

The NCO Journal

Fall 1994

A Quarterly Forum for Professional Development



MSG Gary I. Gordon



SFC Randall D. Shughart

They volunteered—not once, but three times—to save fallen comrades... knowing that death lay below in a place called Mogadishu. And in the gallant act that supercedes all acts—dying to save the lives of their fellow soldiers—they will continue to live in the memories of those whose lives they touched. Their story on page 3.

The NCO Journal

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

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On the Covers

Front: Medal of Honor art by El Paso artist Gary Boggs. Graphics by SFC Gabe Vega.
Inside back: The U.S. Army Sergeants Major Academy has its "Ebenezer Stone" to remind NCOs of important things. Photos by SGM Brenda Hoster and Mike Pike.
Back: Graphics by SFC Vega. The art depicts the Army's first Medal of Honor and the present Medal of Honor, with the chevrons representing the many NCOs who have served 'above and beyond.'

USASMA Establishes Bainbridge Chair of Ethics

The U.S. Army Sergeants Major Academy established the William G. Bainbridge Chair of Ethics in July 1994 with the intention of using the Chair to emphasize the vital role all NCOs play in exemplifying, emphasizing, encouraging and enforcing the highest standards of ethical behavior.

As advisors to the officer and as trainer, coach, teacher, counselor and mentor to all ranks, NCOs help shape the attitudes and behavior of America's Army with their example, influence and judgment.

The Chair of Ethics is named after SMA (Ret.) William G. Bainbridge, the fifth SMA and the Academy's first command sergeant major. He indelibly imprinted his strong ethical beliefs on the traditions of the Sergeants Major Academy and, along with present and former SMAs, exemplifies the ethical principles all leaders are charged to represent.

The commandant and command sergeant major of the Academy share the Bainbridge Chair of Ethics during their tenure. Speakers of note will be invited to present papers to students, staff and faculty. Their papers and other NCO-produced work on the subject of ethics will be published and distributed to the NCO Corps by the Academy. ■

U.S. Army Sergeants Major Academy

FM 100-5, Operations, Education Package Available to RC, NG Units

The education package for FM 100-5, Operations, has been distributed to active duty units and is available at brigade level. However, Reserve and National Guard units needing the package can order it through the Joint Visual Information Activity at Tobyhanna, PA.

The package, not intended to substitute for the manual, consists of a video, slides and CD ROM. Copying of the video and 35mm slides is authorized.

FM 100-5 contains the Army's key stone doctrine for warfighting, as well as

for conducting operations other than war. The education package is a valuable tool that will assist commanders and leaders in developing their leader development and training programs.

To obtain this package, Reserve and National Guard units should write or call:

USA VIC/JVIA, ATTN: ASQV-JVIA-T, 11 Midway Road, Tobyhanna, PA, 18466 5102. Phone DSN 795 7937 or COM (717) 894 7937 or FAX (717) 894 6106. POC is Louise Roscioli. ■

New Regulation Governs Leaves and Passes

The Department of the Army has released AR 600-8-10, *Leaves and Passes*, dated 31 July 1994, which prescribes the policies, operating tasks and steps governing military personnel absences.

The new regulation consolidates AR 630-15 dated 15 July 1984 and paragraphs 9-7 and 9-8 and figures 9-4-1, 9-4-2 and 9-4-3 of DA PAM 600-8 dated 1 August 1986. It also contains a revised form DA FORM 31, Request and Authority for Leave (Chapter 12) used for all chargeable and nonchargeable absences and as an emergency leave order when authorized to a soldier. (AR 310-10, Format 342, will be used when a family member is traveling on emergency leave without the soldier.)

Other changes in the regulation include: allowing the unit commander to delegate approval authority for ordinary, reenlistment and transition leaves and proceed time; eliminates the sign-in and sign-out requirement; authorizes certain soldiers transitioning from the Army permissive TDY or excess leave for house and/or job hunting or other activities to facilitate relocation; provides new procedures for requesting proceed time, POV travel and permissive TDY; and eliminates posting of TDY or travel enroute information on DA Form 31. ■

Military Trainers and Environmental Staffs Form Partnership

An uneasy relationship sometimes exists between military trainers and environmental staffs because the training

mission can seem at times to take precedence over environmental considerations.

Joan VanDervort, the on-site environmental advisor for Ranges, Targets and Standards in Training Commission at the Army Training Support Center (ATSC) in Ft. Lush, is assisting trainers in getting the most out of training without needless environmental damage.

As active environmental stewards, trainers will be a part of the environmental decision making and planning process. The partnership also places greater emphasis on environmental considerations at every level of training and make it second nature for soldiers.

Trainers will be expected to use environmental laws and regulations to their advantage and be proactive in meeting these requirements.

VanDervort said the Army can't afford to be in a reactionary mode when it comes to the environment. Trainers need to be proactive environmental stewards in order to maintain the highest standards of training. ■

*Mike Cast
U.S. Army Environmental Center
Aberdeen Proving Ground, MD*

Be Aware of Cash Advance Fees With American Express Cards

Soldiers who travel frequently and use their American Express Government Credit Card to draw TDY advances should be aware of the cash advance fee charged.

The fee is 2.75% of the amount advanced. For example, an advance of \$100 would be charged \$2.75. The good news is these fees are reimbursed when soldiers file their form 1351-2 upon completion of their travel. Soldiers must put it on the claim form to be reimbursed. Charges will show on their credit card statement and must be paid. ■

Uniform Wear Changes

• Wear of four-in-hand necktie or neck tab (females) is optional when the AG 415 short or long sleeve shirt is worn with the black pullover sweater. When

long sleeve shirt is worn as an outer garment the necktie/neck tab must be worn.

- Wear of garrison cap is authorized by all soldiers with the Class A or B Army green uniform and those enlisted soldiers who wear hospital duty or food service uniforms.

- Wear of civilian clothing is authorized by soldiers traveling on Air Mobility Command (AMC) and non-AMC flights who are on orders for PCS, TDY, emergency leave or space available travel. Dress and personal appearance must be appropriate for the occasion and reflect positively on the Army. Conservative styles and fashions are authorized. Tank tops or T-shirts worn as outer garments, shorts, sandals and revealing, soiled or torn clothing are examples of inappropriate attire. ■

SGM Johnnie Walters
DCSPER
The Pentagon

FY 95-96 Courses (tentative) at USASMA, Ft. Bliss, TX

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

Class #45 or 1-95

Reports	17 JAN 95
Starts	30 JAN 95
Graduates	30 JUN 95

Class #46 or 2-95 (first 9 month course)

Reports	31 JUL 95
Starts	14 AUG 95
Graduates	11 JUN 96

Non-Resident Course (SMC) (1-250-C5 ACCP)

Class #1

Reports	12 JAN 95
Starts	13 JAN 95
Graduates	27 JAN 95

Class #2

Reports	6 JUL 95
Starts	7 JUL 95
Graduates	21 JUL 95

First Sergeant Course (521-SQIM)

Class #	Starts	Graduates
1	18 OCT 91	22 NOV 91
2	11 JAN 95	15 FEB 95
3	1 MAR 95	4 APR 95
4	19 APR 95	23 MAY 95
5	12 JUL 95	15 AUG 95
6	30 AUG 95	4 OCT 95

Battle Staff Course (250-AS-12S)

Class #	Starts	Graduates
1	4 JAN 95	17 FEB 95
2	7 MAR 95	17 APR 95
3	4 MAY 95	16 JUN 95
4	10 JUL 95	20 AUG 95
5	19 SEP 95	31 OCT 95

Command Sergeants Major Course (521-FI)

Class #	Starts	Graduates
1	17 OCT 94	21 OCT 94
2	14 NOV 94	18 NOV 94
3	6 FEB 95	10 FEB 95
4	15 MAR 95	17 MAR 95
5	15 MAY 95	19 MAY 95
6	10 JUL 95	14 JUL 95
7	14 AUG 95	18 AUG 95
8	18 SEP 95	22 SEP 95

Spotlight on Soldiers

NCO and Soldier of the Year

Army National Guard Soldier of the Year for 1994 is SPC Steven W. Skeltis of Co. E, 425th Inf., Michigan Army National Guard.

SSG David T. Phillips, HHC, 2d Bn., 3-166th Inf., Virginia Army National Guard, is NCO of the year for 1994.

SGM Helen T. W. Born of Health Services Command was recently recognized as Individual Mobilization Augmentee (IMA) Soldier of the Year for 1993.

Drill Sergeants of the Year

The Army Reserve Drill Sergeant of the Year is 35 year old SSG Christopher Laird, 5th Training Bde., Lincoln, NE.

SSG Ronald L. Sinner is the 1994 Active duty Drill Sergeant of the Year. The 29-year-old was assigned to 1st Armored Bde., Ft. Knox, KY, at the time of the competition. He has since been reassigned to Ft. Jackson, SC, where he will assist in the installation's Drill Sergeant training program.



Going for Experience

PFC Christine Hartman, a mechanic with 210th Forward Support Bn., Ft. Drum, NY, isn't letting any experience get by her. She recently realized

her dream of firing a M102A2 Howitzer—becoming the first female soldier at Ft. Drum to fire this weapon.

Soldiers can go through their entire military career without experiencing another military occupational specialty (MOS), but Hartman has no intention of becoming one of those soldiers. She explained she joined the Army for the challenge and wants to take advantage of the experiences available to a soldier. "Next, I want to fire a mortar," she said.

(SPC Patricia Long, 10th Mountain Div. journalist)

NCOs Are Good Sports

A group of 55 National Guard Bureau (NGB) marathoners made the cut at the 11th Annual NGB Trials in Lin-

coln, NE. The soldier/runners will represent the NGB Marathon team at the Marine Corps Marathon and the Navy's Blue Angel Marathon. The group consists of top 25 Guardsmen, age 40 and under; top 15 Guardsmen, 40 and over and 15 women, all ages.

The top three placements, age 40 and under are: SGT Ramon Centeno-Anaya, 33, from Puerto Rico NG (2:23:47); SSG Monty K. Torres, 23, from Colorado NG (2:35:15); SGT Timothy B. Vandervlugt, 29, Oregon NG (2:36:40).

Age 40 and over: SGT Dallas Workman, 44, Utah NG (2:38:32); SGT Michael Zelgle, 42, Wisconsin NG (2:38:37) and SGT Douglas Carter, 40, New York NG (2:44:07).

Top three women, all ages:

SPC Kelly Wild, 29, Utah NG (3:10:57); SSG Deanne Trauba, 28, Utah NG (3:12:00) and SPC Jody Reidenhour, 36, Arizona NG (3:17:58).

The three fastest runners on each team determine the state's placement. Top three states: Puerto Rico (7:50:11), Utah (8:15:25) and New York (8:20:11). (MSG Fleunung, Illinois NG)

Medal of Honor Awarded to Two NCO Heroes

MSG Gary I. Gordon, 38, of Lincoln, MA, and SFC Randall D. Shughart, 35, of Lincoln, NE, both assigned to the Special Forces Command, Ft. Bragg, NC, were awarded the Medal of Honor posthumously May 23, 1994.

The two Delta Force snipers are credited with saving CWO Michael Durant's life during Task Force Ranger, a mission in Somalia resulting in the death of 16 other American soldiers. *[Of the 26 soldiers who were killed in Somalia, 29 were NCOs, 23 enlisted.]*

During a firefight in Mogadishu, October 3-4, 1993, Somali gunfire disabled a Black Hawk helicopter piloted by CWO Durant as he flew to another helicopter crash site in enemy territory.

SFC Shughart and MSG Gordon fired their rifles from another helicopter to protect their comrades at the crash site below them, even though they endured a barrage of fire from automatic weapons and rocket propelled grenades.

With Somali gunmen closing on four critically wounded soldiers at Durant's crash site, MSG Gordon and SFC Shughart volunteered to help and fought their way through small arms fire to Durant's side.

The two NCOs provided cover until their ammunition ran out. When SFC Shughart was fatally wounded, MSG Gordon got a rifle from the crash site and handed the weapon and five rounds of ammunition to Durant. MSG Gordon said, "Good luck," and, armed only with a pistol, continued to fight until he was also killed.

Durant, the only survivor of the crash, was captured and held captive. Released 11 days later, he paid homage to MSG Gordon and SFC Shughart.

"They performed one of the bravest acts I have ever witnessed. Without a doubt, I owe my life to these two brave men."

Compiled from various news sources.

[The NCO Journal plans to run a series of short articles in future issues on NCOs who previously have been awarded the Congressional Medal of Honor. Ed.]

From the Editor-in-Chief...

Thanks for the input!

To paraphrase poet Robert Burns: "O would some Power give us the gift to see ourselves as others see us."

The readership survey hundreds of you readers returned to us did just that.

Published in the Summer 94 issue, over 1,300 surveys were returned by you, our readers. And we thank each person who took the time to fill out and return the form. You have helped us serve you better.

