of the use of TDGs, ALM can also be used with emerging computer simulations. DMI at West Point is using TDGs in simulations as well as part of their ALM-based POI. The new, younger Soldier of today will respond well to computer-based, interactive and instantaneous feedback. He or she has grown up with computer skills, network social skills and game play. We should leverage these teaching methods to reach this younger, computer-trained generation.

The generating force cannot get theater-based lessons learned infused fast enough into courses using old POIs that are based on inputs and scripted lesson plans. By the time we generate a new POI based on lessons learned from the theater, the enemy has already evolved. We must adapt our methods of learning from the operational force, and position the training base to recognize and take advantage of lessons learned and pass them on to the next generation of leaders. Currently, the operational force is learning faster and adapting more quickly than the training base can teach. We must overcome this deficit and create an environment where the operational and generating forces work together; depending on each other to train our future force. We can do this with a

principles-based POI using ALM as its foundation.

The Army just published TRADOC Pamphlet 525-3-0, *The Army Capstone Concept, Operational Adaptability: Operating under Conditions of Uncertainty and Complexity in an Era of Persistent Conflict*, to describe the broad capabilities the Army will require from 2016-2028. This document also states the need for critical thinking and decentralization.

### From the document's forward

“Operational adaptability requires a mindset based on flexibility of thought calling for leaders at all levels who are comfortable with collaborative planning and decentralized execution, have a tolerance for ambiguity, and possess the ability and willingness to make rapid adjustments according to the situation. Operational adaptability is essential to developing situational understanding and seizing, retaining, and exploiting the initiative under a broad range of conditions.

“We must be prepared to decentralize operations to adapt to complex and rapidly changing situations. Yet, organizational or physical decentralization alone may be insufficient to meet the challenges of the future. Leaders throughout our future force must have both the authority as well as the judgment to make decisions and develop the situation through action. Critical thinking by Soldiers and their leaders will be essential to achieve the trust and wisdom implicit in such authority. The training and education of our entire force must aim to develop the mindset and requisite knowledge, skills, and abilities required to operate effectively under conditions of uncertainty and complexity.”

The Leader Development Strategy states: “The increasing competitiveness of the future security environment ... demands that we develop leaders who understand the context of the factors influencing the military situation, act within that understanding, continually assess and adapt those actions based on the interactions and circumstances of the enemy and environment, consolidate tactical and operational opportunities into strategic aims, and be able to effectively transition from one form of operations to another. We seek to develop leaders who will thrive in this environment.

“Our adversaries will decentralize, network, and operate among the people to overcome our advantages. We are also decentralizing. As a result, at increasingly lower echelons, leaders must be able to string actions and activities together with their JIIM partners into campaigns. As we continue to modularize our force and to decentralize decision-making, we must adapt our strategy to develop leaders for this increased responsibility.”

The Army has an immediate need for critical thinking and decentralization throughout its training and education regimes.

*Editor's note: Command Sgt. Maj. Patrick Laidlaw assumed his duties as the command sergeant major of the Army Capabilities and Integration Center in May 2008. He has held challenging leadership assignments at all levels, such as Team Chief, Section Chief, Aircraft Technical Inspector, Platoon Sergeant, First Sergeant, Operations Sergeant Major and Command Sergeant Major. Prior to his assignment to the Army Capabilities Integration Center, Laidlaw served as the Command Sergeant Major, Corps of Cadets, United States Military Academy, West Point, N.Y.*

## 3rd Cav museum finds new home

By Cindy Ramirez

Honoring what began in the 1840s as the only regiment of mounted riflemen and is today the only Armored Cavalry Regiment, the 3rd Cavalry Museum opened its doors in its new home in Fort Hood, Texas, in January.

“It’s been quite a journey for the cavalry and the museum,” said museum director Scott Hamric, a veteran of the regiment. “This cavalry has such a rich and important history; it tells the story of the people, the Brave Rifles, whose shoulders you’re standing on.”

Displays tell the history of the regiment’s flags, uniforms and weapons, among other artifacts. An outdoor display features tanks, helicopters and other equipment used by the cavalry. Some of the museum’s artifacts date back to 1846.



Photos by Cindy Ramirez

Visitors tour the 3rd Cavalry Museum at Fort Hood.



## Army continues help in Haiti; 2 more brigades deploy

By Cindy Ramirez

The U.S. Army continues its support of Joint Task Force Haiti and Operation Unified Response to aid in the nation’s recovery from the devastating January earthquake. The U.S. Southern Command is coordinating the Department of Defense relief efforts.

Most recently, the Army Reserve’s 244th Aviation Brigade deployed about 300 Soldiers. Several Soldiers and civilians from the 470th Military Intelligence Brigade at Fort Sam Houston, Texas, have deployed, as well as three Landing Craft Utility vessels from the 97th Transportation Company from Fort Eustis, Va.

Members of U.S. Army South’s Humanitarian Assistance Survey team have been working with governmental and non-governmental organizations to assess the damage in Haiti and to build the deployable Joint Command and Control Center, the headquarters for Joint Task Force Haiti.

The 470th MIB continues to “build capacity” to provide intelligence support as the United Nations mission and the World



Photo by Cindy Ramirez

From left, Sgt. 1st Class James Henley, Command Sgt. Maj. Ronald Mason, and Sgt. 1st Class Adrian Salazar of the 470th Military Intelligence Brigade.

Food Program continue their surge to feed two million Haitians. In its unique role, the 470th produces assessments of the changing health conditions on the ground such as malaria, yellow fever and dysentery, as well as other threats to the population, including criminal gangs, escaped Haitian prisoners and looters.

“We’re trying to make sure that aid is going out to the right people, that there are no riots or looting of the aid,” said Sgt. 1st Class James Henley.

The intelligence brigade is also conducting environmental surveys of Haitian populations as internal migrations continue and the traditional neighborhoods change social dynamics and demographics.

These surveys will provide critical information on health, atmospheric, starvation and crime statistics for coming decisions that will better support the Haitian people’s recovery.

It’s unclear how long Soldiers will remain in Haiti. It’s anticipated they may have six-month rotations, and more may be deployed soon, said brigade Command Sgt. Maj. Ronald Mason.

“We will be ready whenever we are called,” Mason said.

# Burn Center NCOs design device to help patients

*Invention wins Department of Defense 2009 Hot Technologies Contest*

By **Cindy Ramirez** →

After nearly five years of treating patients at the burn center of the U.S. Army Institute of Surgical Research, respiratory therapist Spc. Brenden Beely, together with his co-worker Staff Sgt. Gabriel Wright, sought out to create a device to help lessen the burn victims' discomfort.

At the suggestion of the Department of Respiratory and Pulmonary Studies, they developed the Medical Tube Securing Device, which secures medical tubes and catheters in patients' mouths. The device is intended to prevent cuts and tears around the patients' mouths, often caused by medical tape, prevent damage to the incisors by locating separate bite blocks on the molars and sores on lips.

"We had talked about needing a solution for this," said Beely. "Our patients need a solution for this. We sat down with blank sheets of paper, started sketching, and here we are."

Winner of the Department of Defense 2009 Hot Technologies Contest, the device now has a provisional patent and will soon undergo further testing and development.



Photos by Cindy Ramirez

Sgt. Brendan Beely of the burn center at the U.S. Army Institute of Surgical Research shows a medical device he and a colleague developed to help burn patients.



The transfer technology office of the Army Medical Research and Materiel Command has developed a video on the device in an effort to attract potential licensing partners to develop the product and make it available commercially.

Beely said after leaving the center following their burn care, patients had to keep coming back to take care of scars and other complications caused by the taping and tubing.

"It just didn't make sense," Beely said. "We saw a need, and we filled it."

In March 2009, the device was also chosen for the World's Best Technology Showcase.

Located at Brooke Army Medical Center, Fort Sam Houston, Texas, the ISR burn center averages about 300 admissions a year, the vast majority of them Soldiers injured in combat. The ISR is dedicated to both laboratory and clinical trauma research, providing combat casualty care medical solutions and products for injured Soldiers.

Other recognized medical inventions to come out of ISR include the Combat Application Tourniquet, one of the Army's Greatest Inventions for 2005. It is a lightweight, compact tourniquet designed for use by non-medical personnel to stop bleeding. It was fielded by special operations troops and continues in use today.

The institute became a subordinate command of the MRMC in 1994 and moved to BAMC in 1996. In April 2003, the ISR Burn Center and BAMC's Trauma and Critical Care Service were combined to form the Department of Defense's only trauma division.

## Virtual reality helps Soldiers deal with burn pain

Fort Sam Houston Public Affairs →

Military members who have combat burn injuries can suffer through some of the most intense and prolonged types of pain imaginable. Patients need daily care to clean the wound and daily physical therapy to stretch the newly healed skin.

Despite the use of strong painkillers, the majority of burn patients report severe to excruciating pain during wound care. Even knowing the pain from wound treatment is coming can bring on a high level of anxiety and stress for these patients, according to Maj. Peter DeSocio, an anesthesiologist with the burn center at Brooke Army Medical Center, Fort Sam Houston, Texas.

Research shows that an interactive video game can be one effective prescription for easing the pain and stress during burn wound treatment.

For the past two years, a group of military patients have taken part in a study using "SnowWorld," a three-dimensional video game that employs high-tech goggles and earphones, al-

lowing patients to immerse themselves in the game experience.

While in the game, they are drawn into the action as they glide through an icy world of frozen canyons and mountains, and loft snowballs at snowmen, igloos, mammoths, and penguins. It's this frosty experience that allows the wounded warrior to focus on something other than their injuries and treatment.

The testing with wounded warriors has been a success, officials said. Patients often report reliving their original burn experience during wound care, DeSocio said, and SnowWorld has shown to help put out the fire.

"Once I was using this system, I wasn't expecting the pain (from the dressing changes)," said Sgt. Oscar Liberato, a 23-year-old tanker from Ferndale, Wash. "I wouldn't be focusing on it so much, and it kept my mind off what was going on."

Another benefit is that a doctor doesn't have to be present during the treatment, since a nurse can operate the game and provide wound treatment. This frees up the doctors to treat other patients in the burn center or perform surgeries.

# Comprehensive Soldier Fitness extended to families

By Stefanie Pidgeon

Resilience assessment and training is now available online for family members of Soldiers.

The Comprehensive Soldier Fitness program has been available to Soldiers already for several months. Now their family members can participate, as well, at [www.army.mil/csffamily.html](http://www.army.mil/csffamily.html), beginning with a specially designed assessment tool.

“The CSF program will build our family members up as the Army is currently providing very similar training to Soldiers,” Dana Whitis said, the family programs specialist for Comprehensive Soldier Fitness. “This training will empower them to face life challenges with their Soldier — as a team.”

Family members are asked to first complete the Global Assessment Tool, a private, online assessment designed to measure strength in four dimensions of fitness.

Comprehensive Soldier Fitness aims to improve people’s overall strength in five dimensions: social, emotional, spiritual, family and physical.

The GAT was launched Oct. 1, 2009, and all Soldiers are supposed to complete it by May 31. Now the survey has been redesigned to meet the needs of family members so that they, too, can identify their baseline in each dimension and immediately begin training based on their results to enhance their resilience.

This online training comes in the form of Comprehensive Resilience Modules, created with the intent to provide people



## CSF AND FAMILY MEMBERS

Graphic courtesy U.S. Army

with tools and skills needed to immediately begin enhancing their coping and communication skills, among others needed to more effectively communicate with their spouse or deal with adversity.

“[While participating in the CSF program, I’ve learned] that the use of good questions and knowledge of personal strengths can change perspective and lead to positive outcomes and effective communications,” said Danielle Corenchuk, Army family member.

As the program continues to evolve, so will the tools available to family members. Currently, four Comprehensive

Resilience Modules are available to family members, but many more are currently in development, officials said.

Soldiers, like Staff Sgt. Jeffrey Holden, who have already benefited from the program recognize how the training can be implemented at home.

“The most valuable take-away I received thus far is the re-energized feeling of hope,” Holden said. “This [training] couldn’t have come at a better time for me and my family. I can’t wait to get home and use these tools in my family. It’s like a light bulb has been turned on in my head.”

