

Special Warfare

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USAJFKSWCS
GOLD BOOK
2011

USAJFKSWCS GOLD BOOK 2011

Special Edition

SWCS Gold Book

This *Special Warfare* discusses the many changes that are ongoing at the U.S. Army John F. Kennedy Special Warfare Center and School. Additionally, the course guide will give you a complete picture of all training conducted at the school.

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**U.S. ARMY JOHN F. KENNEDY
SPECIAL WARFARE CENTER AND SCHOOL**

MISSION: Recruit, assess, select, train and educate the U.S. Army Civil Affairs, Psychological Operations and Special Forces Soldiers by providing superior training and education, relevant doctrine, effective career management and an integrated force-development capability.

VISION: As a world-class special-operations training center and school, we will build a well-educated and professionally trained force with the intuitive abilities to work through or with indigenous partner forces. We will develop innovative, relevant doctrine, informed by insightful future concepts, to produce an agile, adaptive force. We will ensure that our country has a full-spectrum special-operations force prepared to address the diverse range of threats posed by an uncertain 21st-century environment.

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Special Warfare welcomes submissions of scholarly, independent research from members of the armed forces, security policy-makers and -shapers, defense analysts, academic specialists and civilians from the United States and abroad.

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Submit graphics, tables and charts with source references in separate files from the manuscript (no embedded graphics). *Special Warfare* may accept high-resolution (300 dpi or greater) digital photos; be sure to include a caption and photographer's credit. Prints and 35 mm transparencies are also acceptable. Photos will be returned, if possible.

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Views expressed herein are those of the authors and do not necessarily reflect official Army position. This publication does not supersede any information presented in other official Army publications.

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FROM THE COMMANDANT



In this issue of *Special Warfare*, we are publishing our first-ever course catalog to highlight all of the exciting courses that we now provide members of our regiments at the JFK Special Warfare Center and School. Along with a brief description of the courses, we are also publishing articles that explain some of the changes that we are making to improve the quality of instruction.

For example, I encourage you to read the article describing our comprehensive training environment, or CTE: Rather than teaching the fundamentals of unconventional warfare exclusively during our culmination exercise (Robin Sage), we have begun to introduce UW earlier during the SFQC through a progression of scenario-driven exercises. That actually begins the week after our Special Forces' candidates in-process (Phase 1), where they are sent out to central North Carolina to serve as indigenous role players. In addition to the guerrilla role-playing during Phase I, students are introduced to a foreign-internal-defense/counterinsurgency environment throughout the remaining four phases of the qualification course, where they learn the fundamentals of training and leading an indigenous force. As the Pineland scenario builds throughout the course, student A-detachments will gain the contextual knowledge that will allow them to apply their skills in the simulated UW environment of Robin Sage.

We are also making significant improvements to other phases of the SFQC, most notably:

- Phase I — two-week orientation: We have revamped the orientation phase to better prepare students and their families for entry into ARSOF, to introduce them to our lineage and core missions, and to define our eight core attributes and expected standards. We will also begin employing P
- Phase II — language training: In addition to the excellent language, culture and regional orientation our students receive during this longest phase of their training, we have implemented more stringent physical standards that students must pass before they complete the phase. Events include the Army Physical Fitness Test, a 50-meter swim, a five-mile run, a 12-mile rucksack march, pull-ups, a 30-foot rope climb, rifle marksmanship and land navigation. These “hard” standards will ensure that we identify those Soldiers who lack the commitment and attributes necessary for success in the SFQC.
- Phase III — tactical combat skills, or TCS: This phase, formerly referred to as small-unit tactics, has been revamped into the more comprehensive TCS phase, which incorporates SF common tasks; small-unit tactics; advanced marksmanship; urban operations; call for fire; sensitive site exploitation; the military decision-making process; and survival, evasion, resistance and escape.
- SF medics: we are lengthening the Special Operations Combat Medic, or SOCM, Course to 36 weeks. SF medical-sergeant candidates will take the SOCM Course before beginning language training (Phase II) of the SFQC. They will thus begin the SFQC as fully trained combat medics (68WW1), qualified to provide field medical care for their student detachment during training and exercises. During Phase IV, the MOS phase of training, they will take an additional 14 weeks of training to qualify them as SF medical NCOs. This will ultimately provide them with more than 50 weeks of medical training and keep them on-track with the other members of the SFQC student detachments, who also take 14 weeks of MOS training.