There were several areas that NCO readers keyed in on. The top five suggested topics were: NCO history, National Guard and Reserve articles, NCO Medal of Honor award-ees, NCOs in the News and personnel-related information on promotions, awards, NCOERs and assignments. Watch for survey results in an upcoming edition.

The *Journal* staff has taken immediate action on some of the survey suggestions. The first being to dedicate this edition to the two recently decorated (posthumously) NCO Medal of Honor recipients—MSG Gary I. Gordon and SFC Randall D. Shughart. These two men truly exemplify NCO leaders who were "willing to lay down their lives for their fellow man." (See related article on this page.) Each edition hereafter will spotlight NCOs awarded the Medal of Honor.

Some of the survey suggestions are quick fixes and can be done by the staff. However, many of the desired articles must come from the NCOs in the field. After all, this is your professional journal—a forum for the open exchange of ideas and information to support the training, leading, caring, maintaining, education and professional development of our NCO Corps.

We took some hits on the survey for running articles written by officers. We will continue to run officer-authored articles if (1) the topic enhances NCO professional develop-

ment; (2) we don't get an article from NCOs on the same topic. If we're to see the NCO Corps clearly, we must look at ourselves as others see us. The officer perspective is important.

Most NCOs are shy when it comes to writing. I don't know how to make it any easier other than to say, "Don't worry about the format, just get the idea on paper and send it to us." There's a lot of NCO experience that needs to be shared. Task NCOs to write an article for an NCOBP class. Units who have participated in operations other than war could have their NCOs share views on how their training prepared them for the mission. What worked, what didn't and what needs improvement. Or, have newly promoted corporals or sergeants share their experiences on transitioning from soldier to leader, a lessons learned paper. Then collect the articles and send them to us. We can't publish articles if we don't receive them. If you're uncertain about what to write about, please give us a call.

Publishing an article can be rewarding in many ways. It makes for an 'excellence' bullet on the NCOER; NCOs get their by-line in print; ideas and experiences are shared; a certificate of appreciation signed by the SMA and Army Chief of Staff is presented to the published writer; local commanders can also present an "atta boy/girl" certificate or coin; and, most importantly, NCOs have taken ownership in their publication.

We're the editors. Keep us busy editing by sending in your article or your NCOs' articles. After all, who better to write the articles on what's happening than the NCOs who are out there in the trenches.

Again, a big thank-you goes out to everyone who participated in our readership survey. Your responses will help us make *YOUR Journal* an even better publication in the future. Read to Lead! ■

EO—It's a Leveling the

cultural awareness

sensitivity training

sexual harassment

By MSG Gilbert Camacho

The results are in. It's been confirmed; another racist or sexist comment has been made. The organization needs training. The call goes out for the Equal Opportunity Staff Advisor (EOSA). In a cloud of dust, a lone person arrives surrounded in a shroud of mystery. No one knows exactly what he or she does, just that they're needed.

The stage is set. The organization awaits as the EOSA begins the training. After two hours on cultural awareness and sensitivity and maybe even (Oh no!) sexual harassment, the "Lone Trainer" departs. All have been healed and the organization is whole again—until the next time.

Unfortunately, all too often this has been the approach to equal opportunity. It has been remedial or punitive rather than a proactive tool to promote efficiency, cohesiveness and productivity. This has been the trend not only in the military but in society at large. Courts mandate more and more training to combat sexual harassment. Private companies conduct training primarily to avert legal liability. After all, they have a policy letter and have done training. An example of this approach is the Marge Scholtz case. The owner of baseball's Cincinnati Reds was suspended for a year from the sport and directed to attend cultural sensitivity training for making racist remarks.

EO is a leadership issue and training is only one method to achieve a goal. Without leadership and organizational commitment, equal opportunity training is nothing more than a placebo.

As an instructor trainer at the Defense Equal Opportunity Management Institute, I've observed that most students perceive the relationship with an organization's leadership as adversarial. If EO programs are to be successful, EOSAs must work with the leadership and not work independently of it. I don't believe that any leader would openly state that he/she *doesn't* want an effective equal opportunity program.

If you lead or aspire to be a leader, I strongly recommend reading "Leadership When the Heat's On," by Danny Cox. He believes it takes 10 characteristics to make an effective leader:

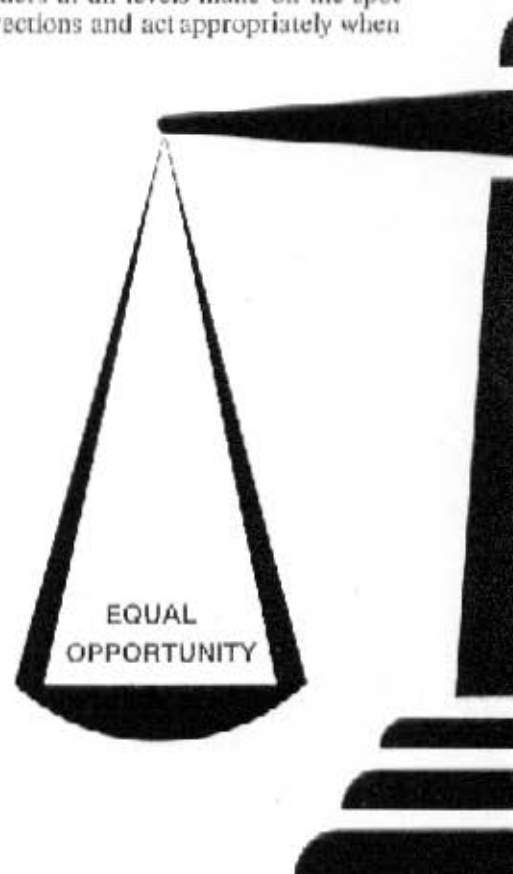
- **Cultivate a high standard of personal ethics.** Leaders' actions speak louder than their words and their policy letters. An effective EO leadership program begins with leaders setting an example based on high personal ethics. Communicate that racism, sexism, sexual harassment, bigotry, fraternization, inappropriate behavior and inappropriate comments will not be tolerated. Leaders avoid these behaviors or avoid the perception of reinforcing these behaviors and take every opportunity to communicate and reinforce this message.

- **Energize.** Leaders involve themselves in the development and implementation of EO program guidance. Leaders make an EO briefing part of any staff briefing. It's the commander's responsibility for administering effective EO programs—it can't be relegated to the EOSAs alone.

- **Establish working priorities.** I was once told by COL William Golding (former inspector general, V Corps, Frankfurt, Germany) that "those things which leaders check get done well." I later

learned that readiness related areas (personnel, training, equipment readiness and equipment on hand) received a lot of attention and support from leaders at all levels. EO should rank with these priorities and be evaluated and continually assessed.

- **Be courageous.** Effective leadership is trying to do the right thing—not always popular. Many individuals don't understand how making inappropriate comments, for example, could have a detrimental effect on an organization. Leaders at all levels make on-the-spot corrections and act appropriately when



Leadership Thing:

Playing Field

racial slurs

gender bias

religious bias

necessary. You can't be an effective leader if you hear racist, sexist or inappropriate comments being made and not correct them. Failure to do so may send the message that you support or at least condone these types of behaviors. Leaders develop sensitivity to the issues affecting the organization.

• **Work hard with commitment and dedication.** Leaders dedicate themselves to the principle of the DoD Human Goals Charter and to the principle that each individual deserves infinite dignity and self-worth and believe firmly in the principle of fairness.

• **Go with the urge to create.** EO programs must remain creative programs. Leaders don't accept last year's program as the norm. Organizations change and with these changes come new people with new and different expectations. EO programs need constant assessment to be effective. Develop organizational committees to brainstorm new ideas for the EO program, hold contests to solicit new ideas and reward performance.

• **Be goal-oriented.** The goal of the EO program is to promote unity, cohesion and readiness. All aspects of any EO program must be based on this principle. An EO program that merely satisfies the regulatory requirements is handicapping itself to the rich diversity and creative energy of its members. Diversity impacts the successful accomplishment of organizational goals and these must be communicated to all.

• **Maintain a constant enthusiasm.** If leadership is enthusiastic, subordinates will follow. You can't fake enthusiasm.

• **Stay level-headed.** All organizations occasionally have EO problems. Leaders objectively seek resolutions. Leaders also avoid the temptation to overreact and make an example of someone because of sheer ignorance (on either party's part). Subordinates naturally tend to isolate leaders from potential problems, which usually causes more problems in the long run. Therefore, leaders let their subordinates know that they want to hear about these issues and, when told, that they will deal with them without overreacting.

• **Help others grow.** This may be the highest responsibility of any leader. It requires a genuine concern for the individual and the organization to point out

shortcomings and to help individuals develop plans to correct them. It's been my experience that leaders who take the time to counsel, train and mentor are perceived as being more effective. Counsel individuals on EO standards and assist in developing strategies for correcting shortcomings. Don't forget to praise appropriate behavior as well.

Incorporating EO training into an organization's schedule ensures that individuals have the necessary skills and knowledge to meet the standards. Develop opportunity training plans that can be conducted during down-time. Incorporate EO training in unit leadership development programs and unit in-processing procedures. In addition, make it part of every performance counseling session.

EOSAs must let others in their units know they can provide a broad range of topics that can develop better leaders. Things like effective and active listening, effective feedback skills, communications skills, interviewing techniques, planning and conducting meetings aren't just EO skills, they're also leadership skills. EOSAs who limit themselves to EO training alone limit their effectiveness to their organization and its leaders.

Leadership determines the success of EO programs at any level. Leaders who commit to and practice the principles of EO will have a more cohesive organization, higher morale and a perception of fairness that pervades the organization. Leaders who don't understand EO don't understand leadership. ■

Cumacho is an instructor trainer at the Defense Equal Opportunity Management Institute, Patrick AFB, FL.



LEADER
ATTRIBUTES

“...after a closer look at his eyes,
we can only attempt to surmise....”

Hasty assumptions mean

By Dr. Nancy Ann Holtz

Writing in *The American Spectator* on a trip he made through Germany in December of 1986, Tom Bethell expressed his conviction that, in traveling, “...what you see is very much determined by your general worldview; or, if you like, by what you expect to see.”

Not only is it true about travel through a country that we have read about (particularly Germany, the very mention of which, for those of us over 60, can have some very unpleasant connotations), but it is also true of our “journey” through our teaching professions.

We were instructors on overseas military bases and expected to find in our classes a certain percentage of religious fundamentalists and even more firm anti-Marxists—I do not say “conservatives” per se, for most of our military students seemed to come from families who traditionally voted Democratic.

Unfortunately, I also became aware of a fair number of whites (not as often in the classroom as elsewhere on base or in the shopping centers) who harbored, to a greater or lesser degree, racial bias against blacks.

I had lived most of my life in the northwestern United States. Hence, after a few years of teaching in Germany for the European division of an American university, my own roots probably led me to make hasty assumptions about students whose speech marked them as natives of the rural South.

My only trip through the South had been one of necessity in January of 1967. The construction workers I saw on the still uncompleted freeway were members of a chain gang supervised by rifle-toting foremen. Racial slurs made by gas station attendants persuaded me that I was engaged in first-hand dealings with the Ku Klux Klan. And even earlier in

the 60s I had joined the rest of the nation to watch on television the dramatic events that marked our Black Revolution in the South. So, when a student whom I shall call Master Sergeant R. turned up a week late in an English composition class on one of our remote teaching sites in 1981, my solidly grounded frame of reference took over.

I call him Sergeant R. not because his name began with that letter, for it didn't. His name was a rare one that I had never heard before. But it was a name synonymous with “Resurrection” (too awkward a name to repeat through this essay). Sergeant R. was a tall, lean fellow with thinning blond hair. In his late 30s, he had a pale angular face with high cheekbones. His eyes were a steely blue, his mouth set. He never smiled. What made him even more of an anomaly was the fact that most of his classmates were 15-20 years his junior.

The class wit was a sharp and shameless 18-year-old military dependent. This youth kept the class in a continual uproar...with the exception of Sergeant R., that is.

Placed squarely in the front row, the sergeant maintained a stony mien through weeks of giggles and gales. Not a muscle in his face even twitched. And he never volunteered a comment in class. It was the few words we spoke after class or during breaks that revealed one of the purest cornpone dialects I had ever heard.

One of the first genuine facts I learned about his life (and this from an essay) was that he had had five tours in Vietnam. “Five tours!” I exclaimed to myself. This had to mean he had repeatedly asked to be returned or else had acquiesced to pressure from above. The man must be a machine!

Even though I caution my classes to write only about what they know, the sergeant rarely wrote about his war experiences. Only once did he make reference to this time in his life, writing that, “My commanders in Vietnam judged the success of a mission by the number of enemy killed. I, on the other hand, judged the success of a mission by the number of men I managed to bring back alive.”