## NCO Suggested Reading

Baron von Steuben, William Frederick. *Baron Von Steuben’s Revolutionary War Drill Manual: A Facsimile Reprint of the 1794 Edition*. Mineola: Dover Publications, 1985.

Chapman, John. *Muddy Boots Leadership: Real Life Stories and Personal Examples of Good, Bad, and Unexpected Results*. Mechanicsburg: Stackpole Books, 2006.

Grossman, Dave, and Loren W. Christensen. *On Combat, The Psychology and Physiology of Deadly Conflict in War and in Peace*. 3rd ed. Millstadt: Warrior Science Publications, 2008.

Walker, Wilson L. *Complete Guide to the NCO-ER: How to Receive and Write an Excellent Report*. Manassas Park: Impact Publications, 1998.



# 2010 census: Especially important to military families

By Susan R. Anderson  
Army News Service

With almost \$400 billion a year in federal funds at stake, the 2010 census may prove especially important for thousands of Army families who have relocated since 2000 as a result of Base Realignment and Closure, said a 2010 census media specialist.

The larger the concentration of families in and around the installations that have experienced growth, the larger the support system has to be to accommodate them, Robert Crockett, a retired Army sergeant first class, said.

In addition to being a “snapshot of America,” the census is a device by which federal funds are returned to the states and congressional seats are distributed to accommodate states’ changing needs, he said.

Military families living in areas that have experienced significant growth may see the direct and indirect benefits of their participation in the census through, for example, larger schools, hospitals, roads, housing for elderly and job training. States that have grown in population since 2000 could also gain congressional seats after the 2010 census, Crockett said.

With only 10 questions, the 2010 census is the shortest to date. However, with so many servicemembers deployed, military families in particular may still have questions regarding how to answer certain questions, he said.

The first question on the census is, “How many people were living or staying in this house, apartment or mobile home on April 1, 2010?”

“If a spouse is overseas, then that person receiving the questionnaire should not count the spouse who is overseas. That spouse overseas would be part of an overseas enumeration,” and he or she will be listed by their home state, Crockett said.

“If your spouse is on a military vessel with a U.S. homeport, then he or she should be counted as part of your household. However, if your spouse is on a military vessel from a foreign homeport, then he or she should not be counted as part of your household,” he said.

Military families stateside will receive the census form in the mail just like everyone else.

Servicemembers and their families located overseas will not receive a form. The Defense Manpower Data Center will provide

records to the Census Bureau for servicemembers and military families overseas, based on home of record.

Families stateside who do not return the form within the indicated time will receive repeated notifications from the Census Bureau. Then, if the forms are still not received, families can expect a knock on the door from a census worker.

If someone is apprehensive about speaking with a stranger, they can ask to see the identification card that all census workers must and will carry, Crockett said, or a phone number to the census worker’s supervisor.

He said the military community might be surprised to learn

that the census is the largest mobilization of resources that the nation undertakes.

“There is nothing in the United States that compares with the census effort, this effort to count everyone, only once and in the right place. We have to hire a temporary force of over a million people. That’s roughly the equivalent to the entire population of Hawaii, and we are setting out to count [more than] 130 million people,” he said.

While participation in the census is required by law, Crockett points out that all answers are protected.

“The census is not intrusive ... it’s protected by law and none of this information is shared with any

other agency whatsoever,” he said.

Those who have completed a census form in years past may notice differences. Based on findings that suggest the simpler the form, the higher the participation, the 2010 census form is limited to the most fundamental questions, Crockett said.

The more detailed questions asked in the past are now asked on the American Community Survey. Sent to a random sample of addresses on a monthly basis, the American Community Survey takes a more detailed look at what America wants and needs, Crockett said.

The American census was first conducted in 1790, and was the first census in history used to empower the people. It is repeated every 10 years.

For more information on the 2010 census, visit [www.census.gov](http://www.census.gov). Follow the link to the 2010 page for frequently asked questions and a host of interactive activities, including testimonials and trackers that allow you to follow your community’s response rate.



U.S. Census Bureau, Public Information Office

GPS technology enabled census workers to reduce the amount of time locating addresses and ultimately helped complete the 2009 Address Canvassing operation ahead of schedule.

# The Future of NCO Education: INCOPD's Learning Innovations and Initiatives Division

By Linda Crippen

With the recent inception of the Institute for Noncommissioned Officer Professional Development, Soldiers can rest assured the staff is looking out for the NCO Corps's best interest, especially when it comes to education. Learning Innovations and Initiatives (LIID) is one of three divisions under INCOPD, with LIID's focus concentrating on the future of NCO education.

"As the name implies," retired Sgt. Maj. Dan Hubbard, the INCOPD deputy director explained, "[LIID is] constantly looking at the learning innovations that are going on," referring to academia and industry sectors. LIID studies and draws upon research-based strategies from academia, as well as best practices within industry. All of the division's efforts culminate with the objective to help the Soldier-student and Soldier-instructor become more effective and efficient. Hubbard said that adaptive thinking is integral to mission effectiveness, especially considering the current battle environments.

He explained that today's NCOs are expected to take on more responsibility and duties than in previous generations. "Things that staff sergeants and sergeants do are a little bit different than what they were in the late 1970s, when I was a staff sergeant. They are expected to do a lot more in regards to leading troops and using assets, not just the small arms that they have but calling in direct fire or calling in air support," he said. The scope and expectations are different because that staff sergeant may be the senior person in that grid square at that moment, which makes Hubbard wonder what skill sets they might need, all of which hinge upon critical and creative thinking.

LIID also looks at instructor competencies, said retired Command Sgt. Maj. John Sparks, INCOPD director. "As an NCO Corps, we've really not stepped back and said, 'What do we want our instructors to do, and how do we want them to do it?' We've sort of done what we've done before, had small group instructor training that we apply to our NCOs in the hopes of getting them



ready to teach, but then we forget about them.

From a strategic perspective, we don't have any follow on requirements. Once you're an instructor, you go out and instruct," he explained.

"But, what we find when we look across the educational domain toward other educational entities, like public schools, colleges, universities, industry, we find that they've embraced the idea that there's follow-on things that you need to do to maintain currency as an instructor," he said. So, LIID is researching this issue as well.

The division is also working to create a virtual warrior university, which includes the use of interactive technology like Second Life and Activeworlds. Next month's *NCO Journal* issue will include an in-depth look at how these technologies will help improve NCO

education.

## LIID'S STAFF

Several LIID members worked in the U.S. Army Training and Doctrine Command's G-7, before it split apart and formed the current INCOPD, such as LIID's chief, Millie Abell, Ph.D., who is the division's learning science expert.

Rounding out the group is Roberta Sparkman, subject matter expert for immersive training; Gary Rauchfuss, who is working on his doctorate, is the instructional design expert; Linda Wahlman and Bill Grant are the virtual worlds and mobile learning gurus; and Master Sgt. Roland Payne takes care of NCO content issues. All of these individuals are devoted to finding methods, strategies and technologies that will make learning more efficient and effective for NCOs.

## FOUNDATIONS FOR LEARNING

"We look into how people learn, how adults learn, and we usually go to places like academia, industry and other government services to see the latest on how instruction is designed and delivered for adults," Abell said, describing the role of the division. One of the latest things LIID has capitalized on is the collaboration and contract between the Office of Naval Research and the University of Southern California to look into what works

in distance learning.

“It might as well be called what works in learning in general,” she said, explaining that ONR came up with approximately 66 guidelines on what works in distance learning. LIID took the guidelines, which are evidence-based strategies for learning related to instructional design and delivery, and made a checklist. “Our strategy is to go with what the research says and not somebody’s intuition or what an expert says,” she explained. The checklist serves as a guide for what constitutes good learning design.

The evidence-based checklist is founded on the instructional design principle sequence Demo-Practice-Transfer. Using a job-relevant task, the instructor gives a lesson, during which time the student should be able to make connections with any prior knowledge of the topic. Next, the instructor will give full demonstrations of the task, while providing explanations. As the full demonstrations taper off, the student begins to participate or practice in doing the task, at first nominally, and the instructor gives critical feedback during this stage. The student’s participation should grow into full practice of the task, which eventually leads to doing it without any assistance. The culmination of the sequence is transferring this knowledge to new instances or problems that are different from what the student encountered in training or practice, yet he or she can apply principles learned to the new instance.

## IMMERSIVE TRAINING WORKSHOP

In January, LIID teamed up with USC’s Institute of Creative Technology to deliver a workshop aimed specifically at NCO academy commandants. The purpose of the workshop was to provide attendees with an overview of an ongoing assessment of NCOES, followed by presentations that introduced some of the possibilities of immersive training. All academy commandants, along with respective representatives, were invited to attend the three-day workshop in Marina del Rey, Calif.

The subject matter experts who presented at the workshop “were selected to address specific content areas from assessment data that indicated a deficiency or performance gap within the current system,” said Sparkman, LIID’s expert in immersive instruction. “ICT scheduled the best in the fields of cognitive task analysis, instructional design, learning strategies, instructor training and skills, educational simulations and games and neuroscience,” she added. For additional information on the presentations, access ICT’s workshop page at <http://projects.ict.usc.edu/itw/index.html>.

Commandants completed anonymous evaluation surveys



Photo by Linda Crippen

Millie Abell, Ph.D., Learning Innovations and Initiatives Division chief, Institute for NCO Professional Development.

at the end of the workshop, and some of the comments LIID received included, “The workshop vastly exceeded my expectations. I expected to solely see and hear elements of an emerging technology or innovation. ... Instead, I was richly rewarded with significant teaching points that applied to two of our constant challenges — training development and small group leader / instructor development and growth.”

“I think the benefit of this workshop was incredible. The level of presentations was far beyond any other instructional design presentations I have ever attended.”

Sparkman said plans are already in the works for the next workshop. One of ICT’s presentations at the January workshop was on Cognitive Task Analysis. “Traditional analysis conducted

by the Army captures only the observable behavior of a task. In CTA, interviewers are trained to extend this analysis by also capturing the unobservable behavior in the covert cognitive processes that occur when decisions are made,” she explained. Many of the [commandants] requested Cognitive Task Analysis training at their academies, so, LIID is currently investigating ways to provide this support to them. Sparkman said that it seems likely the next workshop may be a CTA workshop.

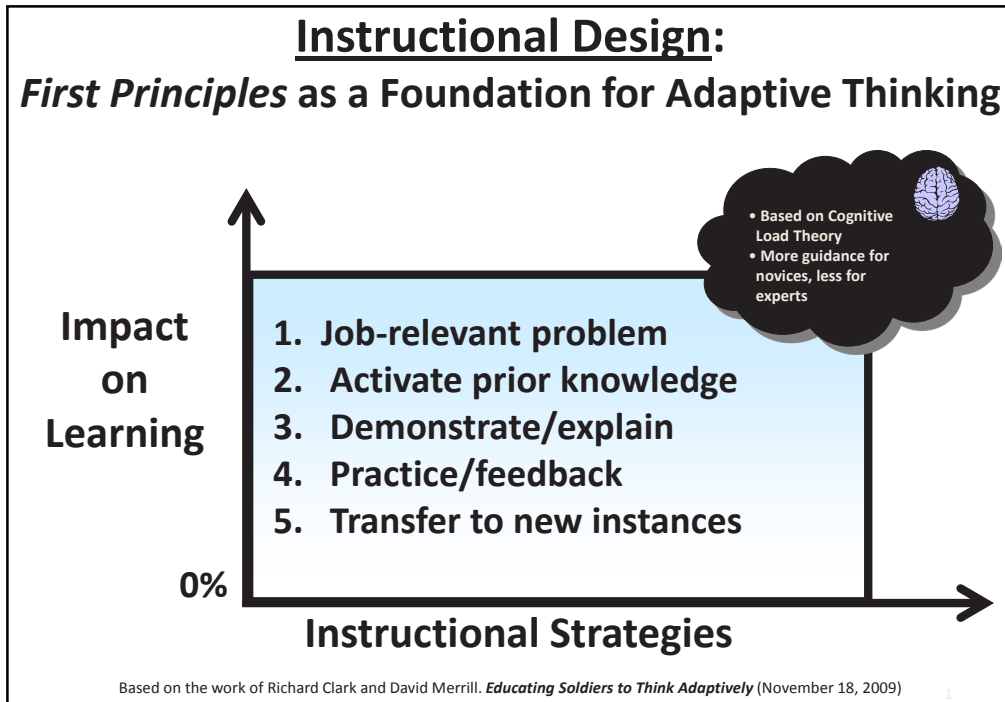
“The hope is that NCO academies will integrate these principles of learning and instructional design wherever it’s appropriate. Generally, the things we present to them are relevant to almost any content area,” Abell said.