One final note: in order to build a force that is well-educated as well as professionally trained, we have developed a program to allow enlisted students in our three qualification courses to concurrently earn an associate's degree. That means that upon graduation from the qualification courses, students will walk across the stage with an associate's degree, which continues the process of lifelong learning. That degree can then be applied toward a bachelor's from several other institutions such as Norwich University or North Carolina State University, that special-operations Soldiers can pursue (entirely online) while continuing to serve in their normal assignments. Last fall, SWCS, in collaboration with the National Defense University, also began offering a fully accredited program for a master's in strategic security studies that is open to ARSOF senior NCOs, warrant officers and officers who have a bachelor's from a regionally accredited institution.

A handwritten signature in black ink, reading "B. Sacolick".

Major General Bennet S. Sacolick

GREEN BERET FOUNDATION: Caring for America's Quiet Professionals

Since the events of 9/11, the Special Forces Regiment has been decisively engaged around the world. That has not come without great cost. The Special Forces Regiment has executed a wide range of operations in this ongoing conflict and has endured the highest numbers of casualties in the U.S. Army Special Operations Command with more than 900 Special Forces Soldiers being wounded in combat. Over the last decade, there have been significant advancements in the application of our training, tactics and technologies. In an organization in which humans are more important than hardware, one of the most notable advancements in the way we operate is the manner in which we take care of and support our wounded and their families.

In the spring of 2009, Aaron Anderson, a medically retired SF Soldier, began the process of creating a charitable organization solely dedicated to taking care of the unforeseen needs of wounded SF Soldiers. Anderson was seriously wounded while deployed to Afghanistan in February 2006. Having spent seven months in Walter Reed Army Medical Center, Anderson saw firsthand how such an organization could enhance the care given to SF Soldiers and their families. With the assistance of a number of volunteer retired SF veterans, his vision became a reality, and the Green Beret Foundation, of which Anderson serves as president, was born.

After filing for legal status as a 501c3 charitable organization, the Green Beret Foundation set its sights on getting the word out, raising funds and seeking out those who could benefit from the organization. A website was designed and donated by Oak Grove Technologies to assist in this effort, and a link to the site was placed on Professionalsoldiers.com that immediately attracted donations from all over the country. Since that time, the foundation has developed relationships with several businesses, and the PGA Tour's Birdies for the Brave program and has been fortunate to receive significant donations from individual supporters, such as Tiger Woods, and organizations such as Special Forces Association Chapter 91.

The organization continues to look for ways to expand its impact and support throughout the Special Forces community. The foundation maintains close ties to the Special Forces Association, or SFA, and the Special Operations Command Care Coalition to identify needs and provide the best and most efficient assistance possible. An all-volunteer board of directors, consisting of respected members of the SF community, serves as its governing authority. The foundation also has a board of advisers that assists with fundraising and provides counsel to the directors.



Jen Paquette, the vice president of the Green Beret Foundation, is the wife of a traumatically wounded 3rd Special Forces Group veteran and has previously worked with the Care Coalition and other organizations that advocate for wounded Soldiers.

Working in close concert with the Care Coalition, the foundation vets requests for assistance and submits them to the board of directors for a vote. When requested and approved, funds can be disbursed immediately to support the need of the Soldier and his family. Additionally, the board has authorized an immediate issue of \$1,000 to the families of Soldiers seriously wounded in combat and medically evacuated, to help with the upfront costs they incur.

"Our elite Special Forces operators perform expertly around the globe, and wherever they go, there is a tremendous amount of support behind them. Distinguished members of the Special Forces family continue to volunteer and give back to ensure the needs of our warriors are met. Their selfless help is invaluable to our most valued assets, our Soldiers and their families," said Brigadier General Edward M. Reeder Jr., commanding general of the U.S. Army Special Forces Command.

Since its creation, the foundation has assisted a number of SF Soldiers with unique needs, including the purchase of a specialized bicycle for a Soldier with a fused ankle so that he could train and conduct the alternate PT test, support to a wounded warrior's family for travel not reimbursed to see a specialty clinic, support for a retired SF Soldier with Lyme Disease and travel funding for family members to attend seminars focusing on the problems encountered with their spouse's traumatic brain injuries.

The Green Beret Foundation stands ready to support the SF community with additional resources to sustain and expand the services provided to our SF Soldiers. In cooperation with O.A.S.I.S. (Operational Advocates Supporting Injured Soldiers Group) and the SFA, the Green Beret Foundation is working to bring pre-retirement briefings and counseling to each group to assist SF Soldiers with VA claims and help medical professionals in the groups properly prepare our injured Soldiers for retirement. This year, the Green Beret Foundation will concentrate on increasing public awareness on the unique needs of our wounded Soldiers. The foundation will also request inclusion into the Combined Federal Campaign this year, which will assist in fundraising and the ability of the foundation to better serve the force. — U.S. Army Special Forces Command Public Affairs Office.