This comment alone should have started to dispel my notions of an insensitive southern redneck. But it was not until he entered a later class in creative writing that this disclosure about his values took on real significance.

What, if anything, his fellow students in freshman composition might have thought about Sergeant R. was never ap-

stereotype 1: a plate cast from a printing surface 2: something conforming to a fixed or general pattern; esp : a standardized mental picture that is held in common by members of a group and that represents an oversimplified opinion, affective attitude, or uncritical judgment.

parent. But frankly, he frightened me. Finally one evening I gathered up my courage and addressed him in front of the class.

We were discussing an essay by Margaret Halsey concerning humanity's search for identity. We find ourselves not by looking but by doing, said Halsey. And then I opened my eyes to my foremost example of dramatic action seated in the front row.

“You found out who you were in Vietnam, didn't you, Sergeant R.?”

“Yes Ma'am,” came the slow drawl. Still no expression crossed his impressive features, but he looked at me steadily—I know he meant what he said.

hasty conclusions

Yet there came a slowly perceptible change after this. For one thing a particularly riotous comment one evening from the class clown brought a wry twist of one corner of the sergeant's mouth and a side-long glance toward the rear of the room. He was adapting. I began to believe he really enjoyed this class. He wrote well, almost with excruciating care and had one idiosyncrasy I could never quite explain. His final ink copy was "double layered" (under the cursive ink script I could see pencil markings). He obviously wrote the entire final draft in pencil and then meticulously copied every word in ink.

Before he left my composition class I learned that somewhere in the backwoods of Alabama, Sergeant R. had grown up on a farm. His family was poor. But the values he had picked up in his childhood were, in one respect, surprising.

His final essay described his efforts as a 12-year-old to win the coveted eighth-grade essay prize. When he succeeded, his "Momma and Daddy" were puffed with pride for weeks. Here was "Clue Number Two" in the slow unveiling of Sergeant R.

The next term's class was creative writing. I was a little surprised to find this man enrolling in a course that would offer such a strong challenge to his imaginative faculties. But there was Sergeant R. occupying his same place in front of the classroom. Again he turned out to be a careful craftsman, by the third week turning out the best sonnet of anyone in the group.

The subject of his sonnet was the mental tortures of writing a sonnet. Then in the following week, he submitted his free verse assignment. I typed up everyone's weekly poetry offerings and handed them out to be critiqued by the class.

Sergeant R.'s free verse piece was entitled, "The Breakthrough Man," and it

clearly was inspired by the two-volume autobiography of black writer Richard Wright, "Black Boy."

The first volume of Wright's life story had been the most popular item on the reading list in high school classes I had taught years before.

Without identifying the poem's subject, Sergeant R.'s elegy outlined Wright's struggle to assert himself first as a human being and then as a creative artist. The poem's final lines read, "...after a closer look at his eyes, we can only attempt to surmise..." The pictures of the young Wright on the back covers of his first publication did indeed reveal haunting eyes that seemed to mirror his pre-1940's battle for survival in a white world. The class was not familiar with

What other "old soldiers" without families might be doing in their spare time I didn't know, but this one spent his free hours surrounded by his American literature books. He was one of the few prolific readers among all the military students I had taught and he was one of the two or three I had encountered whose self-education had long preceded the beginning of their formal college education.

I had proved to be as wrong about him as had probably most of the other people he had met in his life, except perhaps for the men he had fought with in Vietnam. What his rock-hard facade camouflaged was a profoundly shy nature. And I knew now that behind that impenetrable countenance and martial garb was one of the most empathetic souls ever to grace a military classroom.

Some 12 years after the Black Revolution, one of the American news mag-

"I had proved to be as wrong about him as had probably most of the other people he had met in his life, except perhaps for the men he had fought with in Vietnam...I knew now that behind that impenetrable countenance and martial garb was one of the most empathetic souls ever to grace a military classroom...If ever a man symbolized a southern Phoenix rising...it was this sergeant whose name meant 'Resurrection.'"

Wright's work and had no idea what the poem was about.

"This sounds like the life of Richard Wright," I murmured as we discussed it.

The sergeant came up to me after class.

"My poem is about the life of Richard Wright," he confided.

He added that "his area" was American literature. Now I began to see this man as he really was. Because I always took my students' addresses and telephone numbers on the first night of class, I knew that Sergeant R. lived in the Bachelor Officers' Quarters, and by the end of our creative writing class I had a reliable portrait of this man.

azines did a feature story on the 'New South,' a South to which even nostalgic black families were said to be returning from the North to live and work.

If ever a man symbolized a southern Phoenix rising from the ashes of a century and a quarter of racial conflagration, it was this sergeant whose name meant "Resurrection." Enigmatic and mystical though it sounds, I find that often the names people bear from birth give intimations of their basic human attributes. ■

Holtz is an instructor at the Defense Language Institute at Lackland Air Force Base, San Antonio, TX.

Old Habits Linger

By SGM Sylvester Butler

Many physical training techniques from the 70's and 80's linger in the Army because senior soldiers grew up using them. As a result, there may be key leaders who aren't adapting to changes in physical fitness training. Techniques of the last two decades emphasized "looking good" and "sounding good" at the expense of more effective cardiorespiratory or strength training sessions.

As a master fitness trainer (MFT) at the US Army Sergeants Major Academy (USASMA), I interact with many NCOs. They ask several of the same questions relating to physical fitness training. One particular question: "What do we do about commanders and senior NCOs who don't believe that MFT techniques work?"

The MFT techniques alluded to are timed sets, ability group running, interval training (*repeated hard runs over a measured distance, with recovery periods or "intervals" of relaxed jogging in between*) and some other techniques taught by master fitness trainers. These techniques aren't reserved for a selected few. FM 21-20, *Physical Fitness Training*, dated 30 SEP 92, covers all of these techniques in detail—techniques quite different from some of the earlier versions.

Soldiers trained to do things a certain way tend to want to see it done that way. Often they don't go back and re-read FM 21-20 because they read it years ago. Techniques from several years ago may be outdated or not as effective today.

Education and tact represent the simplified answer to the question of superiors who don't believe in the newer techniques. Expose these commanders and senior NCOs who have been "lingering" in the past to proper training techniques.

Use information gained from research to make your point. Don't give opinions because everyone's opinion is equal. Research reveals that certain exercises increase the risk of injury and some techniques of training are more effective than others.

Messages sent to the field identify those exercises and recommend modifying or eliminating them from training programs. According to MSG 261300Z SUBJECT: Exercises Deleted from old FM 21-20 because of Potential Injury, common factors of exercises that can cause injuries are:

♥Those exercises that emphasize rapid ballistic stretching

♥Exercises that combine rotation and flexion of the lumbar spine may cause low back pain

♥Exercises that cause knee flexion greater than 90 degrees

♥Shoulder exercises should avoid extremes of combined abduction and external rotation



They say 'old habits die hard.' Explaining theory and new techniques for maximizing training benefits should help retire those old habits.

You must sell your program or effective techniques to senior soldiers. Here's one way to present your selling points:

OLD HABIT: Performing push-ups and sit ups in cadence.

Advantage: Presents orderly and disciplined appearance.

Disadvantage: Soldiers work at exercise leader's fitness level. Training effects vary according to soldiers' fitness level vs. exercise leader's fitness level.

VS.

NEW HABIT: Timed sets

Advantage: Each soldier works at his/her best level of intensity for a given time period. Soldiers set own pace to maximize training effect. Doesn't depend on exercise leader's fitness level.

Disadvantage: Doesn't appear as orderly or disciplined.

You must stress effectiveness. Timed sets are extremely effective and that

must be the selling point, not orderly appearance.

Exercising to cadence does have a place. It's a good technique if the objective is to teach new soldiers or to teach new exercises. Soldiers exercising to cadence allow supervisors to easily identify improper execution and make necessary corrections.

The principle of allowing individuals to train at the most effective level of intensity is the objective of new training techniques. To accomplish this objective, muscular training events use timed sets and training to temporary muscle failure. Cardiorespiratory (CR) training events use an appropriate training heart rate (THR) sustained for at least 20 minutes to accomplish this objective.

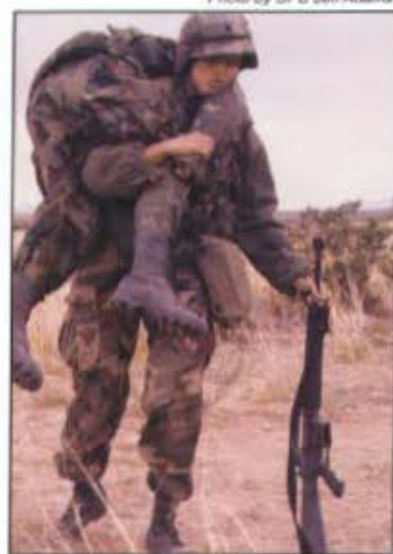
CR training is a necessary part of military PT programs. CR training techniques insure that soldiers train at the most effective intensity.

Examples of proven techniques include ability group runs, fartleks (*a Swedish word that means "speed play." It consists of fast, un-timed runs over various distances and terrain*), last-man-up, interval training and CR circuits. FM 21-20 explains these techniques.

Running is an integral part of most physical training programs and is an excellent CR training event. However, many units abuse the cohesion run. Running an entire unit at the pace of a pace setter decreases the physical training effectiveness of the event. Dividing the unit into ability groups is more effective because soldiers can train with soldiers of equal abilities. Cohesion runs foster esprit de corps and help team building, but shouldn't be the only running technique used. Ability group training can apply to other events as well.

In summary, change the old habits by educating senior soldiers on the newer physical training techniques. Establish and document good training programs using proper techniques that produce good results. Invite them to participate in your programs. Add variety to keep soldiers motivated and interested in PT. If you have questions, see your unit MFT or keep in touch with the Army's Physical Fitness school at Ft. Benning, GA, DSN 835-6333. ■

Butler is NCOIC of the Health Fitness Office, USASMA, Ft. Bliss, TX.



The combat lifesaver course is taught through the group study mode at the unit level, using written and performance tests.

Combat Lifesavers Just Your Everyday Soldiers

By SPC Martha Lovell

The wounded soldier cries out on the battlefield, "Medic! Medic!" but no one comes. The combat medic (MOS 91B) is tending to other soldiers. Suddenly, the squad leader, SPC Smith, comes to the soldier's aid and starts necessary lifesaving measures.

Smith is only able to do so because he's a trained combat lifesaver like me. The combat lifesavers are non-medical soldiers trained to provide emergency care as a secondary mission. We aren't replacements for combat medics. We are the bridge between the self-aid or buddy aid (SABA) training given to all basic training soldiers and the medical training given the combat medic.

I volunteered for the combat lifesaver course because I wanted to know more than basic first aid. I'm a personnel actions clerk assigned to the U.S. Army Sergeants Major Academy. So, as you can see, you don't have to be a combat arms soldier to go through the training. Combat service and combat service support soldiers need combat lifesavers in their units too.

We are trained to provide care to members of our squad, crew, team, section or equivalent-sized elements as the mission permits. When there is no com-

bat mission we may assist the combat medic in providing for forward care and prepare casualties for evacuation.

The combat lifesaver course is taught through the group study mode and takes place at the unit level. Testing is done at the unit level using written and performance tests provided in the course packet. Senior medical NCOs, chosen by commanders, provide the classroom instruction.

Of the 29 tasks to be performed I found the task of starting an intravenous infusion (IV) to be most difficult. We practiced first on a plastic arm. But, when you must perform the task on a real person it's more difficult. The veins may move and obviously the person will feel the pain caused by the needle. Believe me, this part is no joke. I know because they practiced on me.

The last day of training was more realistic for us because we were put through a mass casualty scenario. The teaching point here was to maintain your composure. Before we could help one person we had to see what was wrong with everyone. That's difficult because the soldiers are screaming for help or asking you to stay with them, but you can't.

Every soldier who has the opportunity to take this course should do so. We

never know if there will be a combat medic available on the battlefield or in our particular area of operation. It's comforting to know there is someone who can come to your aid. I'm glad I can provide lifesaving support or assistance to soldiers in my unit. ■

Editor's note: The skills learned in the CLC are perishable and require re-certification every 12 months (recommended every six months). Proof of course completion is placed in the soldier's military personnel file. The soldier also earns 40 credit hours and (eight promotion points) on all written and performance exams. For more information on the course see AR 350-41, dated 19 MAR 93, Chapter 12.

Unit leaders wanting to provide this course should contact SFC Chambers at DSN 471-0079/0445 or write to Commandant, USA Medical Department Center and School, ATTN: HSHA-TI (SFC Chambers, Bldg. 4011) Ft. Sam Houston, TX 78234-6122.

My platoon sergeant always made me look good in front of the platoon.



By LTC Earnest N. Bracey

As a bright-eyed, newly-minted infantry second lieutenant, I was assigned in 1975 to the 31st Infantry Bn. at Ft. Ord, CA. Straight out of basic school and airborne-trained, I was wet behind the ears, and as green as new lieutenants get.