## RESEARCH

A University of Pittsburgh study indicated that students who are taught to self-explain significantly outperform those who cannot. “Learning involves the integration of new information into existing knowledge, and generating explanations to oneself, or self-explaining, facilitates that integration process,” according to the research.

Self-explaining involves working through a problem, questioning and making comments that are relevant to and extend beyond the problem. Students begin to hypothesize about extenuating circumstances instead of just parroting instructor steps as they go through the work. Study results show that the difference in performance between those who self-explain and those who do not becomes even more pronounced the harder the problem is.

For example, novices learning a new task require not only an explanation or lecture about the topic, but they also require a demonstration to prepare them to think like an expert, make decisions like an expert. Of course, someone who is already somewhat knowledgeable on the topic would likely require fewer



sity, San Marcos.

King’s extensive research shows that the questioning procedure or the “structure of question stems” is “a primary element that contributes to the success of guided cooperative questioning,” she wrote in an article regarding how knowledge is constructed.

“Those particular [question] stems are designed to promote the cognitive and meta-cognitive activity in learners: critical thinking about the material presented, activation of relevant prior knowledge and comprehension monitoring,” she stated.

King believes that the hallmark of a critical thinker is an inquiring mind. “Simply put, good thinkers are good questioners. Whatever they see, hear, read or experience, they are constantly analyzing it, puzzling over its significance, searching for explanations and speculating about relations

demonstrations and could move onto practicing the procedure much sooner than the novice.

Learning how to ask the right questions is one of the most fundamental strategies in adaptive thinking, Abell explained, and questioning fosters adaptive thinking.

In the field setting, often, during the course of planned operations, situations change. Adaptive thinking is required to come up with a new strategy to address those changes. And, research to support these strategies is overwhelming.

James T. Dillon, Ph.D., professor at the graduate school of education, University of California at Riverside, conducted a study of 27 different senior high school social studies classes that were debating hot-button issues. Dillon and his team observed 10-minute blocks of class time in each room, chosen at random. The researchers saw a total of 721 students; however, only eight students asked 11 questions. Ninety-nine percent of the students didn’t ask anything.

Furthermore, Dillon’s study showed that when people do ask questions, it’s usually just for clarification purposes: “Will this be on the test, or can you give me the page number again?” Dillon asserted that most students do not ask higher order questions that require analyzing, critical thinking or synthesizing information in order to resolve an issue.

People don’t ask questions because they have no good role models, according to Dillon’s hypothesis. After conducting an analysis of instructor behavior, he found that less than 5 percent of instructor questions required analysis, synthesis and evaluation. He concluded that instructor questions don’t go very deep and are often very banal. Students have difficulty learning how to question properly without instructor role models teaching them to do so.

How students learn to ask questions is a very important tool, as research demonstrates by Alison King, Ph.D., education expert and professor at the college of education, California State Univer-

sity, San Marcos. Good thinkers are always asking specific and extended questions to help them understand the world around them, which is what characterizes critical thinking.

Abell believes this sort of technique should be implemented into instructor training, as these generic question stems can be used for any content area. “Attaching these on to any content will help students go more deeply into that content area, and for many courses in Army training, [that] should be the instructional objective. But a lot of the time, we don’t get past the memory level of questioning, so this helps take people deeper,” she said.

Integrating this technique in instructor training, Abell said, as well as through job aids for instructors and students will be very helpful. “I think one way to help solve the problem is, first of all, in instructor training, you encourage students to ask, and you tell them why it’s important to ask. Show them what happens, what can go terribly, horribly wrong when questions are not asked.”

## **THE ROLE OF TECHNOLOGY**

Some people say it can take between eight to 20 years to put research into practice, from laboratory to the workplace. ICT just might help speed up that process in some aspects.

With cutting-edge technology available to the Army, research demonstrates integrating it with specific learning strategies will help novice Soldier-students become adaptive thinkers, adept problem-solvers and better people.

In the 1980s, the Cognition and Technology Group at Vanderbilt University, Nashville, Tenn., developed a technology-based program, called the Jasper-Woodbury Problem-Solving Series, to improve children’s critical thinking and learning abilities in mathematics. According to research, the series “is based on two important principles of teaching: anchored instruction and problem-based instruction.”

Using video scenarios, the Jasper-Woodbury lessons are

related to simulations that put students in realistic problem situations. Anchored simulations in the series allow the learner to experience the problem in specific context while exploring the situation from different perspectives.

For example, one of the scenarios involves Jasper buying a new boat, and he needs to figure out if he has enough gas and daylight to get home without being ticketed. Everything necessary to solve the problem is embedded within the simulation scenario: what characters say, maps, money, etc.

According to the Vanderbilt University Web site, the Jasper-Woodbury Series was implemented across schools in nine states, and results were significant. Those classes that used three or four Jasper lessons throughout a school year were compared to a control group, which consisted of classes that did not use the Jasper series.

CTGV test results revealed that Jasper students performed as well as or better on standardized tests, even though the Jasper classes had spent three to four weeks less on the math curriculum. Jasper students demonstrated superior performance on one-, two-, and multi-step word problems, and they also scored much higher on planning and sub goal comprehension problems than the control group.

Additionally, attitude surveys showed that Jasper students had less anxiety toward mathematics and were more likely to see it as being relevant to everyday life. They were also more likely to appreciate complex challenges.

Referring to the Jasper series study results, Abell said, “If learners are presented with a video scenario that poses a problem and allowed to ask questions and solve problems, staying within the context of the storyline but without

receiving a lecture about something abstract, then there is greater transfer to new instances compared to students who are given a lecture that is de-contextualized from a relevant scenario.”

Ultimately, Abell added, “When you come upon a problem you’ve not seen before, can you solve it? The in-context group did much better.” They significantly outperformed the other group on pre- and post-test scores, as well as transferred new instances, she said.

Studies such as these made LIID realize that the Army needs more scenario-based instruction, which is why they are working with USC’s ICT, a University Affiliated Research Center. ICT has an Army contract and is connected to Hollywood and the gaming industry as well, so the Army has access through ICT to that sort of expertise.

One example of ICT courseware that was developed in conjunction with the U.S. Army Research Institute for the Behavioral and Social Sciences, Arlington, Va., consisted of a realistic scenario video clip, called “Power Hungry.” The courseware was prepared to help teach junior officers how to ask the right questions when analyzing difficult situations or dilemmas. The clip depicted a food distribution operation in the middle of an Afghan

*wadi*, a streambed that only carries water during the wet or rainy season. There was a warlord watching every move the captain made. Many things went wrong during the operation, and at the end of the scenario, the learner could analyze what happened by looking at the perspective of each of the six main characters, who represented a different leadership attribute: respect for authority, social etiquette, cultural awareness, etc. To guide people through asking the right questions, ITC developed a synthetic or virtual human, who would prompt learners by presenting them with phrases that foster the right questioning: “Why did this happen?” The answers were pre-recorded, so learners needed to frame their questions within a certain domain.

## IMPLEMENTATION

Abell said the next step for LIID is to find out what can be done to improve the knowledge and skills of the trainers and developers for the NCO academies and come up with solutions to those problems. “If learners are supposed to be adaptive thinkers at the end of a course, and they’re not — what can we do to that course to ensure more adaptive thinking? She added, “If they’re not taking initiative, what can we do to help build their self-efficacy and their confidence so that they will take initiative in their studies?”


It may be as little as, perhaps, a year down the road when Soldiers might see some of these principles being utilized in Army courses, Abell explained, but for now, “we’re going to

finish our needs-analysis, and we’ll [release] a report [with] recommendations by the end of March.”

If, or rather when, LIID redesigns a course integrating the principles of learning and instruction, it would help Soldiers learn possibly more material in less time and walk away having

learned *how* to learn, making self-development issues easier to maneuver, she said.

“Seventy percent of learning is going to occur on the job,” Abell explained, “not in the schoolhouse. You have to be able to be aware on the job, reflect, know what questions to ask yourself as you analyze dilemmas you encounter. It will help make you a more well-rounded person if you implement changes that the learning sciences advocate.”

LIID is available to NCO academies, just a phone call away. Abell added that if instructors or commandants come across an issue in a course and need assistance, LIID can help. “We will do what we can to find out if there are knowledge and skill problems with the students, what’s causing them and how we can address them.” 

*To contact INCOPD’s Learning Innovations and Initiatives Division, call Millie Abell, Ph.D., at (757) 788-5530, or e-mail millie.abell@us.army.mil. To contact Linda Crippen, e-mail linda.crippen@us.army.mil.*

**Types of generic question stems**

What does this mean?

What is the nature of this?

Is there another way to look at this problem?

Why is this happening?

What is the evidence for this?

# USASMA validates Structured Self-Development 3, 4

*The self-paced program receives positive feedback as it moves to the final stages of validation.*

Story and photos by Angela Simental

The third and fourth levels of Structured Self-Development were validated by students in January and February during two weeklong sessions at the U.S. Army Sergeants Major Academy, Fort Bliss, Texas.

SSD consists of five levels, which will be taken throughout Soldiers' careers, reinforcing what they learn in institutional training and operational assignments. Each level consists of a series of four modules that add up to 80 hours of learning. Because it is self-paced, students have two years to complete each level.

"SSD is going to have a very important impact on NCOs and their education," said Joy Jacobs, Instructional Systems specialist for Interactive Media Instruction. "It's going to fill in those gaps between their formal education and tie into what they are doing out in the operational Army."

Thirty two students representing National Guard, Army reserve and active duty Soldiers validated the different lessons. Soldiers from various career management fields were also part of the validation process.

"We bring students and have them go through the lessons and give us their raw opinions," said Jacobs of the validation process. "We ask them to test the functionality, meaning that they click every link and every button, making sure videos work, the audio is clear and the narrator is easy to understand and follow," she added. "We also want to know if the images are appropriate for each topic and if the order of the content makes sense."

The student validation process also includes online surveys

and question-and-answer sessions at the end of each lesson.

"All feedback is good because it tells you where you can sustain and where you can improve," said Sgt. Maj. Melinda Yarbrough, SSD and IMI Chief.

"We are going to implement the changes that the students requested because, in the end, they are the ones who will use the product."

"There has been a lot of thought and craftsmanship that people will catch. You can tell they really worked hard to make it run smoothly," said Sgt. 1st Class William Wright, who was part of the SSD 3 validation process.

After students validate the lessons and data from their feedback is gathered, a technical run-through of the product will be done before it is forwarded to the U.S. Army Training and Doctrine Command, Fort Monroe, Va.

## Overview of SSD 3

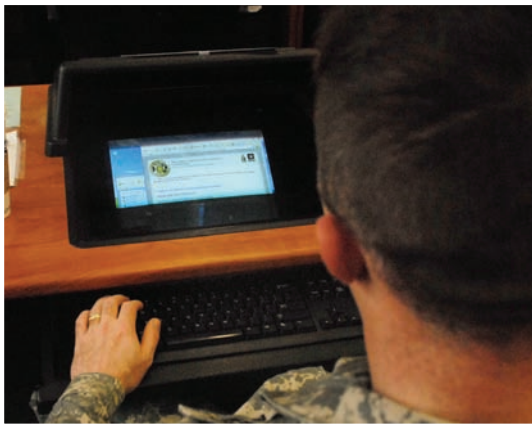
SSD 3 will teach Soldiers platoon systems and programs as well as drills and ceremonies.