1ST SPECIAL FORCES GROUP SOLDIERS EARN SILVER STAR MEDALS

The Army recognized members of the 1st Special Forces Group for uncommon valor during an awards ceremony Feb. 11. Green Berets from Special Operations Task Force 12 and Advanced Operating Base 1310 received nine Bronze Star Medals with Valor Device, nine Army Commendation Medals with Valor Device and two Purple Heart Medals.

The commander of the 1st SF Group, Colonel Francis Beaudette, said the actions of the special operators went "well above the call of duty; they aren't being awarded something [simply] because of who they are," Beaudette said.

"I have seen incredible courage and heroism routinely displayed in battlefield challenges," said Beaudette. "The combat environment in Afghanistan is full of peril. Reacting to those perils and successfully completing the mission is a part of daily life."

Five of the Bronze Star Medal recipients came from the same enemy engagement in a small village in Afghanistan. Their former SF operational detachment-alpha (ODA) team leader, present at the ceremony, Captain Phil Kornachuk, said, "it was a heavy, sustained 10-hour fire-fight," referencing the engagement.

"There were two fights; one element was engaged with enemy at their headquarters inside a series of connected fortifications that was located on the patrol, and one element engaging multiple groups of enemy trying to reinforce the insurgent HQs," Kornachuk said.

10TH SF GROUP HOSTS VALOR CEREMONY

Four members of the 1st Battalion, 10th Special Forces Group, received awards during a ceremony held Jan. 19 to honor their valorous actions over the course of their last deployment to Afghanistan in support of International Security Assistance Forces Special Operations Forces and Task Force-10.

"We have the opportunity to recognize some of the valor and sacrifices these men have rendered in defense of their nation, and as members of the Special Forces Regiment," said Major General Michael S. Repass, commander of Special Operations Command-Europe during his remarks. "All the better that their families, friends, teammates and associates are present to hear what they've done, since they most likely have never said much about it themselves."

During the ceremony, one Bronze Star Medal for valor, two Army Commendation Medals for valor and one Purple Heart Medal were awarded. Although all valor medals were presented for separate actions, the Special Forces Soldiers to whom they were awarded came from the same detachment.

For the recipient of the Bronze Star Medal for Valor, Master Sergeant Joe Dickinson, the detachment's senior NCO and operations sergeant, the ceremony offered an opportunity for his "all-star" team to be recognized.

"Though the awards are given to individuals, we view the recognition as larger than ourselves," he said. "These are about the success of the team successfully accomplishing a difficult mission in one of the most volatile areas of Afghanistan. They represent team cohesiveness and what can be achieved when everything clicks."

Dickinson was credited in his citation with directly exposing himself to enemy fire on multiple occasions as he led his international force on an attack against insurgents in the Kapisa Province.

During the closing remarks, Repass gave credit to the men honored. "These men we recognize today no longer wonder how they will perform in the face of



SHINING STAR Major General Michael Repass pins the Bronze Star Medal for Valor on the chest of Master Sergeant Joe Dickinson during a Valor ceremony Jan. 19 at the Panzer Community Center. The Bronze Star Medal for Valor is the fourth-highest combat award within the U.S. Armed Forces. *U.S. Army photo.*

the enemy. You can now leave that pondering for the new and untested. You have answered the eternal Soldier's question."

Members of the 1st Battalion, 10th SF Group, are currently deployed to Afghanistan in support of ISAF SOF and TF-10. — *SFC Michael R. Noggle, 10th SF Group Public Affairs.*

3RD SF GROUP SOLDIERS HONORED

In the second-largest award ceremony since the reactivation of the 3rd Special Forces Group, 37 Soldiers were recognized for their valorous actions in combat in Afghanistan, in a ceremony at the John F. Kennedy Auditorium Feb. 25.

Five Soldiers from the 3rd SF Group received the Silver Star Medal, and 20 Soldiers received the Bronze Star Medal with "V" device for valor.

During the ceremony, four battles involving members of the group were highlighted in vignettes presented by a team member who witnessed and recounted what had occurred and the actions performed by each of the medal recipients. One engagement with enemy forces led to the entire SF operational detachment's receipt of an award for its heroic actions during a firefight.

Major General Kurt Fuller, deputy commanding general, of the U.S. Army Special Operations Command, and the 3rd Special Forces Group commander, Colonel Mark Schwartz, presented the awards.

Schwartz said that it is not the nature of the members of the regiment to seek recognition for their actions in combat.