Although I'd successfully completed the required officer training at Ft. Benning, GA, I didn't know very much about how to lead 34 soldiers (in my first platoon). After all, they were from many diverse backgrounds and all walks of life—the Bronx, Birmingham, AL, and the Appalachian Mountains.

As I now recall, we were all brand new infantrymen. The unit had been recently activated, and I was called upon to lead and train these young men without a clue as to how to go about doing such a thing effectively. To say the least, I was frustrated and anxious, because I wanted to do well, to do my best in the company. But perhaps I lacked the confidence. And confidence is something one must have in order to lead.

It was during this time that SFC Richardo Gonzales (not his real name) walked into my life and my sorry existence as an infantry officer. From the outset, I must say that I don't know how I could have survived those first two years of my military career without this particular NCO's counsel and guidance.

SFC Gonzales, my new platoon sergeant, was a rough and "tough-as-nails" kind of soldier of Mexican descent, who had fought bravely in the jungles of Vietnam, for which he was profusely decorated. He often recounted to me, and other members of the platoon, a countless number of "war stories," which I loved and appreciated.

Also, as my platoon sergeant, SFC Gonzales taught me some valuable les-

sons in life and about leadership. He always made me look good in front of the platoon, especially when I went astray, or did something supremely stupid.

For example, I remember conducting a class on the proper wearing of the Army's protective mask to soldiers in my platoon, as we were to go through a mock gas chamber within a week. Having watched the movie *Patton*, before the training class, I was full of acid and enthusiasm, so I carried a big stick.

Inevitably, when anyone would drift off to sleep (as soldiers sometimes do), I would slam the stick I carried as hard as I could across the podium to regain their attention, abruptly interrupting my discussion. I not only got the soldiers' attention, but some looked at me as if I had taken leave of my senses. I must have been quite a sight back then.

IT WAS SFC GONZALES who pulled me aside after my pitiful display, to advise me that I didn't have to scare the hell out of those soldiers who didn't want to even listen or learn; but he told me that I must have absolute confidence (something I thought I lacked at the time) in what I was saying, to inspire confidence in others, to make it believable; and to achieve the effect I wanted.

In his own way, SFC Gonzales was a brilliant teacher and a top-notch professional. He understood soldiers and how to gain their respect, admiration, confidence and attention. The members of my platoon hung on his every word. Not only because SFC Gonzales had *been there* (fought in bitter combat), but also because he always seemed to know what he was talking about and when and where to say what needed to be said. Which is to say, his training classes were a lot better and more interesting than the ones that I gave back then. But through his *example*, I was learning how to be a good soldier, a leader.

SFC Gonzales often said to me, "Sir, in order for the men to believe in you, you've got to know *everything* they know, and more." This sage counsel has stuck in my mind over the years, because it is and was sound advice. I must admit, I was arrogant, and back then as a new second lieutenant, I wasn't always prepared to teach those classes; mainly because I thought I knew *everything*. I didn't. But through SFC Gonzales' influence, I was never again ill-prepared to teach a class to infantry soldiers.

SFC GONZALES TAUGHT ME that you can never know enough; so you must go that extra mile to learn all that you can about whatever the subject matter. In other words, and if possible, you must become the resident authority.

Then there was the time that I misdirected my platoon in the field (an infantryman's nightmare) during mock battalion exercises at night. I made a grievous error, but at the time I was too stubborn to acknowledge or admit the mistake. The bottom line? *I screwed up!* It was SFC Gonzales, quite frankly, who told me so to my face, when no one else in the platoon would, or didn't have the *cajones* to do so. And to my amazement, when I was feeling extremely down, SFC Gonzales told me something that my father used to quote, which is paraphrased from the Bible: "This too shall pass."

This profound statement was later to become a sort of code word between the two of us when things within the company or battalion became extremely rough, or bordered on the ridiculous. But because of SFC Gonzales' wise counsel, our platoon was able to get back on track that night during those battalion exercises, and we successfully completed the mission.

Afterward, and over the course of several months, I was to learn more about map reading than I ever cared to know. In addition, I would later earn the coveted Expert Infantryman's Badge (EIB), which entailed reading a map—and navigating on land through unknown terrain—during day and night.

I believe I was able to achieve this distinct honor because SFC Gonzales took the time and patience to show me a thing or two about map reading that I never knew before. To say the least, I became proficient because of SFC Gonzales.

All in all, it is incumbent upon all senior NCOs to help train, teach and mold young second lieutenants so that they may learn and benefit from their years of hard-earned experience and expertise. In this sense, we can all learn *something* from our NCOs.

OFFICERS MUST USE NCOS WISELY in whatever. We must also be reminded: Never give an order or task that you can't personally back up by doing it yourself.

In the final analysis, NCOs must carefully and tactfully guide the fresh, out-of-basic-course lieutenant in the right direction.

Contrary to a false premise that some NCOs are mediocre and not made-up of the *stuff* it takes to lead, the NCO plays a most important and vital leadership role in the Army today. Not the least of which is to teach knucklehead lieutenants, like I was at one time, about *how* to soldier.

With the many invaluable lessons that I learned from SFC Gonzales, who has

since retired from the military, I think I'm a better officer. I've been able to stay the course during my 19 years of active duty, promotions have been on time, and I continue to gain respect and admiration for NCOs every day. ■

Bracey now serves as the chief, Community and Family Support Div, US Army, Japan/IX Corps G1.

**Developing junior officers
is our business. We can
determine their future career.**



By SFC Michael D. Whyte

How many times have you heard it—"Hey, look what just walked in?" You turn around and here's a new second lieutenant. Someone tells a joke and everyone gets a few laughs. But this time the first sergeant chuckles and says, "Meet your new boss."

You panic. You instantly calculate the months until you PCS. But, the relationship you form right then, and over the next few months, will determine the future of that young officer's career.

Show me a battalion commander who has a poor relationship with his command sergeant major, and it's quite possible you'll see a second lieutenant who had a poor relationship with his first platoon sergeant.

OFFICERS ARE OFTEN THE product of senior NCOs who didn't care enough to help develop the leadership skills that carry a successful officer through a career. Military academies and the ROTC program can only teach doctrine and leadership concepts. Skills are developed on the job.

Chances are, new lieutenants arrive at a unit highly motivated. They just don't know in what direction to put that motivation. NCOs can lead the way.

Developing junior officers *is* our job. Senior officers in the unit will mentor young officers. Peers will also provide advice and guidance. However, only senior NCOs can guide them through the maze of motor sergeants, supply sergeants, first sergeants and soldiers. Only we can teach them how our unit fights, trains, and maintains.

We must share our knowledge and experience to train our leaders as much as we do to train our soldiers. We perform to high standards because years of service have taught us well. That young officer has all the same responsibility, but none of the experience.

THE NEW LIEUTENANT has read maintenance operations and knows what PMCS stands for. However, there was probably no hands-on training or experience provided. There's probably a signature on a hand receipt, but the lieutenant has never seen a component listing with 150 items, let alone conduct inventory for an entire platoon.

Before long the new platoon leader will have to answer questions about equipment status, technical characteristics and capabilities. The commander will want to know specific personnel concerns such as leaves and disciplinary actions. The battalion commander might quiz the young officer on unit policies, procedures and METL.

The relationship we form with our junior officers must be based on communication and trust. If we understand each other we can enforce the same standards, pursue the same goals and complement each other's leadership style. If we trust each other, and the officers have confidence in us, they will allow us to do our jobs.

THE LIEUTENANT NEEDS on-going officer professional development. We must teach the secrets that made and make us successful NCOs. They must attend soldier training and understand the tasks, conditions and standards the soldiers are learning. Familiarize them with the regulations, technical manuals, field manuals, and standardized operating procedures.

Push-ups aren't the only form of corrective training. Teach young officers more constructive methods of training and disciplining soldiers. Show them the "art of leading" to build confidence and competence.

Don't disagree in front of soldiers or talk about the officer behind his back.

Take the time to care about and develop the young officer into a leader of soldiers and you will be rewarded with a caring, confident and competent leader who in turn will lead your unit to success.

Treat the new young officer like a freshly forged piece of steel. A skilled craftsman, who cares about his work and takes pride in it, can hone that metal, sharpen the edges and polish the blade into a quality, long lasting sabre that will serve the Army and its soldiers well. ■

Whyte is a telecommunications systems operations sergeant for the 44th Signal Bn, Karlsruhe, Germany.

Battle Staff Course Eats NCOs for Lunch, Dinner and Breakfast

By SGM Charles C. Hayhurst

Lack of preparation for the Battle Staff Course is the leading cause of student casualties (read failures) at Ft. Bliss, TX. Ironical, but true.

Make no mistake, Battle Staff is a difficult and demanding course. The prerequisites for attendance are in AR 351-4, under Battle Staff course number 250-ASI2S.

Rather than review each area of instruction, I want to briefly touch on some prerequisites and how to prepare for the course.

Prerequisites for this course are: Must be an Active or Reserve member in the rank of SSG through SGM; G1/S1, G2/S2, G3/S3 or G4/S4 staff NCO assigned to or on orders to a battalion, brigade, division level TO&E unit; or, in a readiness group NCO advisor position; or, in selected TDA/Administration, Intelligence, Operations/Plans and Logistics positions; a TABE A reading level score of 10.1 (highly recommended) before course attendance, with written proof of score provided on initial arrival; and no temporary physical training profiles before attendance. Students must meet weight standards outlined in AR 600-9, *The Army Weight Control Program*.

Many incoming NCOs tend to bog down in one or more of four areas: weight, low reading levels, physical fitness, graphics and overlays.

Each course starts with a student weigh-in. NCOs who fail the weight screening standards (AR-600-9) are returned to their home stations. In support of commanders, senior NCOs from platoon sergeants to command sergeants major must pre-screen soldiers before

There must be a balance of nutrients in any diet. So it is with the BSC. The main nutrient needed in the BSC diet goes by the name of 'preparation.'

sending them to school. If in doubt, don't embarrass yourselves—don't send the soldier!

Battle Staff requires a reading level of 10.1. Soldiers who read below this level will have difficulty with the 61 ARs, FMs and numerous handouts that are required reading. Every night, students will read over 100-plus pages to prepare for the next day's assignment.

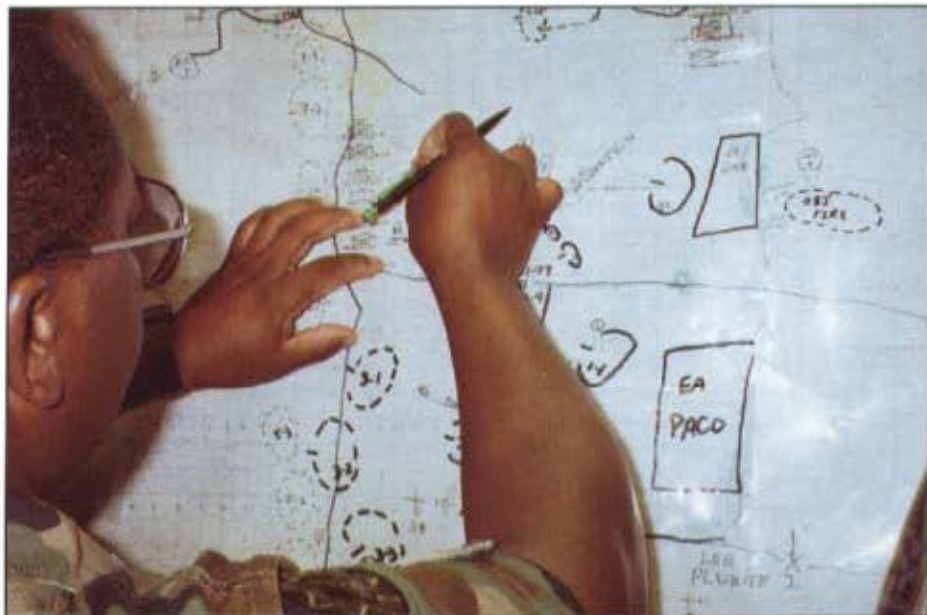
The best way to prepare NCOs for the heavy reading load is to have them take the TABE A reading test. Counsel those who fall below the 10.1 level and send them to the Education Center, where they can enroll in reading refresher classes and take self-paced speed reading courses.

In each class, there are NCOs who fail the standard APFT for push-ups. Surprisingly, form is the leading cause of push-up failure. FM 21-20, chapter 14, covers the APFT. Soldiers need to be able to pass the APFT back at their units before coming to Battle Staff. Soon, NCOs will be *required* to take their APFT before they can enroll in military schools. (Soldiers who have temporary physical profiles won't be enrolled in the course.)

Graphics and overlays are the most demanding and hardest of all the exams. The first time graphics and overlays are tested, about 30% to 40% of each class fails. And, 3% of the students in each class will fail in this area and have to be released before they finish. Students must read an extract of OPFOR, envision and plot the symbol and correctly draw the unit symbol on a map.