"The goal [of SSD 3] is to ensure that students are getting appropriate lessons for their skill levels," said Yarbrough. "To prepare them for the next level, we also want to present lessons that are a level above, and that depends on the assignments Soldiers have had in the operational Army."

Staff sergeants eligible for promotion and sergeants first class can take SSD 3 after the Advanced Leader Course and be-

"All feedback is good because it tells you where you can sustain and where you can improve."

Sgt. Maj. Melinda Yarbrough, SSD course manager



Sgt. 1st Class Gary Benslay reviews the lessons presented in SSD 3 before a question-and-answer session during the last day of validation.



After a weeklong validation session, students give SSD specialists their feedback on content and functionality of the lessons they covered in SSD 4.



fore the Senior Leader Course, previously known as the Advanced NCO Course.

“The lessons are broken down, so it is easier to understand at different levels,” said Sgt. 1st Class Tensye Munrell, who participated in the validation of SSD 3. “And, self-pace works for me.”

“The students really like the lessons. They liked the topics because it gives them a perspective on ceremonies, for example,” Jacobs said. “They got to see the administrative part of what it takes to make a ceremony — a behind the scenes look.”

New concepts and theories such as developing and formatting an essay, research techniques and how to properly cite and reference, were also incorporated at this level to better prepare students to take classes that may earn them college credit, Jacobs said. Jacobs also added that learning how to research and communicate ideas clearly, using the proper techniques, will help Soldiers become better thinkers

and decision-makers, preparing them for each step they take in their career.

### Overview of SSD 4

SSD 4 will introduce students to joint operations as well as focus on the company and battalion levels, Yarbrough explained. Throughout the 13 lessons in the four modules, students will be introduced to topics such as negotiations and mediations, developing mentorship programs and defining relationships required for interagency and host-nation missions, Yarbrough explained.

Sergeants first class promotable and master sergeants will eligible to take SSD 4. Also, based on their operational assignments in the Army, Soldiers will be introduced to lessons above their skill level, she said.

Yarbrough added that the initial feedback they received from the students about

the content was very positive. “On some lessons, they thought we should go into more detail, and we will incorporate that,” she said.

“I found [SSD 4] really informative and helpful to a Soldier like me who is in combat service support,” said Master Sgt. Anthony Moore, who was among the 16 students who validated SSD 4. “I believe that SSD will help us learn and also refresh those lessons previously learned. This program will definitely help make well-rounded, well-informed and well-prepared enlisted Soldiers.”

Over the course of a Soldier’s career, Structured Self-Development “will help them tremendously at what they will do at their skill level,” Yarbrough added. “They will continuously be educated throughout their career — it’s life-long learning.” **J**

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A team of IMI specialists, writers and supervisors were responsible for creating the interactive features and lessons presented in the five SSD levels.

# ARMY TRAINING NETWORK:

## One Source for Army Solutions

By Cassandra Yardeni

**C**amouflaged Soldiers on the front lines make up the face of the Army, but behind them are the thousands of trainers who dedicate their time and resources to educate and ready the troops, working together to lead Army Strong. Until recently, trainers relied on manuals, like FM 7-0, Training for Full Spectrum Operations, last updated December 2008, and FM 7-1, Battle-Focused Training, last updated September 2003, as primary sources for procedures and training solutions. What they couldn't find in the manuals, they had to seek online or solicit from fellow NCOs. However, a recent undertaking by Army officials has combined these resources with the interactivity and accessibility of the Internet, resulting in a one-stop online destination for trainers, training management and Soldiers alike.

### Roots of ATN

Launched in April 2009, the Army Training Network is a Web site that blends together doctrine, how-to procedures, training products, training solutions and collaboration tools for the training community — all accessible from one digital platform.

“The genesis [of ATN] dates back to 2006, when we were told to re-write FM 7-0,” said Jimmy Davis, team leader for FM 7-0 and the Army Training Network at Fort Leavenworth, Kan. “We made the decision to make it online to keep up with the changes in the Army. Eventually it grew to the idea of providing additional content for how-tos and products for the trainers to have somewhere to go for solutions.”

“It pulls together in a single place many of the great training resources available on the Web. It is the only [source] Soldiers can go to get that updated training knowledge [on one platform],” said William Brosnan, deputy team leader of FM 7-0 and the ATN team.

After years of development, the team unveiled the ATN Web site, at <https://atn.army.mil>, which is available only to those with Army Knowledge Online access or a Common Access Card. Conceived out of the need to accommodate the ever-evolving Army, a primary goal of the ATN staff is to update the site daily to reflect trainers' feedback, innovative solutions and a constant stream of new information.

ATN is managed by a group of Army contractors and civilians, who, during the site's infancy, were tasked with solving two principal challenges. “The first was to write content that updated and revised FM 7-1 from the 2003 version,” Brosnan explained. “The second and

concurrent challenge was to find a way to build a Web site that was intuitive and easy to navigate.”

The primary purpose of the new Army Capstone Concept, unveiled in December 2009, is to “lead force development and employment by establishing a common framework to think about future Army operations; place modernization decisions in a broader context of future armed conflict; establish a conceptual foundation for subordinate concepts; guide experimentation in Army operations and capabilities; and guide capability development,” according to U.S. Army Training and Doctrine Command officials. ATN supports this initiative to “Stay Army Strong” because training will be the foundation of the Army's future success as it continues to prepare for unknown challenges.

“Although the Army must continue to develop technology to meet future challenges, we must continue to emphasize the integration of technology into capable formations commanded by innovative leaders who are comfortable operating under conditions of ambiguity,” states the 2009 Army Capstone Concept. “To maximize the potential of technological developments, we must conscientiously evolve and adapt capabilities.”

Through synergy between both Army leaders and the ATN team, the ATN has developed into “A Web-based resource that is as agile and adaptable as our Army ties directly into keeping it strong now and in the future,” Brosnan said.

### The right look

Creating the same functionality and seamless navigation that are key components to any successful Web site, the ATN team worked to develop a product that is easy-to-use as it is useful, Davis said.

The theme and colors of the ATN are consistent with those of other Army Web sites. It also features several drop-down menus and a search bar for streamlined navigation. In addition, the home page identifies “What's Hot” on the site, with a list of the 15 most viewed products, pages and most popular downloads. Training videos are looped on the homepage and the most recent posts on the Training Bulletin Board are also featured. Because many users visit the site on a daily



basis, the “What’s Hot” list is constantly updated, Davis said.

“For me, the best feature is ‘What’s Hot,’ because it shows you the newest stuff that’s being posted out there and I don’t have to search for it,” said civilian contractor James Woods, a Virtual Battle Space II instructor and ATN user based out of Fort Carson, Colo.

### Features and faculties

ATN offers a number of unit-developed and -vetted training management products to download, view and utilize – from “driver’s training to cultural awareness,” according to Brosnan. Products are divided into categories that include training management, training enablers, collective training and leader development. Training briefs and calendars, deployment training and requirements, the military decision-making process, training standard operation procedures, self-development handbooks and collective training exercises are among the many products from which to choose. ATN users are encouraged to rate the products they’ve used and to submit their own. Site content is largely dependent on feedback from ATN users, according to Davis, and the ATN team constantly monitors suggestions and popularity statistics for ideas on what content to add. As operational security is a primary concern for the ATN team, products are pre-screened for potentially sensitive material, Brosnan said.

*“ATN is the only source Soldiers can go to get updated training knowledge on one platform.” – William Brosnan, ATN deputy team leader*

“If a unit leader has used the product successfully, we’ll post it and share it with the Army,” Brosnan said. “We don’t make the decision of whether the product is good or bad — only that it has been used in the field — successfully by the unit or Soldier submitting it.”

As with most of Army training, success often comes from lessons learned and shared. ATN makes diffusion and sharing of information particularly convenient through its training solutions database. According to the Web site, training solutions are “initiatives taken by units or individuals to offset training challenges, or situations that hinder training to proficiency.” The database serves as resource for units and Soldiers to discuss their training challenges and to communicate how they overcame them through resourcefulness and innovative leadership, according to the Army’s Plan/Prepare/Execute/Assess training model. Seven training solutions were available on the ATN as of February, pertaining to biometrics, focused languages, adaptive leadership and pre-deployment in a time-constrained environment.

According to Brosnan, the training solutions are built by Soldiers and leaders in the field. “We have conducted many interviews across the Army to understand the kinds of training challenges our units and Soldiers encounter and how they solved those issues,” he said. “We then format the solution with the help of the submitter and link it to helpful resources when possible.”

Soldier and trainer feedback is not only useful for the ATN team, but also for trainers to improve their lessons and keep their fingers on the pulse of the battlefield. Because Soldiers can log on and rate each product, trainers like Col. Francisco Espailat, project manager of the Combined Arms Tactical Trainers based

in Orlando, Fla., find the ATN “very promising technology.” “It’s really very powerful for us to get that specific feedback from the Soldiers. The site allows us to get direct, unfiltered feedback on whether the [products] are working for them,” said Espailat, who visits the site daily.

The ATN team has remodeled and renamed the FM 7-1 manual as the Training Management How-To section of the site. “ATN also contains links that allow users to seamlessly move between the doctrine of FM 7-0, the TMHT and other pertinent data, providing the user the ability to get to more information and knowledge,” the Web site says.


Additionally, there are links to the Digital Training Management System, as well as tutorials to help guide ATN users to their unit Mission Essential Task Lists, Task Groups and Collective Tasks. As DTMS builds and expands its features and capabilities, ATN will reflect those changes to keep users synchronized with the most current procedures.

The cornerstone of the ATN’s interactive experience lies within the ATN collaboration feature, where users can access the ATN blog and forum, “Ask a Trainer” section and a list of Army knowledge center links, TRADOC schools and centers and training publications and resources.

Under the “Ask a Trainer” section, users are encouraged to submit their questions about Army doctrine and training methods. Feedback can range from comments on contents to suggestions on the look and feel of the site. The ATN team strives to provide an “individual and specific” answer within three working days, Brosnan said. “We either answer the questions directly, or we find the person who [is qualified] to answer the question,” he explained.

### Close contact

Each month, ATN delivers a newsletter to ATN users via e-mail. The newsletter keeps readers informed about the most recent changes on the site, plans for the future and instructions on joining the ATN forum. The February newsletter announced the additions of interactive Training Guidance and Combined Arms Training Strategy products and also identified the five most popular product downloads for January.

In keeping with the ever-changing Army, the ATN expects current and future technologies to provide a better and more robust training product for years to come. The success of the site and of the Army’s trainers is heavily reliant upon users’ contributions; the ATN team stresses that the site is made to serve Soldiers first and foremost. “ATN is only as good as our leaders, training managers and Soldiers make it,” Brosnan said. “The possibilities are limitless.” 

To contact the NCO Journal, e-mail [ATSS-SCN@us.army.mil](mailto:ATSS-SCN@us.army.mil)

# BUILDING A RESILIENT ARMY COMMUNITY



Story and photos by Cindy Ramirez

**R**esiliency — the ability to bounce back from adversity — is not just important to keep Soldiers healthy and strong. It's a personal strength needed among families, health care workers, civilians and others who support those Soldiers to build and maintain a strong Army community.

Armywide, installations are working to provide resiliency training, programs and centers aimed at maintaining holistic health and strength — body, mind and spirit.

This is especially important when suicide and divorce rates among those in the military are at an all-time high, children are seeing their parents deploy more often and for longer periods of time, and health care workers are providing services to an increasing number of patients, Army officials said.

In fact, though strictly voluntary, the Army is working to encourage families to become involved in resiliency programs. To this end, the Army has recently launched several actions to help improve behavioral health among families in communities.

- Army Family Readiness Groups and spouses are being provided with suicide prevention training.
- TRICARE Assistance Program offers online behavioral health resources to service members and their families.
- Army leaders reaffirmed their commitment to the Army Family Covenant first signed in 2007, which promises to take

Spc. Alejandro Seguritan, 23, left, who was injured and burned during combat in Iraq in May 2009, talks with Spc. Fredy Guzman, 20, who is battling an autoimmune disease, in the kitchen area of the Warrior Family Support Center at Fort Sam Houston, Texas.

care of not only Soldiers, but also their families. Army News Service reported the service's investment in family programs and facilities has doubled to \$1.5 billion over the past two years, with funding creating 36 Warrior Transition Units and 72 child development center construction projects, increasing access to health care and establishing the Army Spouse Employment Program.