"Every valor award recipient who came across the stage today will tell you they are simply doing their job," Schwartz said. "As your commander, there is no greater honor than to recognize these men. All of them are warriors who represent the finest caliber of noncommissioned officers and officers that make up the ranks of our (Special Forces) group."



VALOROUS Soldiers from the 3rd Special Forces Group receive Bronze Star Medals for Valor during a ceremony Feb. 25 at the John F. Kennedy Auditorium. *U.S. Army photo.*

The following service members received a Bronze Star with "V" Device during the ceremony:

Captain Timothy Driscoll	Staff Sergeant Eoin Oriada
Staff Sergeant James Benjamin	Sergeant 1st Class Charles Garland
Captain Patrick Macri	Sergeant 1st Class Daniel Plants
Staff Sergeant Robert Bradford	Staff Sergeant Casey Parker
Warrant Officer Joe Vasquez	Sergeant 1st Class James Rooney
Staff Sergeant Benjamin Geesaman	Staff Sergeant Justin Schafer
Master Sergeant Sean Berk	Sergeant 1st Class Raymond Ysasaga
Master Sergeant Mike Vetra	Staff Sergeant David Stearns
Sergeant 1st Class Benjamin Burt	Staff Sergeant Jamon A. Tibbs
Staff Sergeant Brett Grossini	Staff Sergeant Timothy Walsh



The U.S. Army John F. Kennedy Special Warfare Center and School, or SWCS, is one of our nation's premier training institutions. Unfortunately, while our training is top-notch, our facilities have not kept pace. It is the intent of the commanding general, Major General Bennet Sacolick, that our campus reflect the same degree of professionalism as our training. To that end, SWCS has undertaken a multimillion-dollar construction plan to overhaul its campus.

The plan, developed under the auspices of the SWCS assistant chief of staff for engineering, is designed to create a university-like campus for the organization that is the university for the warriors of Army Special Operations Forces or ARSOF. SWCS is organized into five distinct campuses that are designed to house like training courses together. The five campuses are: main campus, medical campus, Rowe Training Facility campus, support campus and advanced-skills campus.

Main campus

The main campus comprises the area bounded by Kennedy Hall, Bryant Hall, Bank Hall and the facilities along Gruber Road and Ardennes Street. Here the focus is on facilities that support command and control, cultural education, language training and barracks for students.

The centerpiece of the new campus will be the Culture and Regional Studies facility. The \$57-million facility will support training in language and culture; Civil Affairs, or CA; and Military Information Support Operations, or MISO. The facility will also provide

office space, a food court supported by the Army and Air Force Exchange Service and displays from the Special Warfare Museum that will serve to enhance education and spotlight the history of ARSOF. Construction on the Culture and Regional Studies facility is scheduled to begin in fiscal year 2014, with completion in FY 2016.

Quickly following on the heels of the construction for Culture and Regional Studies will be the headquarters complex for the 1st Special Warfare Training Group. That facility will house the 2nd Battalion, which teaches SF advanced skills; the 3rd Battalion, which teaches CA and MISO qualification courses; and the 4th Battalion, which is home to the student Instructor Operational Detachment Alpha, or IODA. If space allows, the complex will also house the headquarters of the new Intelligence Training Battalion and its associated company headquarters. Construction is slated to begin in FY 2016; however, it may start in FY 2015.

An intelligence-training facility will round out the construction of education and training facilities on the main campus. That facility, complete with a secure, compartmented-intelligence facility, will consolidate the intelligence training classrooms, cadre, command structure and, if necessary because of limited space in the training group headquarters complex, the Intelligence Battalion headquarters. The construction schedule is being refined, but plans call for construction of the \$28.8-million facility to begin in FY 2016.

A second round of construction on the main campus will deal with parking and housing. Parking is at a premium on the main campus.



SWCS-U The future SWCS main campus located between Reilly Road and Zabitosky Street and Ardennes Street and Gruber Road. *Rendering by Arcadis.*

The SWCS master plan addresses that issue with the construction of the first parking deck on Fort Bragg. Plans call for the parking deck to be built at the intersection of Gruber and Reilly roads, adjacent to the Culture and Regional Studies facility. While construction of the parking deck is scheduled to begin in FY 2017, a second course of action calls for construction to begin earlier to alleviate the parking impact of the ongoing construction on students, cadre and permanent party.

Over the past several years, SWCS' student load has continued to climb, which has put stress on the school's ability to house its students. A recent construction project increased student dormitory space by 580 beds. In FY 2012, an \$18-million facility that will house 180 students is scheduled for construction, followed by a complete remodeling of the two advanced-individual-training barracks in FYs 2011 and 2013. The facilities will be outfitted with the latest digital technology, kitchenettes, and dayrooms equipped with game rooms and televisions.