Combat, combat support and combat service support NCOs struggle in this subject area. They can better prepare themselves for graphics and overlays by reading FM 101-5-1 and drawing all the symbols. (Understand, there are several mistakes in the FM.) Enroll in Field Artillery Correspondence Course FA 8015, **Overlay Techniques**, edition 7. This course should be completed long before attending the Battle Staff Course.

During inprocessing NCOs receive the Graphics and Overlays Program text, which must be read and understood



BSC students discover they should have spent a little more time preparing in four areas: Graphics and overlays, as well as weight control, reading levels and physical fitness.

before the first day of graphics. The text offers students a good guide for learning the subject. Yet another way for NCOs to prepare for the course is to have a Battle Staff Course graduate assigned to them as a mentor.

Sister-service-NCOs who will attend the Battle Staff Course may have a hard time locating the references mentioned in this article. They can overcome the problem by contacting the closest Army post for help. ■

Hayhurst is an instructor with the Battle Staff Course, USASMA, Ft. Bliss, TX.

Some Personal Observations of a Recent BSC Graduate...

"I was told by former graduates that the Battle Staff Course at USASMA would be challenging, stressful, complicated and fast-paced...As the course progressed, students shared their personal experiences with the group on U.S. Operations in Grenada, Panama and the Gulf War...these experiences related directly to the material discussed during the course...We grew stronger as a group as the weeks went by, for we realized that teamwork was the key to success and no one could succeed entirely on their own. Even with seven days remaining until graduation, students were being returned to their units for failing to meet course standards...What is it that makes NCOs willingly place their career on the line to attend a military school knowing that failure may result in their separation from the military? Perhaps their intent is to be part of an elite group of NCOs who can organize, plan and execute doctrinal AirLand battle tenants and understand those requirements necessary to sustain the forces in combat—making them a part of an elite group of NCOs known as graduates of the U.S. Army Sergeants Major Academy Battle Staff Course."

SFC Victor L. Gilbert, 2/2nd ACR, Ft. Polk, LA.

★ TRAINING

ARs PAC NBC MFT FITT GI MOI SOM BRM MOS ZOE

By SFC Thomas Munoz

Recently, SPC Moore, a soldier in my section, was studying for the SOM (Soldier of the Month). I gave him a copy of the unit study guide. After five days, I tested his knowledge. His knowledge of the subject areas was okay. His biggest problem was acronyms, like SOM—words formed from the initial letters of a name or combining initial letters from a series of words.

I knew that the battalion command sergeant major put out a Memorandum of Instruction (MOI) designating the subject areas and the responsible NCO for those areas. NBC (Nuclear, Biological and Chemical), PT (Physical Training), BRM (Basic Rifle Marksmanship) and Army Programs were SPC Moore's weakest areas. I decided to have him go to the MOS (Military Occupational Specialty) library as soon as possible. I gave him a list of TMs (technical manuals), FM (field manuals), ARs (Army regulations), and DA PAMs (Department of the Army pamphlets). I specifically instructed him to find AR 310-50, *Authorized Abbreviations, Brevity Codes and Acronyms*.

During the next week, I grilled him on every GI (government issue) acronym in the book. Every chance I had, I quizzed SPC Moore:

What does FITT mean? (frequency, intensity, type and time)... CHAMPUS? (Civilian Health and Medical Program of the Uniformed Services)... In an NBC environment, what does STB mean? (standard tropical bleach)... and so on.

During the week we covered everything from AI (aerial interdiction) to ZOE (zone of entry).

The day of reckoning came—the board appearance. His roommates asked the last minute questions, his team leader double checked his uniform and I paced like an expectant father. He reported to the president of the board IAW (in accordance with) DA Reg. He sat at the "modified position of attention" that he was taught and he rephrased every question.

I winced when the Company A first sergeant asked him, "What is a MFT?" *Come on Moore, it's a Master Fitness Trainer.*

Finally, Moore was dismissed from the board. He stood at a rigid position of attention, delivered a crisp salute that would make any DS (drill sergeant) smile and executed an about face. At 1600 hours the PAC (personnel activity center) NCOIC released the results. SPC Moore had finished in first place. I don't know which one of us was prouder!

Two valuable lessons can be learned from SPC Moore's board appearance. First, unit study guides and commercial study guides should not be construed as official publications. Leaders must teach their soldiers how to seek out information. Second, everyone learned that abbreviations, brevity codes and acronyms are used in military records, publications, correspondence, operations plans, orders and messages. ■

Munoz is a staff section NCOIC within the Div G3, 25th Inf Div, Schofield Barracks, HI.

"Sergeant major, our marksmanship program isn't achieving the results we need. Develop a program to get our individual weapons qualifications up to 60 percent expert with everyone qualifying. Get the NCOs involved."

By SGM Robert S. Rush

Marksmanship training is an individual task and as such should be NCO-led to the greatest extent possible. Each echelon of NCO leadership has a different piece of the planning and training pie. Command sergeants major should be responsible for the collective individual weapons training of their units—planning and developing the unit weapons proficiency program and serving as the principle advisor to the commander on matters of individual weapons training.

At company level, the first sergeants are responsible for the collective individual weapons training of their company. Along with the company commander, the first sergeant allocates the time necessary to train Basic Rifle Marksmanship. And, like the sergeant major, the first sergeant is the principle advisor to the commander on matters of individual weapons training.

Platoon sergeants train the trainer in the fundamentals of rifle marksmanship and ensure the training is executed to standard.

The section/squad team leaders, who know their soldiers better than anyone, are the primary trainers of their units.

"First sergeant, we're having problems zeroing some of our soldiers. We may have to change rotation times for firing orders so we can train soldiers on how to achieve tight shot groups."

Dry firing is a lost art within the Army. The term means to simulate firing of live rounds with an empty weapon. Soldiers given proper dry fire training move to the firing line and assume good, comfortable firing positions. They fully understand the aiming process, breath

control and correct trigger squeeze. Dry fire technique works well in concurrent training, opportunity training or as a primary technique to maintain proficiency.

While initial training should focus on establishing a steady position, each phase should involve the full simulation—position, aim, breathing, trigger squeeze.

If the firer (best judge of position) can hold the front sight post 'rock steady' through the hammer fall, this indicates good position. Once position is mastered, the firer works on various unsupported positions.

Some of the other exercises that can be used during dry fire are the Shadow Box Method (used to verify proper aiming), the dime/washer exercise (used to practice trigger squeeze) and the use of the Riddle Sighting Device (used to de-

termine proper sight picture), all of which are explained in FM 23-9.

A training device that closely approximates the live firing of an M16A1 rifle is the Weaponeer. It's an excellent marksmanship training device that can be used for skill development, problem diagnosis, remedial training and evaluation. However, it's not a cure-all. Over reliance on Weaponeer use, while avoiding more conventional means of preparatory marksmanship training, wastes good marksmanship training time. Use the Weaponeer as a diagnostic device, with each soldier spending a few minutes on it to determine shooting problems and then rely on more conventional methods to help correct those problems. Use the Weaponeer only if time allows, to maintain and improve marksmanship scores.

"I can't believe Specialist Jones is missing the farthest target. He's our best shot. Must be something wrong with the target mechanisms."



From 1967 to 1982, the primary marksmanship program within the Army meant zeroing at 25 meters and practicing and qualifying on pop-up targets that provided only hit or miss data.

This, coupled with the simplified approach to training that taught that the M16 bullet had a flat trajectory that was not influenced by wind and gravity, made it hard for leaders at that time to learn about bullet trajectory. Without knowledge of where bullets were hitting, target misses were blamed on bad rifles, bad shooting or bad target mechanisms.

As an example, a 10 mile-per-hour wind blowing from the flank moves the strike of an M16A1 round 10 inches laterally at 250 meters. This would result in a miss for a good shooter who aimed to put the round in the center of the 19-inch wide target. Teaching the effects of wind might prevent such problems.

First line leaders must teach and coach their own soldiers during basic rifle marksmanship and on the firing line. Coaches are more effective when they know the soldiers and have a personal interest in them. By organizing the firing line into a section for each platoon or unit element, coaches can instruct soldiers assigned to their unit.

Attitude is important. The coach must be dedicated to teaching the soldier how to shoot, be attentive, be patient and develop a relaxed learning environment. But first, our coach/leader must be trained.

Use knowledgeable small unit experts and trainers first to train up key leaders. (Study FC 23-11 and FC 23-9 in detail to create a good "train the trainer program.")

An added benefit to marksmanship training is that it's one of the best methods to train subordinate leaders in how to train soldiers.

"Sir, how can I be with my soldiers when they qualify if I'm tasked to teach a class to the other platoons? How am I to know what problems my soldiers are having?"

Company-run ranges, run by the chain of command, are the way to do business. There should be no ranges by

	0700	0900	1100	1300
1st Platoon	BFM taught by Platoon NCOs	Firing line coached by Platoon NCOs	Range detail	Weapons maint.
2nd Platoon	Range setup	BFM as above	Firing line as above	Range detail
3rd Platoon		Range detail	BFM as above	Firing line as above

Conducting a marksmanship range could very easily be turned into multiechelon training for the entire company.

committee. Prior to the range, assign responsibility to prepare lesson plans to different platoons, then use those lessons plans for the entire company.

For example, 1st platoon writes the Task, Conditions and Standards (TCS) for the dry fire exercise. Then, as the platoons are rotated through that station to live firing, those NCOs from the platoon going through the class teach the class using the 1st platoon's TCS.

This method does several things:

- Enhances the confidence that the soldiers have in their platoon NCOs.
- Requires that all NCOs be familiar with the entire POI and tasks at hand.
- Lets leaders know first hand who's having problems.
- Trains the entire unit to one standard.
- Reaps benefits that far outweigh what actually occurs on the range.

Platoons or sections should go through the training and firing by platoon or section. An example for a three-platoon company (but could be modified to meet any MTOE) is shown above.



"The commanding general is going to visit us at the qualification range Friday. Oh no, another dog and pony show"

Many believe that "Dog and Pony" shows are a waste of time and they are when it comes to pretty charts, designated parking areas and briefing NCOs whose primary mission is to brief the VIPs. But there are some good points to such shows.

NCOs are prepared to give classes and give good ones because they have done their homework. Soldiers get more out of training because sound training was conducted. We should consider soldiers the VIPs.

Other methods could be used to get better training out of the meager time and resources available for marksmanship training. We have to remember that an effective marksmanship program will reflect the interest we place on it. We should provide the necessary refresher training to maintain standards, while conducting new and more advanced training to continue the improvement of individual shooting skills. A good program will focus on the tasks most important for mission accomplishment and will advance the soldier from more basic skills to those more complex. This will result in all soldiers being able to perform all shooting skills required in combat—the ultimate live fire range. ■

Rush is sergeant major, Chief of Staff for Training, 1st Army, Ft. Meade, MD.

Leadership, History and the NCO Remember

By SFC (Ret.) Richard Raymond, III

"...I am a Noncommissioned Officer, a leader of soldiers..."

This familiar line from the NCO Creed reminds all NCOs of the solemn duty we assumed when we put on our stripes. Yet that duty need not—should not—be a burden. Our basic functions of leading, training, caring and maintaining can receive an unlooked for lift if we pause, from time to time, to REMEMBER OUR REGIMENT.

Every soldier in this great army, from rawest recruit to grayest veteran, will be, is now, or has been, a member of a regiment. The regimental concept, adapted from time-honored and battle-proven British traditions, is established by regulation in the U.S. Army Regimental System, for sound reason, and with heartening effect. By taking a look back, we can see where we once were, how far we have come and in reality, walk through our history.

When George Washington assumed command of all colonial forces mustered near Boston in 1775, his first and greatest task was to instill discipline in the fervently patriotic, but ill-trained and often rowdy militia units. For this he needed good officers, but he needed good corporals and sergeants, too. The NCO Corps of the American Revolution eventually became and remained a body of leaders on which he could absolutely depend, to train their soldiers, see to their needs, and carry out orders.

The proof, if any is needed, lies in the award of the original Purple Heart given for "outstanding fidelity and devotion to duty," to three sergeants. It was George Washington's own unique way of acknowledging the service of his faithful, efficient and courageous NCOs.

The Sergeant Major of the Army said it best in an issue of *Army Trainer* magazine:

"We have had great noncommissioned officers in our Army for more than 200 years. These great soldiers...have laid the foundations for the development of the quality of noncommissioned officers in today's Army. However, we cannot rest on our laurels. We must continue to build on these strong foundations for the benefit of our units, our sergeants and corporals and our soldiers."

One way to build on this foundation is to Remember the Regiment. To know the Regiment we must study it. A good place to start is to look up the unit's Lineage and Honors Certificate. Every battalion and some company or detachment-size units has one. The certificates are usually framed and hanging on the unit commander's office wall.