Other programs, such as Battlemind for Spouses, were created to help improve families' mental well-being by providing them skills to cope with pre- and post-deployment issues. Strong Bonds, a chaplain-led program, helps build resiliency by strengthening the family through offsite retreats where single Soldiers, couples and families learn to maintain strong relationships.

The Families Overcoming Under Stress, or FOCUS, program aims to help highly stressed children and families cope with the challenges of multiple deployments by providing them with resiliency training. Recently established at Fort Lewis, Wash., FOCUS has been in operation at several installations nationwide and is among the hundreds of suicide prevention and resiliency programs being assessed for their effectiveness.

While preventing suicides is one of the goals of resiliency programs, "behavioral health is the overall objective," said Brig.

Gen. Richard W. Thomas, Office of the Surgeon General, speaking about Comprehensive Soldier Fitness during the 2010 Nominate Sergeants Major and Senior Enlisted Advisors Conference.

“CSF prepares, sustains and enriches the force, from its Soldiers to its families to its providers,” he said.

CSF focuses on five dimensions of health: emotional, social, spiritual, family and physical.

## FINDING SOLACE

Among the most notable programs that are garnering attention for addressing these dimensions of health are the Warrior and Family Support Center at Fort Sam Houston and the Fort Hood Resiliency Campus, both in Texas. The programs offer communities a place find solace and support to help them find their inner strength, directors said.

The Resiliency Campus mirrors the CSF goals, and has been an instrumental component of Fort Hood’s Behavioral Health Campaign, said campus Commander Col. William Rabena.

“The campus developed from the need to take better care of Soldiers and their families at all times, not just following deployments,” Rabena said. “With the establishment of the Behavioral Health Campaign, it’s become increasingly important.”



**Above:** A technology lab at the Warrior Family Support Center offers computer courses to Soldiers and families.

**Right:** Master Sgt. Darin Schartner walks through a tranquility pond at the center, which will soon include a putting green.



## A HOME AWAY FROM HOME

The Warrior and Family Support Center first opened as a 1,200-square-foot office at Fort Sam Houston in 2003. Through \$5.6 million in community donations, the center was expanded to 12,000 square feet in December 2008 and features a family room with a big-screen TV, a video gaming room, a computer lab, kitchen and dining area and an outdoor patio and garden. Information and referral services are also offered at the center.

“It’s a great place to come and get out of the barracks, to feel like you’re still living your life,” said Spc. Alejandro Seguritan,

who is being treated at Brooke Army Medical Center at Fort Sam Houston for major burns he received in Iraq in May 2009.

The center primarily serves Soldiers who are being treated at BAMC, allowing family members to be involved in their rehabilitation by providing them a “home away from home,” said Judith Markelz, the WFSC program manager.

“These families didn’t ask to come here,” Markelz said. “They’re scared and they’re frightened and they need every bit of help they can get.”

Sandra March, whose husband, Staff Sgt. Jason March suffers from traumatic brain injury after being hurt in Iraq in 2006, said going to the center “is like coming home. Everybody greets you. Everybody knows your name.”

The staff sergeant, who retired in July 2009, was a patient at BAMC for three years and is now in a vocational rehabilitation program in San Antonio. March said she and her husband considered the center a “safe place” where they could relax and relate with other wounded warriors and their families. She now “pays it forward,” she said, helping teach a mosaic tile art class.

“It’s always nice to go back there and get a mental check that there’s still people behind us who need this service,” she said.

Spc. Fredy Guzman, 20, who is being treated at BAMC for an autoimmune disease, said he’s touched to learn the WFSC is supported by donations.

“Absolutely, it’s quite a gift,” Guzman said.

The center has 100 volunteers — and a waiting list of 40

more — who teach computer, art and other quality-of-life courses and offer a Soldiers and their families a shoulder to lean on.

“This has definitely humbled me,” said Master Sgt. Darin Schartner, one of only nine paid staffers. “It’s not just about a nice building. The warriors themselves — no matter if they’re an amputee, or sick or a burn victim — are the ones who inspire us. They come in here unsure of why they’re here, but in short time you see their spirits lifted, and there’s no greater feeling.” **■**

## Tranquility Room at BAMC to help fight compassion fatigue

**H**ealth care providers often need to have their spirits lifted. Referred to as “compassion fatigue,” secondary traumatic stress disorder is common among health providers.

In 2006, the Army mandated that all medical commands assess the level of secondary trauma among their staff and provide training to increase their resiliency.

Last spring, the U.S. Army Institute of Surgical Research at Fort Sam Houston’s Brooke Army Medical Center opened its Tranquility Room, a relaxing getaway for caregivers.

Intended to help caregivers reduce stress and fatigue, the room is part of the Provider Resiliency Program at the installation’s Army Medical Department Center and School.

Equipped with a massage chair, the room incorporates lighting, sound and movement to create a tranquil atmosphere through aromatherapy, music and a waterfall.

“The outcome of taking care of the caregiver is to decrease compassion fatigue and burnout, while increasing compassion satisfaction,” said Col. Kathryn Gaylord, director of the Provider Resiliency Program, in a recent press release. “Research has demonstrated that providing a better work environment will increase retention, decrease burnout and increase patient care and satisfaction. The long-term goal is better patient outcomes.” **■**

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Soldiers at the Culinary Arts Center of the Resiliency Campus work on a chocolate statue to prepare for the U.S. Army Culinary Arts Competition.

**E**mbacing the concept of community resilience couldn't be more meaningful at Fort Hood, Texas, where a commitment to Soldiers extends beyond the barracks, installation officials said. Following the November 2009 shootings that left 13 dead and a community in shock, Fort Hood's new Resiliency Campus and Behavioral Health Campaign are further testaments to that commitment.

"It's all about taking care of our Army family, not just our Soldiers," said Col. William Rabena, who is overseeing the campaign. "We've had programs for many years, but what you're seeing now is that these various initiatives are coming together to strengthen the whole community."

In the days immediately following the shooting, the Fort Hood Carl R. Darnall Army Medical Center, III Corps and unit leadership identified individuals directly affected by the incident and provided "psychological first aid" and screenings, Rabena said. The names of more than 1,000 people "who were highly exposed" to the shooting were gathered, and about 10 percent of them requested counseling or other services.

## MENTAL HEALING

Developed to help the greater Central Texas community heal after the tragedy, the Behavioral Health Campaign addresses the psychological and emotional needs of everyone impacted.

Fort Hood officials worked with a panel of 20 national experts to develop and implement the campaign, which is broken down into a three-phase plan. The first phase provided initial traumatic event management, including making counselors available and establishing a 24/7 hotline. The second phase comprises transitioning from immediate response to need-based case management for those who requested assistance, and a community online survey that will be used to measure the prolonged impact of the incident. The third

# HEALING

Story and photos by Cindy Ramirez

phase includes targeted interventions to ensure the community and affected personnel are restored to "an optimal level of physical and emotional well-being," as well as restoring confidence in Army medicine, a campaign report states.

A review of the Fort Hood incident by the Department of Defense, released January, includes suggestions for implementing consistent policies to deliver victim and family care in cases of crisis or mass casualties. Among the recommendations is a review of "best practices" in the Army to develop service-wide programs and policies that would help commanders protect the force and assist communities in the aftermath of such incidents. Another consideration is that the Fort Hood Behavioral Health Campaign and a similar Air Force program be used as models for developing those programs and policies, according to the report.

The Behavioral Health Campaign includes support from the DoD, the Department of the Army and the Central Texas community, all of which continue to make resources available to Fort Hood, Rabena said.

"We want to make sure nobody falls through the cracks — not our Soldiers, our families, civilians, health care providers or anybody in the community," Rabena said. "The campaign was developed as a response to the shootings, but the whole-community approach is helping us review our behavioral health assets and ensure they continue in place for any related issues our Soldiers and our community may have."

## A RESILIENT COMMUNITY

Resiliency is key to maintaining strong mental health, Rabena said, and even before the shootings, Fort Hood had been working to expand and improve its resiliency programs, including the Resilience and Restoration Center, the Warrior Combat Stress Reset Program and most recently, the Resiliency Campus. The campus opened in September 2009 and continues to grow.

The campus takes a holistic approach to health — mind, body and spirit — and encapsulates the tenants of the Compre-



Sgt. Joe Reyna plays Wii Sports in the gaming room of the Fort Hood Resiliency Campus Wellness Center.

# AT HOOD

hensive Soldier Fitness program.

“The campus developed from the need to take better care of Soldiers and their families at all times, not just following deployments, and certainly not only after a crisis,” Rabena said.

The campus encompasses an entire block at the installation and houses an array of programs.

A Spiritual Fitness Center offers a mediation area, Internet café and library, chaplain-led counseling and Battlemind classes designed to help Soldiers and families cope with pre- and post-deployment issues. Located in a renovated chapel, the Spiritual Fitness Center is not connected to any religion. Instead, its serene sanctuary open 24/7 allows visitors to seek counseling, read, reflect and relax.

The Cognitive Enhancement and Assistance Center houses the headquarters for Military Family Life Consultants, which helps family members improve communication and cope with anxiety and aggression, loss and grief and reintegration issues. It also houses the Army Financial Assistance Center and the Army Center for Enhanced Performance. The latter comprises Human Performance Lab, which among other biomedical and physiology testing, measure metabolism and cardiovascular endurance to help design health and fitness programs tailored to individual Soldiers and their families.

A Wellness Center offers classes on healthy eating, stress control, tobacco cessation and other health issues. The center includes the still expanding Functional Fitness Center, comprising a weight room, rock climbing wall, CrossFit studio, yoga, massage and aroma therapy rooms, juice bar and a gaming room with Wii consoles for family use.

“You can see how these programs offer everything Soldiers and their families need,” said Sgt. 1st Class William E. Loggins of the Resiliency Campus. “We hear a lot of the new Soldiers and their families say how great this is, and a lot of the older Soldiers ask why we didn’t have this sooner.”

The campus also houses a Culinary Arts Center and a reflection pond. A playground and child care center are under construction, the latter supported by donations, Loggins said.

“The child care will allow our Soldiers and their spouses to take full advantage of all the other facilities on the campus without worrying about where to leave the kids,” Loggins said.

Founded on the idea of aiding the Soldier and the family before crisis begins, Rabena said, the Resiliency Campus will continue to grow through a commitment by Fort Hood, and he hopes, continued community support.

“The word is out, and as the families, retirees and community learn about it and use the services available to them, I think we can continue to expect great things.”

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A poster board memorial at the Spiritual Fitness Center of the Resiliency Campus displays news articles, photos and messages from Soldiers and their families honoring the victims of the Nov. 5, 2009, Fort Hood shootings.



The Functional Fitness Center will soon include a rock-climbing wall, a dedicated CrossFit studio and massage and aromatherapy rooms.

Below: A food pantry is available for Fort Hood families as part of the Resiliency Campus.



Background and at left: The reflection pond at the Fort Hood Resiliency Campus opened in December 2009 and features walkways and sitting areas.

## Fort Hood Resiliency Campus

For more information:  
[www.hood.army.mil/resiliencycampus](http://www.hood.army.mil/resiliencycampus)

*Experiencing the*  
**'Smithsonian  
of the Army'**



Built to educate visitors about the owners of the 'last hundred yards,' the new National Infantry Museum is unlike any other in the Army system

STORY AND PHOTOS BY MICHAEL L. LEWIS



As the elementary schoolers hesitantly made their way up the 100-yard-long ramp, the shouts of infantrymen in the midst of battle pierced the din of gunfire and the notes of a somber symphonic score. Around each maze-like turn, the determined faces of Soldiers, the walls of ruined buildings and the shiny exteriors of vehicles and equipment were sporadically illuminated by the glow of simulated explosions nearby. If these young visitors were ever curious what it was like on the front lines of battles from the American Revolution to the present conflicts in Iraq and Afghanistan, these sights and sounds gave them a sample of the experience of infantrymen and their ownership of the “last hundred yards” in battle.

The students, on a field trip last December from nearby Smith Station Intermediate School in Smith Station, Ala., were among the more than 250,000 visitors who have wended their way through the new National Infantry Museum in Columbus, Ga., since its opening last June. Often referred to as the “Smithsonian of the Army,” the new \$110 million, 190,000-square-foot structure erected just outside the gate of Fort Benning is like nothing the Army has ever built in terms

of its size, its high-tech sophistication and the unique public-private partnership that operates it.

While the Army maintains ownership and continues to preserve the collection of more than 1,600 artifacts, the National Infantry Foundation raised the money to construct the building, design its myriad exhibits and is paying off the mortgage. The plan is for the foundation to gift the structure back to the Army once fundraising is complete.

“The Army builds museums, but they don’t build anything fancy,” said David Stieghan, Fort Benning’s command historian. “To them, it’s just a storage location, because the museum is a training aid to help train the heritage and history of the branch to its Soldiers. This is how I liken it: The museum that the Army can build is like a cardboard box. But, what an association like the infantry foundation can come along and do is put a nice wrapping and a bow on it. Then, it’s not just better for Soldiers; it’s better for visitors who can come in and enjoy the story. That’s what we have here.”

The branch’s museum previously was housed in a 1925 hospital building on Fort Benning. However, that was not an ideal location.

“There’s only so much you can do to an old building like that,” Stieghan said. “Old buildings, believe it or not, don’t make good museums because of temperature and climate issues. It was crammed with artifacts and was too small for the huge collection. The story of the American foot Soldier’s contribution to our history was far too important to have in that crumbling building.”

It was also staid and static, not in keeping with exhibit design trends or technology, said Mike Criscillis, the museum’s chief curator.

“The old museum, there was nothing going on. It was dated, but it served a purpose for what it was intended to be used for. But, they were using 60-year-old technology, largely because they didn’t have a budget to work with.”

In the mid-1990s, officials from the National Infantry Foundation, the private fundraising association connected with the museum, teamed with city leaders from Columbus to design a state-of-the-art replacement that would not only better house the museum’s massive collection – among the largest in the Army – but would also become a must-see tourism destination.

“The good folks of Columbus said:

Background: The exterior of the National Infantry Museum just before dusk last December. The flag-lined walk at left leads to the parade field behind the building.



The “Last 100 Yards” ramp is the centerpiece exhibit at the museum. Visitors enter the gallery through the giant, round, metallic entrance, built to evoke a drum. Visitors then encounter several life-size and life-like recreations of scenes from key battles in each of the major wars American Soldiers have fought in. The sounds of battle, swelling music and archival film footage surround visitors as they make their way through.



Let’s think big. Let’s build something that is first and foremost appropriate for the legacy of the infantry,” said Greg Camp, a retired colonel who now serves as the executive vice president of the foundation. “Secondly, we wanted something that will become the iconic, signature facility for this community. This will become for Columbus what the Baseball Hall of Fame is for Cooperstown, N.Y., or the Riverwalk is to San Antonio, Texas.”

Indeed, the facility is larger than any other in the Army museum system, comprising three floors of galleries, an Imax theater, a rifle range simulator, a full-service restaurant and a large gift shop. The signature exhibit, the “Last 100 Yards” ramp, is a 360-degree multimedia feast in which visitors walk through full-size dioramas of signature battles from each of the Army’s major wars. Planes, helicopters and parachuting troops hang from the ceiling amid lifelike mannequins that were created from full-body casts of Fort Benning Soldiers, and archival video footage is projected on rocks, walls, floors and even the underside of a parachute.

“This is a 21st century idea of what an Army museum can look like, what the potential is,” Stieghan said. “For that reason, it expands on what the possibilities are. It’s kind of an incubator, an experimental museum. It’s very large, very modern, and

we’re working out the kinks of what we think is an example for other museums in the Army system.”

Yet, the museum’s reach isn’t confined to the building. The entire complex sits on 200 acres and includes as its centerpiece a parade field where the majority of Fort Benning’s course graduation ceremonies are now held. Soldiers march through a neighborhood of historic World War II buildings toward a stadium filled with cheering family and friends.

“It’s hard to beat, walking out there and seeing the families of these young Soldiers just swept up in what their son has committed to,” Camp said, his voice

filling with emotion. “The families now have a much, much deeper appreciation for the significance of this than they did before; now they can put it into a context.”

“Once the Soldiers are finished [at the graduation ceremony], they can bring them into the museum, take them up the ramp and say, ‘This is what I do now, Mom and Dad,’” Stieghan said. “They can show that with pride, and their family can take great pride in it, too.”

Still, the main mission of the museum remains to serve as a tool to teach Soldiers about their branch’s legacy.

“Part of the program of instruction for all of these young Soldiers in their initial

A Soldier mannequin from the World War I exhibit peers around the corner at students on a field trip from Smith Station Intermediate School in Smith Station, Ala., last December. More than 50 custom-made mannequins can be found in the museum; each was made from a full-body cast of a Soldier assigned to Fort Benning.





entry training is to come here and spend at least half a day in the museum,” Camp said. “They get a class from the command historian. Then, they get to tour the museum and get that class brought to life. That was high on our list; Soldiers were a top priority.”

Students in other courses – from the Warrior Leader Course to Officer Candidate School – also study at the museum, Stieghan said.

“It’s a history campus; that’s the way we look at it. The museum maintains a phenomenal collection so Soldiers can see their heritage – a three-dimensional representation of the Soldier’s profession. It shows, in real objects that you can associate with an event or a person, what came before you. Some learn through reading, some through lectures, some through battle drills – this is just another way, a hands-on way of learning, of absorbing their profession.”

Another main goal was educating visitors about the courage displayed by infantry Soldiers, who have comprised nearly 80 percent of casualties in all the battles the United States has engaged in, Criscillis said.

“Our goal is to bring the people from the past to the present, while showing the valor and sacrifices that were made in the past. We want people to understand what a Medal of Honor recipient did to receive that medal, but also the story of the uncommon hero – the person who rose to the occasion at that moment.”

“When you bring a Soldier up that ramp, you bring them from Yorktown to Baghdad,” Stieghan said. “They walk through it and say, ‘Okay, I can imagine what the sacrifices are, and what I’m going to be doing, maybe, in the next month.’”

While the museum is specifically dedicated to telling the story of the infantry Soldier, the complex was also designed to accommodate the move of the U.S. Army Armor School to Fort Benning, which began last year.

In February, Soldiers began moving the hundreds of armor museum macro-artifacts from Fort Knox, Ky., but the bulk of that collection will not be moved until a temporary storage facility is built on the other side of the parade field. Eventually, a new National Armor and Cavalry Museum will be built facing the existing infantry museum, Camp said.



Artifacts dot the wall in the World War I gallery, one of six devoted to the major conflicts U.S. infantrymen have fought in. The artifacts on display, however, are only a small fraction of the more than 60,000 in the museum’s full collection.



On the eve of their graduation from basic training, Soldiers from Fort Benning practice on the parade field behind the museum. In the foreground, along the pass and review line, sits one of six granite pavers embedded with soil from the battles represented in the “Last 100 Yards” exhibit. This one features soil taken from the Civil War battlefield at Antietam, Md.

“You’re really going to have two bookends – the infantry museum on the north end of the complex and the armor museum on the south end. In between, you’ve got the parade ground and you’ve got the World War II company street and you’ve got the memorial walk of honor. All three of those things are not infantry specific, they’re not even Army specific; they’re servicemen specific.”

The new armor museum will be among the many features still to come at the complex, including the construction of a 250-foot-tall replica of a jump tower. Also to be completed are the last two galleries in the museum, which focus on the American Revolution and Civil War, a ranger exhibit and an Army-centric Imax

film. All will be created by the foundation, with artifacts and expertise contributed by the Army museum staff.

“It’s a world-class museum. We’ll continue to improve on it and continue to work with the foundation to keep it on top,” Criscillis said. “We want to continue this marriage. I think it’s good for the Army, and it’s good for our country, too, because we have to find other resources of how to maintain our culture.”

“They’ve taken a lot of risks,” Stieghan said of the museum. “They’ve thought big from the very beginning. And, you can see what they’ve created.” **NJ**

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# WEST POINT REACHES OUT TO ACTIVE DUTY SOLDIERS

The military academy offers Soldiers the opportunity to advance in their careers, becoming officers in the U.S. Army



By Angela Simental

The United States Military Academy at West Point has been a premier center for future military and community leaders since its inception in 1802. As active duty Soldiers face more challenges in the battlefield and the classroom, career advancement opportunities to become officers open in the top public college in the nation, explained West Point Command Sgt. Major, Anthony Mahoney to Class 60 at the U.S. Sergeants Major Academy, Fort Bliss, Texas in February.

“It’s not very well known that active-duty Soldiers can attend West Point,” Mahoney said. “It is not publicized enough, so we need to put more information out there.”

Mahoney explained that noncommissioned officers can help their Soldiers become aware of the opportunities and admission process at West Point through professional-growth counseling. “We always talk to Soldiers about re-enlistment options, but we should also talk to them about the options to advance in the Army,” he said.

Mahoney urges NCOs to look for talent and learn how they can send their best enlisted Soldiers to West Point. He said prior-enlisted Soldiers bring a wealth of knowledge to the cadets who have never been in the Army or deployed.

“As NCOs, you have the ability to facilitate the process and link your Soldiers to West Point,” added Maj. Brian Easley, West Point Soldier admission officer. “We need the chain of command to endorse it.”

In 2009, *Forbes* magazine and The Center for College Affordability and Productivity ranked West Point as the number one public college in the United States based on the level of education, experience and achievements.

Its core curriculum is divided into four areas: academics, physical fitness, military poise and moral and spiritual development, to create, as Mahoney described, a “well-rounded leader.” Its academic program offers 45 majors. “It is challenging and stressful, but students receive world-class education,” Mahoney said. “Our prior-enlisted Soldiers are more experienced and tend to rise to the top of the cadet leadership.”

West Point is also known for being competitive in the sports arena, which is why cadets are expected to get involved in a sport each semester. On the other hand, military training is held every summer, while moral development is continuous throughout the four years. These activities are easier for a prior-enlisted Soldier because they already have the discipline and skills from having served in the Army, Mahoney explained.

Upon graduation, cadets receive a bachelor’s degree and are automatically commissioned as a second lieutenant in the U.S. Army. They must serve a minimum of five years on active duty and agree to an eight-year military service obligation.

“In West Point, cadets are totally immersed 24 hours a day, 365 days,” Mahoney said of the four years students spend at West Point.

To prepare Soldiers for the academic, mental and physical challenges they will face at West Point, young privates or specialists are sent for one year to the U.S. Military Academy Preparatory School, which according to the West Point admission office, offers an individually-tailored program “to correct any deficiencies in academic areas and strengthen the candidate’s abilities for a smoother transition to West Point.”


Easley said Soldiers do not need to take any college classes to attend the academy. Prior-enlisted Soldiers need to demon-

strate potential to succeed in the challenging environment, he said. The admissions process can be completed online, anywhere, anytime.

Every year, there are 85 slots reserved especially for active duty Soldiers. “Ten percent of the class should come from the Army,” Easley said. “It is good for those young cadets right out of high school to have someone in their class to look up to – who has experience.”

Any current-contract Soldiers may have will be terminated once they start attending West Point. “They don’t need to worry about their contract or paying back any loans,” Easley said. In case Soldiers are forced or decide to leave, they will “pull out the old contract,” he added. “They are committing themselves to the Army – they will serve active duty after graduation.”

“Remember to look at the bigger picture,” Mahoney said to Class 60. “Giving up the best Soldiers in your unit doesn’t mean losing them. It means the Army is gaining a better officer.”

For more information visit West Point’s Web site, <http://admissions.usma.edu/Soldiers/>, or call the admissions office at 800-822-USMA. 