This certificate, issued by the Center of Military History, has been termed the "birth certificate, family tree and scholastic record" of an Army unit. It shows the date and designation of the original formation, names and dates of subsequent reorganizations, description and symbolism of the distinctive insignia (unit crest), war-service campaign streamers and unit decorations and awards.

To look at an old-line combat regiment's crest is to see not only a capsule history of the regiment, but also a celebration of the incidents and persons who established or added to its luster.

The 19th Infantry (Rock of Chickamauga), to cite just one of many, shows a granite boulder, bearing the shoulder strap of a Civil War period second lieutenant. It commemorates the fact that after a heroic stand against greatly superior forces, the senior surviving officer at the battle's end was a junior lieutenant.



Coat of Arms
111th Air Defense Artillery
Army National Guard, Virginia

Your Regiment

Many units, during initial inprocessing of new soldiers, include a briefing by the sergeant major on unit history and insignia and display the regimental flag, with all its combat service streamers and decorations. For those units fortunate enough to have a museum or historical collection, part of the orientation may involve a walk through the exhibit. The purpose of all this is to impress positively on new members that they are not just reporting to an organization but JOINING a military family.

The soldier's squad leader or section chief should reinforce this history at every opportunity, adding any historical details that will make the soldier proud and thankful to be in such a distinguished unit.

Every enlisted soldier who remains in the Army will one day become an NCO, a leader of soldiers. And how should a leader entrusted with such a great responsibility prepare to lead? All it takes is constant study and practice which means self-discipline. The Noncommissioned Officer Education System (NCOES) is the base for self-development/study. Promotion depends on being well-grounded in military knowledge, not only of tactical and technical specialties but of the Army itself.

There are several publications to help NCOs enhance their knowledge in the area of military history. The Center of Military History prepared "The Story of the Noncommissioned Officer" and other pamphlets and posters. (See page 24 book review on Guardians of the Republic)

Along with the official publications available at the post library, unit armory or reserve center, most community libraries have a good selection of military literature. There are many books on the market these days as well.

Any NCO may profit from the condensed wisdom found in Michael Shaara's "The Killer Angels," a Pulitzer Prize winning novel based on solid research. John Masters' "Bugles and a Tiger" contains some intensely practical comments on road protection and patrolling against the wily Afghan tribesmen that the Russians probably now wish they had read more thoroughly. Masters also has a splendid chap-

ter on regimental esprit de corps, its care and nourishment, which, told with sensitivity and humor, is a first-rate read.

To underscore the importance of this pursuit of fascinating and highly rewarding course of self-education, the recent requirement laid down by the Commandant of the Marine Corps, for all officers and NCOs to read from a selected book list, is worth mention. It's a case of: "From him to whom much has been given, much is expected."

The NCO is expected to be knowledgeable in common tasks, and also to know and use examples from his own studies to illustrate and enliven his section's training. A very

interesting way to broaden that knowledge is to pull events from history books, or maybe even from a staff ride. Walking the actual terrain and going over the battle with a military historian is quite an eye opener.

Regardless of the methods used, NCOs and any soldier wishing to become an NCO, can't do better than to start this kind of personal commitment by discovering his own regiment. Several years ago, in the Virginia National Guard, a battalion historian found that an award of the French Croix de Guerre, authorized by the French government for gallantry in action on D-Day, during the Normandy invasion, had never been presented.

After many months of delicate maneuvering, involving correspondence with a friendly foreign government, the day arrived when the battalion, along with the other units of the 29th Division Artillery, were assembled in formation to receive the medal. Speeches, cheers, bands, flags and at last the new medal—awarded 42 years after the event—was pinned on the Regimental Colors. It was a proud day for that battalion, and every man stood a bit

taller and marched a bit straighter when the band struck up for the Pass in Review. That was REMEMBERING THE REGIMENT and it started with a look in an old file folder. ■

Raymond retired in 1990 with over 34 years of service as an officer and NCO in regular and reserve status. He now resides in Roanoke, VA

Coat of Arms 111th Air Defense Artillery Army National Guard, Virginia

Shield: Gules, on a cross or voided of the field, a salire in fess gray fimbriated of the second between two fleur-de-lis of the like. **Crest:** That for the regiments and separate battalions of the Virginia Army National Guard: On a wreath of the colors, or and gules, Virtus, the genius of the commonwealth dressed as an Amazon, resting on a spear with one hand and holding a sword in the other; and treading on Tyranny, represented by a man prostrate, a crown falling from his head, a broken chain in his left hand and a scourge in his right, all proper.

Motto: Glory and Honor

Symbolism: Scarlet and yellow are the colors used for artillery. The voided cross of St. George refers to the English colonization and development of Virginia and commemorates Grimes' Battery, formed at Portsmouth in 1809 and now an element of the organization; it also refers to the War of 1812. The salire is for Confederate service in the Civil War. Two fleur-de-lis are for service in France and Central Europe, World War II and also allude to the award of the French Croix de Guerre with Palm (World War II) for participation in the invasion of Normandy.

One soldier's notion of...

Opportunity Training

By SGM Paul W. Reynolds

Since the release of FM 25-101, Opportunity Training has been a mystery. In the search for an answer for "What is Opportunity Training?" I asked Active Component (AC) and Reserve Component (RC) personnel for an opinion.

Some of the responses were: "I dunno."

"Oh, that's 'Hip Pocket Training.'"

"I never heard of it."

Regardless of the answer, it's clear that too many leaders don't understand Opportunity Training (OT).

The most frequent response to the question indicated that 'Hip Pocket Training' and OT were the same. I decided to compare the two and attempt to clarify the answer to this mystery.

Hip Pocket Training was an attempt

to make better use of available time by idle soldiers. Guidance was not clear as to what training could or should be taught during idle periods. In the early days, I can remember being told to keep soldiers busy, don't sit idle under a tree with nothing to do. If you complete the required training, be prepared to teach something. *Something* is a broad area.

FM 25-101 changed the name of Hip Pocket Training to OT and expanded the requirements. The explanation presented in FM 25-101, page 1-6, is: "Opportunity training is the conduct of pre-selected, pre-planned, critical tasks that require little explanation. It is conducted when proficiency has been reached on the scheduled primary training task and time is available."

Unscheduled breaks in exercises or assembly area operations or while waiting for transportation, provide time for opportunity training. Creative, aggressive

leaders will find the time to complete OT tasks.

Hip Pocket Training contains four additional, distinct differences:

- There was no restriction on what tasks should be taught.

- The tasks could fall under initial training, refresher training or sustainment training.

- Under Hip Pocket Training, the tasks may or may not support the unit Mission Essential Task List (METL) and the tasks were not listed on the training schedule.

- Tasks were selected at squad and platoon level.

OT requires tasks to be approved at company or battalion level, support the unit METL and be listed on the training schedule. Examples of AC and RC training schedules showing posted Opportunity Training are at Figures 3-30 and 3-31 (pages 3-33 and 3-35 of FM 25-101).

First line supervisors must have the mind-set necessary to ensure that OT is conducted. Our senior leadership must train our junior leaders in the importance of OT and instill the mind-set into finding time to accomplish the scheduled OT Tasks.

Survival of our soldiers in combat is the most important consideration of a leader. Leaders must train OT tasks and must be held accountable for conducting the training to standards. Failure to find the time and failure to conduct OT could result in a unit failing to do its mission and soldiers failing to survive in combat.

Since OT is listed on the training schedule, does it have to be taught?

The answer is on page 3-30, FM 25-101:

"Once the battalion commander approves and the company commander signs the training schedule, it is locked in and constitutes an official order...

Leaders must ensure daily training is conducted to standard and adheres to the training schedule. Command ser-



The trainer who generates more training time estimates the time available, matches that against the OT guidance in the comment section and goes to work on the battle drill and/or soldier task that can be completed in the time available. It's the intent of the commander that OT goals be met to support the unit's METL.

geants major and first sergeants are the key to making this happen. Soldiers have the legal responsibility to attend scheduled training."

Frequently, survival skills (CIT) are listed as OT tasks. Survival skills are perishable skills that fall into the sustainment or refresher training arena. Failure to work on these tasks that support the unit METL could result in a combat ineffective unit. For example, the training schedule for a company with four platoons indicated that today's OT task is to put on, wear and store your M17-Series protective mask with hood. Two platoons consistently accomplish the OT task and two platoons routinely ignore the requirement. The company goes to war and is hit by an NBC attack. Two platoons survive and two receive heavy casualties.

The lesson? Commanders put Opportunity Training guidance in the Comment section of the training schedule to make sure trainers are ready to use available time in a battle focused way. OT is not mandatory in the same sense as training laid out in the body of the schedule. However, OT becomes mandatory when the organization in training completes all scheduled tasks to standard under the specified conditions and finds they have more time than originally planned for training.

OT is a valuable training tool that a commander must use to enhance combat readiness and to prepare soldiers for combat. Command sergeants major and first sergeants are responsible for holding platoon sergeants, squad leaders and section sergeants accountable.

In the case presented in Figure 3-30, page 3-33 of FM 25-101, the trainer who generates more training time will estimate the time available, match that against the OT guidance contained in the Comment section and go to work on the battle drill and/or soldier task that can be completed to standard in the time available. The leader knows that all OT planning, rehearsal and execution considerations must be worked out before scheduled training starts in anticipation that OT opportunities might present themselves. ■

Reynolds is chief enlisted advisor, Senior Advisor Group, Oklahoma National Guard.



"Too busy" excuse won't wash... **Reserve Component Soldiers Also Deserve Mentoring**

By SFC Elesix R. Estepa

Reserve Component soldiers' lives don't revolve around the day-to-day military life as do their Active duty counterparts. We think of the Army right before the unit work night, training meeting, drill weekend or when one of the unit's leaders call us.

No matter what our reasons for being a "part-time" warrior the important thing is that we are soldiers and that magnifies ten-fold when we're called to active duty.

We have sharp soldiers attending our drills, following training schedules and orders. However, they often go home at the end of the day without ever having a word spoken to them by their NCO chain of command. Is it because we, as senior "part-time" NCOs, don't think our soldiers need mentoring? I hope not.

Mentoring is one of the many people managing tools we have, yet we seem to never use it. As leaders we must be big brothers and sisters to our soldiers. They need to know we care and, while the mission is important, it can't be accomplished without them.

I can remember the old saying, "I be only time the platoon sergeant or first sergeant will talk to you is when you're in trouble."

Well, if the mentors I had on my six years of active duty had taken that to heart, I wouldn't be the soldier or NCO I am today. My humble beginning was shaped, nurtured and developed by a few outstanding leaders who taught me the tricks of the trade and mentored me through my impressionable and formative years. We must do the same in the Reserve Components.

The "too busy" excuse won't wash. It only takes a few minutes during a drill or to make a phone call during the week or even on weekends. You could do a test alert notification for your team, section

or platoon and spend a few minutes talking with soldiers then. This would serve two purposes: it verifies the alert roster and it establishes and cements your rapport with your soldiers.

What you talk about is really up to you. However, a good place to start might be with the soldier, his/her family, military and civilian education goals, career ideas, etc.

Our unit has a Soldier Profile Worksheet, our command sergeant major's brain-child. It requires going through my soldiers' records trying to capture all the information I need to get to know them. There are also some questions on the worksheet I've never considered asking, such as: Why is this soldier in my unit? What can he/she contribute to the unit? What does he/she personally want to get/gain from the unit?

The worksheet made me take a few steps back and realize how much I didn't know about my soldiers. Within five months of using it two of my soldiers were attending language training at the Defense Language Institute and a third soldier was enrolling in ROTC. I'm not taking full credit for this but the little bit of time spent talking and documenting with these soldiers went a long way. Now my soldiers call me on average of every two weeks to see if there's anything they can do for their unit.

Mentoring the next generation is imperative. The threat is still there and we must continue to be prepared for the next contingency. As NCOs, we must train, nurture, develop and mentor our junior soldiers so they can carry out the mission, with or without us. The Reserve Component soldiers deserve that from their NCO leaders. ■

Estepa is Operations NCO, Co B, 373rd Military Intelligence Bn (TE), Oakland Army Base, CA.

Counseling is always caring, but...

Sometimes It's Just Listening And Hearing What's Said

By SFC Mark Bergman

A few years ago, I had an experience with a young soldier who was very shy and withdrawn. He wasn't your typical soldier. His APFT was average, his room was less than acceptable at times, he was slow to report for details, his uniform was lacking in appearance, etc. However, the soldier seemed to be very intelligent.

During his short stay in Basic Training and AIT, his problem wasn't recognized. Soon after he reported to our company it became evident there was a problem. He was immediately labeled a troublemaker and an undisciplined soldier. After seeing the soldier suffer from

formance. His reply was, "They'll just dog me out anyway, so why try." He explained that he wasn't a good runner and that he didn't like to run. I asked him if he'd like me to run with him and he said he would like that.