To contact Angela Simental, e-mail [angela.simental@us.army.mil](mailto:angela.simental@us.army.mil).

## Evaluation Process

- Academic performance counts for 60 percent and is based on high school rank, SAT or ACT score or transcripts
- Leadership counts for 30 percent and is based on extracurricular activities, athletic participation and faculty reviews
- Fitness assessment counts for 10 percent and is based on basketball throws, pull-ups, 40-yard shuttle run, modified sit-ups, push-ups and one-mile run



Photos courtesy of West Point



## Admission qualifications

- Must be at least 17 years old but not yet 23 by July 1 if admitted to USMA, and not older than 22 if admitted to USMAPS
- Be a U.S. citizen
- Receive an SAT score between 1050 or 1450 or an ACT score above 21
- Unmarried, not pregnant or with legal obligation to support a child
- Have completed Basic Training
- Receive a service-connected nomination from a commander
- Be of good character, show trustworthines and emotional stability (never been convicted of a felony)
- Demonstrate physical strength in accordance to the parameters established by the Candidate Fitness Assessment
- Pass the medical exam administered by the Department of Defense Medical Examination Review Board



## How to apply

- Complete a candidate questionnaire online at <http://secwww.admissions.usma.edu/forms/apply/Default.asp>
- Apply online at <http://admissions.usma.edu/apply.cfm>



## Advantages of attending West Point

- Automatic consideration for the U.S. Military Academy Preparatory School
- Graduates are commissioned as second lieutenants in the Army
- Full medical benefits
- Fully funded four-year college education (includes tuition, room and board)
- Cadets receive an annual stipend of \$6,500



# Military Justice & Discipline

**W**ithout the glue that is proper discipline, the Army cannot function – that core tenet is ingrained in basic trainees from Day 1. While the commander is responsible for instilling discipline in the Soldiers he or she leads, the NCO aids in this effort by fostering greater teamwork, enhanced efficacy and stronger unity.

Yet, many Soldiers inaccurately equate military discipline solely with punishment, overlooking the reality that self-will, determination and a well-formed

understanding of the roles and responsibilities within the Army are all necessary components. To educate young NCOs in this broader view, the new Warrior Leader Course adds a detailed lesson on military justice and discipline, one that attempts to instruct students about the entire process.

“It’s a great addition,” said Staff Sgt. Dennis Henning, a small group leader at the Christopher R. Brevard NCO Academy at Fort Wainwright, Alaska, one of the pilot sites for the new POI. “Soldiers don’t know much about it unless they actually have gone through it – either they’ve given an Article 15 [nonjudicial punishment] or have had one given to them.”

Incorporating material from AR 600-20, *Army Command Policy*; the Uniform Code of Military Justice; and AR 27-10, *Military Justice*, the lesson begins with an analysis of the concept of command authority and the components of proper military discipline. It then guides students through the procedures used to correct or punish wayward Soldiers.

**COMMAND LEADERSHIP:** Commissioned and warrant officers are responsible for developing their unit’s discipline and cohesiveness. NCOs assist the commander with creating a good leadership climate, especially in ensuring loyalty,



The judge’s bench, foreground, and the accused’s seat, background right, are seen in the 4th Judicial Circuit courtroom at Fort Bliss, Texas. Between 50 and 75 courts-martial are held in the courtroom each year.

trust and confidence are abundant between the commander and Soldiers.

**MILITARY DISCIPLINE:** This is comprised of self-discipline, respect for authority and the embracing of the professional Army ethic with its supporting values. Commanders enforce discipline by developing a spirit of teamwork; through smartness of appearance and action; by showing mutual respect between senior and subordinate personnel; by prompt and willing execution of both the letter

and the spirit of the legal orders of their commanders; and by exhibiting fairness and equity for all Soldiers.

**PROHIBITED RELATIONSHIPS:** Soldiers must avoid any relationship that compromises or appears to compromise the integrity of the chain of command, causes actual or perceived partiality or unfairness, involves or appears to involve the improper use of rank or position for personal gain or creates an adverse impact on discipline, authority, morale or the ability to accomplish the mission. Such improper relationships are often misunderstood by students, Henning said. “It surprises students the most because most only think of fraternization as a male-female relationship. But, they don’t realize that a subordinate-superior relationship could also be inappropriate.”

**OPTIONS AFTER AN OFFENSE:** Students learn the detailed procedures involved in carrying out nonpunitive measures, imposing nonjudicial punishment (an Article 15) and referring serious incidents to a court-martial. While it is the commander’s responsibility to initiate and enforce such actions, the input of the NCOs who work with an accused Soldier are invaluable to an officer charged with determining his or her guilt and the appropriate punishment.



## OPTIONS DEPENDING ON THE OFFENSE

Depending on the gravity of the offense, commanders have several options at their disposal to enforce military discipline and justice within their ranks, according to AR 27-10, Military Justice. In commands led by an NCO — an NCO Academy, for example — officers are assigned to mete out the measures or punishment recommended by the command sergeant major.

### Nonpunitive measures:

- ✓ **For minor infractions:** Nonpunitive measures usually deal with misconduct resulting from simple neglect, forgetfulness, laziness, inattention to instructions, difficulty in adjusting to disciplined military life and similar deficiencies.
- ✓ **Not punishment:** These measures are primarily tools for teaching proper standards of conduct and performance and do not constitute punishment.
- ✓ **Examples:** Denial of pass or other privileges, counseling, administrative reduction in grade, administrative reprimands and admonitions, corrective training, bar to re-enlistment and military occupational specialty reclassification.

### Nonjudicial punishment (Article 15):

- ✓ **For minor UCMJ violations:** Generally, the term “minor” includes misconduct not involving any greater degree of criminality than is involved in the average offense tried by summary court-martial.

- ✓ **The next level:** The aim is to correct, educate and reform offenders whom the commander determines cannot benefit from less stringent measures.
- ✓ **Record preserved:** A Soldier’s record of service is protected from the stigma of a court-martial conviction.
- ✓ **Examples:** Correctional custody, restriction, extra duties, reduction in grade and forfeiture of pay.

### Courts-martial:

- ✓ **For serious UCMJ violations:** When a commander determines that more than an Article 15 is appropriate — that the proper sanction lies in a judicial forum — he or she can recommend the case be referred to a court-martial.
- ✓ **Summary court-martial:** Convened by a battalion commander under simplified procedures, this court can only try enlisted personnel. A field-grade officer presides.
- ✓ **Special court-martial:** Can be convened by a brigade commander. It can be presided by a military judge alone or with a panel of three officers. For this and a general court-martial, a federal conviction results if a Soldier is found guilty.
- ✓ **General court-martial:** Convened by a general officer, it can be presided by a military judge alone or by a judge and a panel of five officers. As the highest military trial court, it involves much more detailed and formal procedures.

## Article 15 procedures: The process in a nutshell

### PRELIMINARY INQUIRY

The commander initiates an informal investigation into the alleged offense to determine whether an offense was committed, whether the Soldier was involved and the character and military record of the Soldier. If he or she finds that an offense was committed and nonjudicial punishment is warranted, one of two options is available:

### SUMMARIZED PROCEEDINGS

Punishment is limited to, for example, 14 days of extra duty or restriction, an oral reprimand, or both.

### FORMAL PROCEEDINGS

Punishment can exceed the above. The Soldier can request counsel — a judge advocate or Army civilian lawyer.

### HEARING

The Soldier is notified of his or her rights, including being able to demand trial by a court-martial. At the hearing, evidence is presented and testimony is given by witnesses against the accused or in the Soldier’s defense. The commander then determines the Soldier’s guilt or innocence and either imposes punishment or ends the proceedings.

### APPEAL

The Soldier can appeal the decision to the commander’s higher authority, who usually acts in three to five days. The Soldier may feel the evidence doesn’t support a determination of guilt or may believe the punishment imposed is excessive. The higher authority may refer the appeal to a judge advocate for a legal opinion.

# NCO Stories

*A selection of Valor*



## Cpl. Tibor Rubín

### *Citation to award the Medal of Honor*

*For conspicuous gallantry and intrepidity at the risk of his life above and beyond the call of duty: Corporal Tibor Rubin distinguished himself by extraordinary heroism during the period from July 23, 1950, to April 20, 1953, while serving as a rifleman with Company I, 8th Cavalry Regiment, 1st Cavalry Division in the Republic of Korea.*

*While his unit was retreating to the Pusan Perimeter, Corporal Rubin was assigned to stay behind to keep open the vital Taegu-Pusan Road link used by his withdrawing unit. During the ensuing battle, overwhelming numbers of North Korean troops assaulted a hill defended solely by Corporal Rubin. He inflicted a staggering number of casualties on the attacking force during his personal 24-hour battle, single-handedly slowing the enemy advance and allowing the 8th Cavalry Regiment to complete its withdrawal successfully.*

*Following the breakout from the Pusan Perimeter, the 8th Cavalry Regiment proceeded northward and advanced into North Korea. During the advance, he helped capture several hundred North Korean soldiers. On October 30, 1950, Chinese forces attacked his unit at Unsan, North Korea, during a massive nighttime assault. That night and throughout the next day, he manned*

*a .30 caliber machine gun at the south end of the unit's line after three previous gunners became casualties. He continued to man his machine gun until his ammunition was exhausted. His determined stand slowed the pace of the enemy advance in his sector, permitting the remnants of his unit to retreat southward. As the battle raged, Corporal Rubin was severely wounded and captured by the Chinese.*

*Choosing to remain in the prison camp despite offers from the Chinese to return him to his native Hungary, Corporal Rubin disregarded his own personal safety and immediately began sneaking out of the camp at night in search of food for his comrades. Breaking into enemy food storehouses and gardens, he risked certain torture or death if caught. Corporal Rubin provided not only food to the starving Soldiers, but also desperately needed medical care and moral support for the sick and wounded of the POW camp.*

*His brave, selfless efforts were directly attributed to saving the lives of as many as forty of his fellow prisoners. Corporal Rubin's gallant actions in close contact with the enemy and unyielding courage and bravery while a prisoner of war are in the highest traditions of military service and reflect great credit upon himself and the United States Army.*

# A hero in the face of horror

By Spc. Samuel J. Phillips

Forced into a concentration camp by Nazis and later imprisoned in a North Korean prisoner of war camp, one young man would survive, becoming one of America's greatest heroes.

Tibor "Ted" Rubin was born in Paszto, Hungary, in 1929. During Germany's effort to wipe out Hungary's Jews in 1943, Rubin's family was transported to the infamous Mauthausen concentration camp in Austria. Rubin recalled in an interview with James S. Robbins for a *National Review* article, that on his first day in the camp an SS captain told the captives, "None of you will get out of here alive." For 14 months, Rubin survived despite watching his mother, father and two sisters perish from the brutality of their Nazi captors.

On May 5, 1945, Rubin was liberated when the U.S. 11th Armored Division defeated the Nazis at Mauthausen. Feeling nothing was left for him in Hungary, Rubin vowed that he would show his appreciation to the country that saved his life and gave him his freedom. He emigrated to the United States.

To fulfill his promise, Rubin joined the U.S. Army in February 1950, and soon found himself in Korea with the 3rd Battalion, 8th Cavalry Regiment, one of the first units sent to help repel North Korean invasion forces. His unit became involved in the withdrawal to the Pusan perimeter, and in one particular engagement Rubin volunteered to stay behind to confuse the enemy as his company redeployed from one hill to another.

"The North Koreans, thinking the hill was still occupied by a whole company, made an all-out offensive with all their available troops," said Leonard Hamm, who served with Rubin in Korea. "Rubin had stocked each foxhole with grenades, and during the attack the following morning made his way running from foxhole to foxhole, lobbing grenades, one after another, down upon the enemy; he became almost hysterical in his actions. But he held the hill."

Rubin's immediate superiors recommended him for the Medal of Honor for his defense of the hill and other actions. However, these officers died before the paperwork could be processed. Then, after the Inchon invasion, the 8th Cavalry Regiment moved north toward the Chinese border, where they would find a new adversary as the Chinese Army entered the conflict. Rubin would be forced into yet another situation where he would prove his dedication to his adopted country and his brothers in arms.