After a few days of checking his room and running together after hours, he invited me to his room to check out his computer. He was proud of it, and spent many hours working on programs and games. So that night I came by and brought some snacks to his room. Afterwards, he periodically invited me up to work on a program or new video game.

We became close and when I visited him in the safety of his room, he talked to me about his home life and growing up. He also discussed problems he was having with his parents and other soldiers in the company.

After about two months there was a remarkable improvement in his performance at work and in his general attitude toward the personnel in the company. His APFT score improved dramatically and he started making the long unit runs and road marches.

Shortly thereafter the soldier totally shocked me. In the middle of working on a program, he turned to me and said, "Sergeant Bergman, I'm glad I met you when I did. Shortly before we met, I was thinking about killing myself."

Those words sent a chill up and down my spine. He went on to tell me that he believed that no one truly cared for him or his feelings. His own parents called him stupid and

apparently nobody had treated him like a person capable of making decisions for himself. Everyone had him believing that he couldn't do anything right.

For the first time in his life, somebody actually showed they really cared about him and how he felt and how well he performed his job—not just that he did as he was told.

As NCOs we must remember the various roles that we must play in order to accomplish the mission and take care of our soldiers. And counseling is caring for soldiers, during good and bad times, during successes and failures.

What might have become of this soldier, if I hadn't taken a personal interest in him? I believe we must try to remember what it was like when as young soldiers we had some of the same problems adjusting.

As NCOs, we must show interest in our soldiers—for their own good and for our peace of mind. We have to check living conditions. We must know our soldiers so we can identify problems before they become too large to handle. We must counsel them properly so we truly can know them. The concept—Be, Know, Do—is more than just words. ■

Bergman is chief supply sergeant, C Co, 1/10th Special Forces Group, Airborne, Germany.



abuse month after month, I finally asked my platoon sergeant if I could help. I told him that the soldier's behavior was similar to someone else I knew. My platoon sergeant gave me permission to work with him.

At this time, he was in such a state of constant depression that he fell out of unit runs and road marches, marginally passed the APFT and weapons qualification and was just generally unconcerned with his performance.

I asked him why he was unmotivated and unconcerned with his level of per-

Soldier Suicides Increase

The Army has seen a recent increase in the number of suicides committed by soldiers. While there were 30 suicides for the first five-and-one-half months of 94, there were 14 suicides in a one-month period this summer.

The typical victim is a white male and either a specialist, sergeant or staff sergeant who has experienced a recent relationship failure with his wife or girlfriend and may have alcohol abuse or financial difficulties.

Amy leadership at all levels must recognize that soldiers contemplating suicide require immediate professional assistance by trained medical personnel. Don't leave it to the individual soldier to determine when and where to seek help. The soldier contemplating suicide may, in fact, be the least capable of successfully carrying out an attempt to seek assistance.

LTC Jeanette Harris, Personnel Readiness, DCSPER, The Pentagon

As a newly promoted sergeant...

What direction do you take to lead your charges well?

By SFC John E Dewey

The cutoff scores are in for next month's promotions. Your time has finally come. You will now move up a stripe, which puts you in the elite NCO Corps. Along with the additional responsibility, you'll also see a few more dollars in the paycheck.

But, this promotion also signifies another change in your life—you are no longer one of the "troops." Chances are you'll get a leadership position as a squad leader or section chief.

Many questions will run through your mind. What direction do you take as a newly promoted sergeant that will help you successfully lead your charges? How do you make the break from being one of them to being the boss?

Most of us had questions when we had our first opportunity to lead. Experience became our teacher. But so did the advice and mentoring of those who had gone before us.

As do all NCOs, you have your own beliefs about what you should tackle first. I'm no different. This is only a guide, not a hard and fast rule. Use your imagination and tailor your own leadership to the needs of your unit and your soldiers. Keep what works for you and discard what doesn't.

I believe every young sergeant should start with one of the basic principles found in FM 22-100, *Military Leadership: Know your soldiers and look out for their well-being*. This alone will set the tone for what you as a new leader should do next. Many NCOs think of this as prying into a soldier's personal life.

There is no such thing as "prying" when you (the leader) are the one responsible for what your soldiers do or fail to do. It only makes sense to know as much about your soldiers as you possibly

can. This helps you to ward off any potential failure or problem.

One of the best ways to get to know your soldiers is through the initial counseling session. This consists of two parts: a formal counseling where you inform your subordinates what your standards are and have them fill out a personal data card. All counseling must be recorded on a General Counseling Form, DA Form 4856, or a locally produced version. Either way, counseling must be in writing to ensure a record is kept.

The formal counseling portion of the session is direct in nature. You explain what your standards are and what the unit's standards are. This also affords you the chance to personally talk with your soldiers and find out about their background, family, etc.

A personal data card is something you can create. You might use a 3x5 card, a computer-generated form which you can keep in your leader book, etc. In any event, this card is used to keep basic information you might need on a soldier such as name, rank, date and place of birth, social security number, home of record, marital status, family member names, etc. The information put on the card is only limited by your imagination.

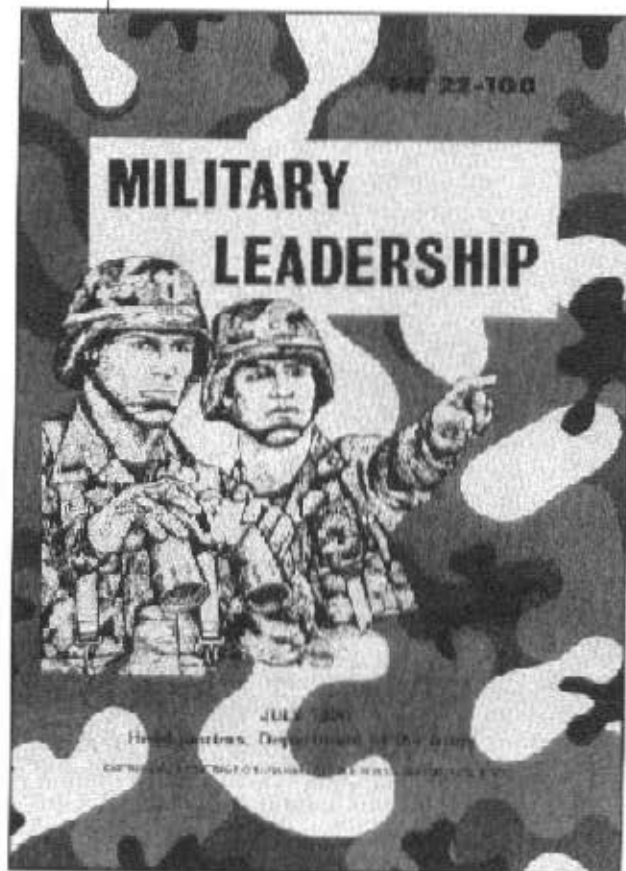
Knowing your soldiers also allows you to process routine administrative data about them without having them

present. And, it also saves you from acute embarrassment. Imagine if your commander calls you in to talk about a current situation involving one of your soldiers and all you can say is, "Gee, sir, I don't know anything about him or that situation."

The initial counseling session gives you something to work with. And, you won't get caught short should the first sergeant or commander call you on one of your soldiers.

Congratulations, sergeant! You're on your way to becoming a successful leader. ■

Dewey is the Operations NCO, Testing and Evaluation Division, US Army Field Artillery Center, Ft. Sill, OK.





Words of Wisdom

Don't settle for mediocrity. Be the best you can be. Compete with yourself and score higher each day.

Make up your mind to change your life now. Be the architect of your own body. Keep building it until it's strong, durable and beautiful. You can do it.

Get older, but don't get old. When the hands of time start beating up on you, learn to block the punches.

Take a lesson from the Hunzas. These people live a secluded life in the far regions of the Himalayas. Their lives are very active, even after age 100.

Don't let your clouded mind keep the sun from shining inside your hearts.

Stop dissipating. Pump new youth into your soul and never let that spirit die. God bless you all.

*SSG Duane B. Fish
101st Armor, Albany, NY*

Drawdown aggravates personnel-related problems

As professional NCOs who guide, coach, teach and mentor our subordinate soldiers, we must develop a sense of trust which flows down as well as up the NCO support channel. Micromanagement still lives within the leadership hierarchy, but soldiers are beyond the stage of needing baby sitters. We must foster their faith in us and go beyond the constant paperwork shuffle of providing statistics for statistics sake.

We tout ourselves as a service that takes care of soldiers. I submit that such care and concern is more often entertained in theory than in practice. We need to redouble our efforts in caring for our people, their quality of life and the effectiveness we bring as leaders and soldiers to the able performance of duty. In other words, make the philosophy reality.

Personnel slotting, both TUE and TDA, must be better controlled if we are to place our most experienced soldiers where they are most needed by grade and MOS.

Ignoring these problems eventually contributes to what will eventually emerge as a truly hollow Army. If a 19-year-old staff sergeant is aware of this, surely it's evident to our most senior NCOs?

We need to rededicate ourselves DA wide to quality assurance across the board so as to better our armed forces. It's a worthy but often overlooked goal we really are working to attain.

*SSG Joe Hammell
Ft. Ritchie, MD*

Approach 'caring' for soldiers with an open mind

What motivates 'caring' in senior NCOs? It's the fact that we once walked in the boots of our junior enlisted soldiers. It's important to remember what's required to climb the ladder of responsi-

bility. As senior NCOs we must not forget that competence, commitment, loyalty and selfless service remain tools that we need if we are to meet and exceed the challenges of the 90's.

To initiate caring, individual 'self maintenance' is important, for it will take educational growth to survive the Army's downsizing. I believe self maintenance is the principle ingredient one needs to demonstrate self-reliance.

Caring isn't a tough task. It does require that we take the time to see, hear and resolve the problems that may stifle progress of our soldiers. Also, it requires that *all* soldiers respect each other's decisions as well as their position.

So, who cares? I care, because my accomplishments are the result of the care I've taken of the soldiers I've come in contact with throughout my military career. I'm sure you care too, so show it!

*MSG Kenneth Harvey
Defense Mapping School, Ft. Belvoir, VA*

Thanks for the motivation

I wish to thank you and your staff (superiors too) for your kind recognition of the little article I wrote for *The NCO Journal* [Fall 1993, pages 14-15]. So many lessons can be learned from the Huertgen Forest battle.

That article gave me added motivation to continue writing a World War II novel. I hope to have it revised and completed by year's end.

*Alfred Muglia
Stafford, VA*

[Muglia, awarded a Silver Star and Purple Heart, is a retired vocational education teacher. He was a second lieutenant in the medical administrative corps and was at that battle at the time. Ed.]

Train sergeants for sergeant's duties

Wearing the stripes may make you a sergeant, but they don't necessarily make you a leader. In today's Army, we seek sergeants who are leaders. My definition of a sergeant is the person who just wears the stripes of an NCO, but who lacks the

backbone to stand up for what's right before superiors and who's afraid to challenge the system. Challenges can take on many faces—in training, work, personal and professional problems or for many other reasons.

A sergeant who's a true leader takes on many challenges and won't be cowed by rank or circumstance. As long as you're right and your answer makes sense, you have a chance to make a difference—it not on the spot, then through the chain of command. Be confident, but know your limits.

Sergeant-leaders *earn* respect by meeting those challenges and at the same time showing the human side of themselves through their attitude. As senior NCOs, we must start by both meeting and *exceeding* the Army standards and demanding the same from our soldiers. All rewards and survival itself come to those who are better prepared and trained.

We can prepare sergeant-leaders by holding our soldiers responsible for their own actions and challenging them to meet all standards and demands. We can challenge our soldiers to be leaders and train them to do a leader's job.

For example, you can challenge a soldier to give a class you would normally give. And, if it's a task you're not proficient in but one of your soldiers is, have that soldier train you and the squad. Don't let false pride blind you. You're building confidence in that soldier and conducting a "leadership challenge."

You can *demand* respect—*true* respect you must *earn*. Earn it! Accept the leadership responsibility that comes with the stripes.

SSG Dana L. Houston

US Army MP School, Ft. McClellan, AL

"Am I taking care of my soldiers...or just myself?"

I feel there are a few important ingredients I consider "basic building blocks" of the Army and necessary traits that all NCOs must possess to be great leaders.

These ingredients include striving for success, self pride, caring for the soldier, dignity for the Army and esprit de corps

within your assigned unit.

When I first joined the Army, I was in an environment that made me desire to become an NCO who trained and cared for soldiers and possessed attributes that assisted in performing a job well. I've lost the hunger I once had as one of those cavalry NCOs since I've been assigned to Ft. Sill. I look around me and see very few NCOs who will walk that extra mile for their soldiers. I also see many soldiers with great potential not being groomed to become NCOs.