Early in November 1950, Chinese forces swarmed south from the Yalu River, destroying Rubin's battalion at the Battle

of Unsan, and captured hundreds of Americans, including Rubin. These men would find themselves in the Pukchin POW camp, also known as "Death Valley," and later at Pyoktong along with Turkish and other U.N. Soldiers. At these camps, first run by North Koreans and later by the Chinese, prisoners faced a living nightmare of hunger, cold and disease. "It was hardest on the Americans who were not used to this," Rubin said. "But I had a heck of a basic training with the Germans."

Rubin used what he had learned in the Nazi concentration camps of the Holocaust to help keep himself and other prisoners alive. "I did it because I was an American," Rubin said, "and because it was a *mitzvah*. Regardless of color or nationality, they were my brothers." One of the ways Rubin played a role in the survival of his fellow POWs was by stealing rations from their captors.

Carl McClendon, one of Rubin's fellow POWs, said, "Every day when it got dark and we went to sleep, Rubin was on his way, crawling on his stomach, jumping over fences, breaking into supply houses, while the guns were looking down on him. He tied the bottom of his fatigue pants and filled them up with anything he could get a hold of. Then, he crawled back and distributed the food that he had




U.S. Army Photo

Tibor "Ted" Rubin addresses the crowd after receiving the Medal of Honor from President George W. Bush during a White House ceremony Sept. 23, 2005.

stolen and risked his life for."

After some time in the POW camp, the Chinese learned that Rubin was originally from Hungary and offered to let him return to his home country, which at the time was behind the Iron Curtain. Turning down offers of a job, good clothes and all the food he could ever want, he refused to leave his comrades and be a pawn for Chinese propaganda. "I stood by my oath," he said. Rubin remained in the POW camp until he was released at the end of the war and was credited by the Army for saving more than 40 lives during his 2 1/2 years of imprisonment.

After returning to the United States, Rubin finally became a U.S. citizen. "I was the happiest man in the world," he said. He then left the Army and worked at his brother Emery's store. Rubin married his wife, Yvonne, a Dutch Holocaust survivor, and raised their two children, Frank and Rosalyn, in Garden Grove, Calif. Living a quiet life, Rubin surprised many at a 1980 Korean War veterans' reunion simply by showing up, because many of the men in his original unit believed he was dead.

Rubin would finally receive his long-deserved Medal of Honor from President George W. Bush during a White House ceremony Sept. 23, 2005. "It's a dream come true," Rubin said. "It is the highest honor of the best country in the world." 

# Special Forces Soldiers' actions honored with Bronze Stars

By Susan Huseman  
USAG Stuttgart

Three 1st Battalion, 10th Special Forces Group Soldiers were presented with Bronze Star medals during a ceremony held at Panzer Hall in Böblingen, Germany, on Feb. 4.

Sgt. 1st Class Justin J. Aflague, Staff Sgt. Jarred E. Shewey and Staff Sgt. Ryan M. Stovall, all assigned to 1/10 Special Forces Group Operational Detachment Alpha, were awarded the Bronze Star medal with "V" device for their heroic actions while supporting an International Security Assistance Forces mission in Afghanistan on July 29, 2009. Sgt. 1st Class Sean Laske, an intelligence sergeant, also earned the Bronze Star, but was unable to attend the ceremony.

The Soldiers were on a dismounted patrol in the northern Uzbin Valley when their small team of Soldiers, marines and Afghanistan National Army soldiers came in contact with 15 insurgents.

In the ensuing firefight, Chief Warrant Officer Douglas Vose, their patrol leader, was mortally wounded. The Soldiers were cited for enabling their patrol to suppress the insurgent attack and for allowing for the medical treatment of Vose.

"We just did what we were trained to do," said Aflague, a communications sergeant from Sinajana, Guam, who reached Vose first and provided first aid.

"We tried to make the best out of the situation we were handed," he said. "Unfortunately, we took a big hit with Doug. It was like losing a family member."

While Aflague rendered aid to Vose, Stovall, a senior medical sergeant from Troy, Mont., who was wounded in the left leg early in the enemy assault, engaged the insurgents with his M249 Squad Automatic Weapon, took charge of four ANA soldiers and

eliminated the enemy's position with a fragmentation grenade. He then provided medical care to Vose until the medevac arrived.

"What I did was based on the training I've received — some of the best training in the world. I feel lucky to be here and still be able to walk," said Stovall, who was struck by enemy fire a second time on Sept. 5, 2009, while on a special reconnaissance mission in Kabul Province, Afghanistan.

Stovall received two Purple Hearts for his wounds and an Army Commendation Medal for his actions in the Sept. 5 engagement.

Shewey, the point man on the patrol who engaged the enemy with M4 fire and M203 rounds, is credited with single-handedly providing the security needed to allow Aflague to begin treating Vose.

Cited for poise under intense fire, Shewey said the key was staying focused. "You can only worry about one thing at a time," said the senior weapons sergeant from Chieffland, Fla.

Capt. Anthony Heisler, Sgt. 1st Class Nick Atkins and Staff Sgt.

Jacob Lindholm were also awarded Purple Hearts for injuries sustained when their Mine Resistant Ambush Protected vehicle struck an improvised explosive device Oct. 6, 2009, in Wardak Province, Afghanistan.



Photo by Susan Huseman

Air Force Maj. Gen. Frank J. Kisner, Special Operations Command Europe commander, right, shakes the hand of Staff Sgt. Jarred E. Shewey during a 1/10th Special Forces Group valor ceremony Feb. 4.







# Ranger receives Silver Star for saving fellow Soldiers

By Tracy A. Bailey  
75th Ranger Regiment Public Affairs

A squad leader with the 75th Ranger Regiment was awarded the Silver Star for risking his life to save two fellow Rangers in Afghanistan. The award ceremony took place Dec. 2, 2009, at Fort Benning, Ga.

“The Soldier’s Creed says, ‘I will never leave a fallen comrade.’ I had to get my brothers and the most important thing in my mind was how hurt they were,” said Staff Sgt. Michael E. Norton of Alpha Company, 3rd Battalion.

Norton led his squad on an objective, Aug. 4 to 5, 2009, to raid an enemy combatant’s headquarters camp in the mountains of northwestern Khowst province in Afghanistan.

While moving to the objective, Norton and one of his team leaders were alerted to possible enemy combatants along the route and moved forward to assess the situation. As Norton and his team leader were attempting to identify the possible enemy in the valley, a seven- to nine-man enemy element initiated an ambush on the squad.

“The fire came from 12 o’clock and then, maybe a couple of seconds later, from our right and left,” Norton said.

Two more enemy combatants on the slope of the valley to the west engaged the Ranger squad with an AK-47 and rocket-propelled grenades. Another group of enemy fighters on elevated terrain to the east raked them with small arms fire.

The multiple enemy positions had effectively enveloped Norton’s squad at a distance of 25 to 50 meters, leaving Norton and his element pinned to the floor of the valley by the intense and accurate small-arms fire.

The valley left no room for maneuver; Norton, his squad and the machine-gun team element behind them immediately returned fire, but they were unable to gain fire superiority over the well-established enemy.

After the second volley of rocket-propelled grenades

knocked two of his rangers temporarily unconscious and blasted the rest of his squad with shrapnel and debris, Norton shouted for his squad to break contact.

When Norton realized that two of them had not gotten up and were still exposed to the heavy volume of enemy fire, and with complete disregard for his own safety, he turned around and purposefully charged back into the interlocking fire of the enemy ambush kill zone.

“The example of personal courage that Staff Sgt. Norton showed to get his men out of the kill zone is a testament to his character,” said Maj. Keith Carter, A Company’s commander.

Without hesitation, Norton dove down into the midst of enemy fire with his unconscious comrades, uncertain of their status, Carter said.

Lying next to the rangers, while the rest of the element attempted to suppress the enemy, Norton “started shaking and yelling as quietly as I could.”

After reviving his rangers, Norton led them back to cover through the hail of direct fire and rocket-propelled grenade strikes, bringing his entire squad out of the enemy onslaught intact.

“I’m proud of the actions of my squad, because we continued the mission after that,” said Norton.

As his platoon fought off the enemy ambush with direct fire, mortars and close air support, Norton quickly assessed his casualties and reorganized his squad to return to the fight.

Norton continued leading his squad in the follow-on assaults through two more direct-fire contacts, killing two enemy combatants.

“We receive a lot of great training here and I was just acting on instinct,”

said Norton.

The training conducted by rangers means everything on the battlefield, Carter said.

“The goal of the company and battalion is to create the most realistic scenarios possible while minimizing risk,” he said.



Photo by Tracy A. Bailey

Staff Sgt. Michael E. Norton stands in front of the Ranger Memorial at Fort Benning in November 2009.

# Roll call

o f t h e f a l l e n

## Operation Iraqi Freedom

*Capt. Marcus R. Alford, 28, Knoxville, Tenn., Feb. 21, 2010*

*Pfc. Adriana Alvarez, 20, San Benito, Texas, Feb. 10, 2010*

*Chief Warrant Officer Billie J. Grinder, 25, Gallatin, Tenn., Feb. 21, 2010*

## Operation Enduring Freedom

*Staff Sgt. Michael David P. Cardenaz, 29, Corona, Calif., Feb. 20, 2010*

*Sgt. Marcos Gorra, 22, North Bergen, N.J., Feb. 21, 2010*

*Spc. Bobby J. Pagan, 23, Austin, Texas, Feb. 13, 2010*

*Sgt. Adam J. Ray, 23, Louisville, Ky., Feb. 9, 2010*

*Staff Sgt. John A. Reiners, 24, Lakeland, Fla., Feb. 13, 2010*

*Pfc. J.R. Salvacion, 27, Ewa Beach, Hawaii, Feb. 21, 2010*

*Pfc. Charles A. Williams, 29, Fair Oaks, Calif., Feb. 7, 2010*

*Sgt. Jeremiah T. Wittman, 26, Darby, Mont., Feb. 13, 2010*

*You are not forgotten*

*Editors note: This is a continuation of a list that was started in the October 2003 issue of the NCO Journal and contains those names released by the Department of Defense between Jan. 22, and Feb. 26, 2010.*

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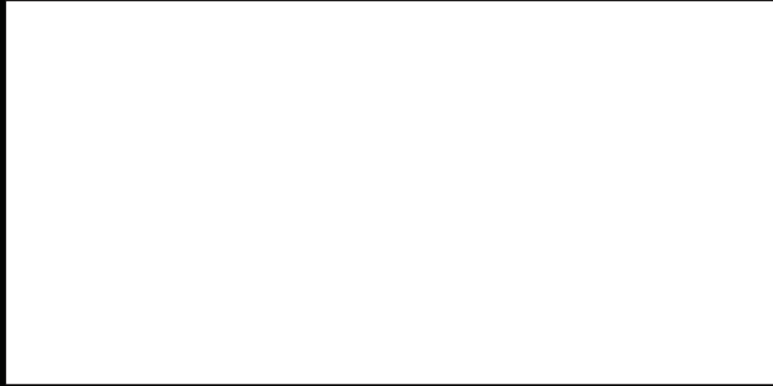
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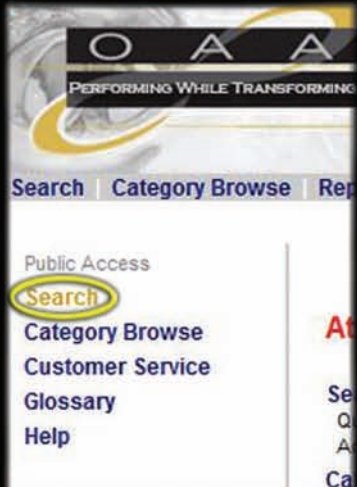
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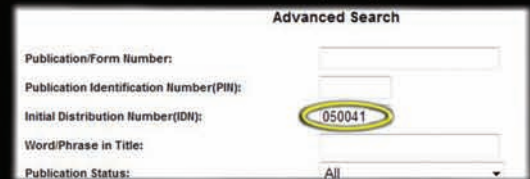
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