I feel we're cheating the Army. I think all officers and NCOs should ask themselves, "Am I taking care of my soldiers or just taking care of myself?"

I think we need to be honest with ourselves when we answer these questions because the truth will not haunt us, but a lie will.

I will continue to care for and train my soldiers. I hope others will take heed and do the same.

CPL William Coogan
Ft. Sill, OK

"Do as I do, not as I say," could be NCO creed

In the past, professionalism, attention to prescribed regulations, ethical behavior and upholding standards were the mainstay of the entire NCO Corps.

More recently, I've seen the focus of some NCOs attitudes shifting toward a "looking out for number one," "don't rock the boat," "so what," "just leave me alone, I'll do the job," and "I'll just get by and retire," kind of military lifestyle.

This isn't to say that a majority of NCOs out there aren't good ones. But too often, I see news articles about NCOs who are in a financial crisis due to bad debts, committing illegal acts (driving while intoxicated), involved in drug sales, fraternizing, stealing government property and so on.

Younger, less experienced soldiers seem to have fewer role models to follow today. When a junior soldier sees an NCO arrested, called into the commander's office for non-judicial punishment or not following procedures/regulations/standards, I see that junior sol-

dier questioning why he or she has to follow the rules.

The once rigid and impressive NCO Corps, unfortunately has begun to slip a little. Shirking responsibility, passing the buck, not keeping one's word and looking the other way when improprieties occur have crept into today's Army.

Double standards are present in the Corps. How can you expect a standard to be upheld when you yourself don't follow it? Countless soldiers complain about overweight (looking) NCOs, those NCOs who never attend mandatory formations and then punish those below them when they follow suit. Muttering and dismay abound in the ranks when NCOs verbally brandish threats against soldiers with messy rooms when NCOs' rooms aren't fit to live in.

The fault squarely lies with NCOs who fail to meet the responsibility entrusted to them by the Army.

Some will take offense to this kind of lambasting, but all soldiers know who these people are or have possibly made them what they are.

It's the knowledge that you should always do the right thing and a determination to be a good soldier that separates the good from the bad in the ranks.

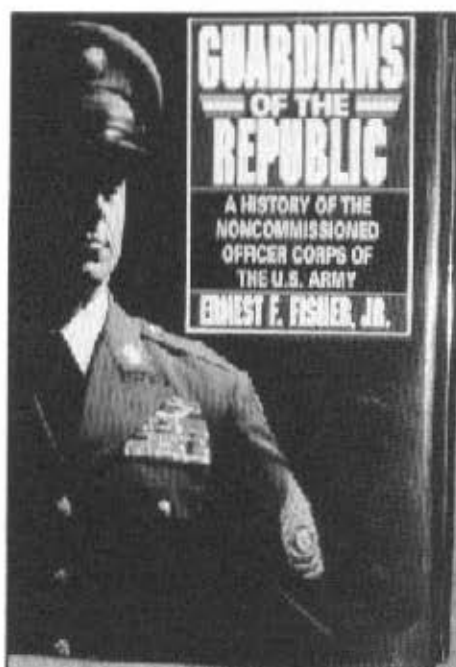
Unfortunately, some soldiers have climbed the Army's promotion ladders when in actuality they really needed honest NCO ERs, to be denied promotions, non-judicial punishment, and yes, some even needed elimination from the service. But, who's at fault?

Overlooking DUI, bad checks, spouse and child abuse, alcoholism and a poor performance still occurs in the Corps, even if it's rare.

The answer lies in doing your best as a supervisor or subordinate, being professional and accountable, and following the values that made the NCO Corps in America's Army the best.

Take a stand. The Army's drawing down. Don't plant a bad crop of future NCOs by looking the other way. Be a true professional. Make a difference.

SFC J. P. Barham
Ft. Sill, OK



"Guardians of the Republic" was published in May, 1994 by Ballantine Books, a division of Random House, Inc., NY, and simultaneously in Canada by Random House of Canada Limited, Toronto. Price (Hb) is \$25, U.S., and \$33.50 in Canada.

This book tells the story of the Corps of Noncommissioned Officers of the U.S. Army from the beginning—including a look at foreign predecessors, the trial and error of their training or lack thereof, the pitfalls and successes of their evolution to become the best-trained force of enlisted leaders the world has ever known.

Von Steuben's theories, which have withstood the test of time, are revisited. The changes in NCO training initiated by GEN Winfield Scott, who was first to attempt to train to standards through the periods between wars when the training and pay were at best mediocre and the term "quality of life," was yet to be disclosed to the enlisted world.

A first giant step in the evolution of the NCO Corps is the importance and value of the position of first sergeant as articulated by MG Jacob Brown, GEN Scott's Niagara Frontier commander during the war of 1812.

The history also stresses the importance of continuously updating and im-

proving training methods, the lack of which hampered the Army in its campaigns against the Seminole and Western Plains Indians.

In yet another phase of NCO development the early efforts of the Army to enhance the prestige of NCOs did nothing to enhance their opportunity to advance. Since the grade an NCO wore belonged to the unit, he lost it when he transferred. This meant he would most likely spend an entire career in one unit.

For most, this curse on the NCO was to persist until well after WWI and transfer in grade was not fully implemented until WWII. This innovation was not a planned change but created by the realities of wartime.

The book is replete with anecdotes that describe environmental training, commitment, goofs and acts of courage and military skill of the NCO. An illustration is the NCO-led pursuit detachments during the war with the Western Plains Indians. These particular accounts will quicken the pulse of those U.S. Army infantrymen who served as point men in Vietnam.

This book establishes the important position of the NCO in building and maintaining a formidable fighting force and stresses the value of volunteer NCO experience during the Civil War that was to set the pattern for selection and training of NCOs, a process that would remain the same through two world wars.

The author suggests that even though WWI proved that self-help or "on-the-job training" was a tenable method, the Army would persist in its use until Vietnam.

The book examines many phases of the development of the NCO Corps—poor selection process, poor training methods, inadequate pay, disenfranchisement (by eight states), ad hoc retirement practices, poor quality of life, and the most perilous time for NCOs—Vietnam. And let us not forget the grave mistake of the Post Korean era that saw many, many former officers permitted to become master sergeants, which would decimate the NCO Corps

and its morale for several years.

Many positive initiatives are also examined, including the establishment of division and/or regimental NCO schools, enjoining commanders to consult the NCO when planning implementation of directives and the establishment of sergeant major of the Army and command sergeants major ranks. These last two initiatives were to have a major and lasting impact upon the NCO Corps and indeed upon the Army.

The enhancement of the NCO Corps became a reality only after the products of several programs began to surface in the units. These programs included better recruiting methods through the creation of the Recruiting Command, Enlisted Personnel Management System, Centralized Promotion, Drill Sergeant Program (as it finally evolved) and the NCO Educational System. These initiatives eventually corrected many errors in previous systems and produced top quality NCOs and soldiers—thanks in no small measure to the "magnificent few" NCOs who never gave away anything that was in the realm of their responsibilities, NCOs who would 'holer like hell' when someone tried to take those responsibilities away.

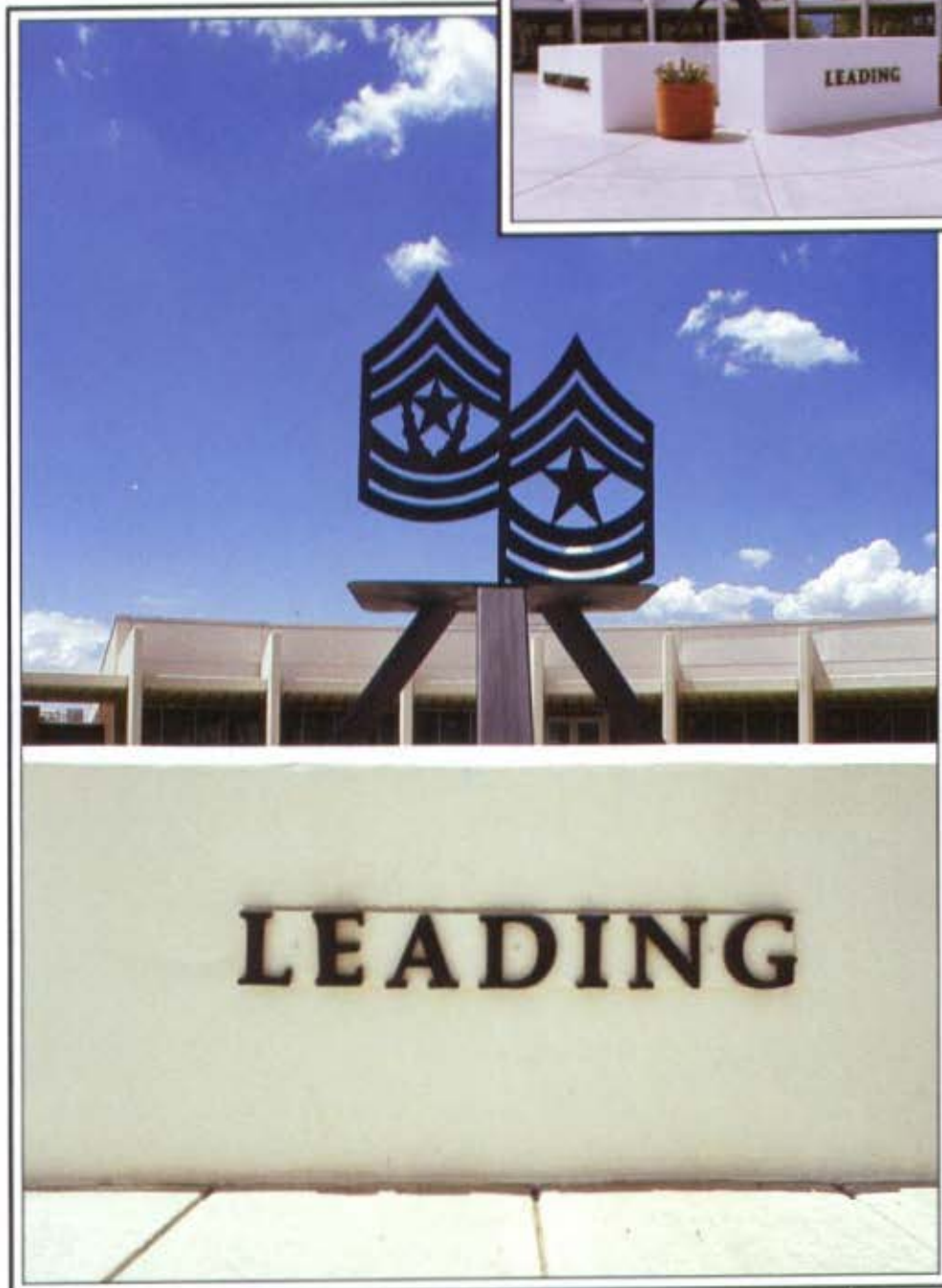
Dr. Fisher's exhaustive research throughout a good portion of his adult life provides a reference that is a

In 1890, a prevailing thought among officers was: "Intellectual ability is not the first requirement of a good NCO."

must for all Army professionals. Long in coming, this book will profit NCOs and officers alike. The Army should use this publication to build on and provide a continuing history of the NCO Corps.

The NCO Corps and the system that produced it is the envy of both friend and foe alike and this book tells that story. ■

"Guardians of the Republic" was reviewed by William G. Bainbridge, the fifth Sergeant Major of the Army, whose service spanned 36 years from 1943 to 1979. [Look for an autobiography of Bainbridge's life, entitled "Top Sergeant," scheduled to be published by Ballantine Books in May 1995. Ed.]



The NCO Corps' "Ebenezer Stone"

The monument pictured here was designed and built by MSG Greg Empfinger. It was dedicated to the Sergeants Major Academy by Class 39 during the July 1992 20th Anniversary celebration, honoring the founding of the modern-day NCO Education System. It was placed in the center court of the Academy to symbolically remind NCO students of the important part they play in the Army's leader development process.

The four white stones face the four corners of the world where NCOs serve. White stones remind all leaders of their duty to exemplify the highest possible ethical standards and encourage others to do the same. Each stone reminds NCOs of their LEADING, TRAINING, CARING and MAINTAINING role in making the Army successful. The three legs of the center piece represent the three pillars of leader development—Institutional Training, Operational Assignments, and Self-Development. Every successful NCO must navigate the direction set by these three pillars in a balanced way enroute to the ranks all NCOs aspire to: sergeant major and command sergeant major.

In biblical terms, the Ebenezer Stone (literally the "...stone of help....") was erected by the prophet Samuel to remind the people of Israel of the help their God gave them in hard times.

The monument standing in the Sergeants Major Academy center court is set there to remind NCOs of important things. They are the backbone of the Army's leader development process.



"At the grave of a hero we end, not with sorrow at the inevitable loss, but with the contagion of his courage; and with a kind of desperate joy we go back to the fight."

Oliver Wendell Holmes, Jr., 1841-1935