The last facilities on tap for the main campus are the modern, state-of-the-art Warrior Physical Rehabilitation Facility under the tactical human optimization, rapid rehabilitation and reconditioning initiative, or THOR3, and a new or remodeled museum complex. The physical-rehabilitation facility will not be a typical gymnasium: It will be a complex designed for complete human-performance training, rehabilitation and enhancement. Soldiers will be able to use it for physical training, but they will also have access to a professional staff that will support a complete program of physical fitness, well-being, human performance and rehabilitation.

Medical campus

The Joint Special Operations Medical Training Center is home to all medical training at SWCS. This campus is set to grow with the construction of the Special Operations Combat Medic Skill Sustainment Course facility, which will provide adequate space and a modern training facility to support the joint special-operations community with trained medics and allow the cadre to support the retraining and medic-validation requirements for the fighting force.

Rowe Training Facility at Camp Mackall

Much of the field training for SWCS is conducted at the Rowe Training Facility on Camp Mackall. The Rowe facility has had immense growth over the past eight years, with close to \$60 million in expanded military construction. This fiscal year, SWCS will construct \$19 million worth of facilities to support the 1st Battalion, 1st Special Warfare Training Group; the SWCS Noncommissioned Officer Academy; the Support Battalion's forward-support company; and the Survival, Evasion, Resistance and Escape company. The last phase of construction for the RTF campus will address drainage, better parking, water quality and road paving. The training and selection functions for CA and MISO will also receive new facilities to support increasing demands. The task of improving the campus with better emergency support, utilities and AAFES support is ongoing.

Support campus

The support campus, located on Chicken Road, is designed to house key facilities needed for training and support, command and control, maintenance, parachute rigging, computer simulations and various military-occupational-specialty training venues. Designated Patriot Point, the campus will house an \$8.5-million Support Battalion headquarters, rigging shed and motor pool, all slated for construction in FY 2015. The support campus is strategically located to be near the drop zones, training areas and associated campuses that its personnel will support.

In FY 2012, construction will begin on an \$11-million communications facility that will house the training of SF communications sergeants (18E). A similar facility will be built adjacent to the 18E facility in FY 2014 to house the training for SF engineer sergeants (18C). The \$10.2-million training facility will share a parking area, utilities and access roads with the communications building. Because

\$300,000 quarterly. Not yet funded but on the radar is an advanced military freefall training complex that would consolidate training, command and control, rigging, storage and administration into a single, modern facility. The complex will be located next to the airport runway and attached to it by a ramp that would give students and cadre efficient access to aircraft and the runway.

The Special Forces Underwater Operations Course is taught by Company C, 2nd Battalion, 1st Special Warfare Training Group, in Key West, Fla. In recent years, the facility has required a significant amount of rehabilitation because of damage from hurricanes. Construction projects scheduled for the future include visiting-unit quarters to enhance the SF groups' tactical training, improvement to the boat docks, and a facility for watercraft maintenance and storage. The most recent project concept added to the list is the adaptation of a facility adjacent to the underwater operations facility to meet the needs of underwater-operations training.

While our training is top-notch, our facilities have not kept pace. It is our intent that our campus reflect the same degree of professionalism as our training.

of the lack of current training facilities for 18Es, Major General Sacolick has made it a priority to push for earlier construction, and SWCS has submitted a congressional unfunded requirements request to consolidate the 18E and 18C projects.

The final project on the support campus is the new \$23-million Battle Command Training Center, scheduled for construction in FY 2012. The project, still under design, will provide facilities that will accommodate the latest in digital training, joint tactical operations centers, computer simulations and SOF command-and-control technology. The construction will be environmentally sustainable and compliant, and it is designed to reduce energy requirements, limit greenhouse-gas emissions and take advantage of passive solar energy.

Advanced skills campus

The Advanced Skills Campus, which comprises areas in four states, is already in the midst of a dynamic construction program.


Fort Bragg's Range 37 has two projects under construction: a \$14-million administrative, classroom and storage facility and a \$1.9-million training annex to support sensitive site exploitation. SWCS is coordinating with the Fort Bragg garrison command for additional range space to provide a 2,000-meter sniper range and additional land for training in shooting skills. At nearby Eureka Springs, \$1 million has been spent to remodel an existing facility so that it can be used by students in the 18F Technical Surveillance Course.

The Advanced Military Free-Fall Course is taught in Yuma, Ariz., but students enrolled in the course now travel on temporary duty to Fort Bragg for training in the vertical wind tunnel. Once construction has been completed on the \$9.5-million wind tunnel at Yuma, all wind-tunnel training can be consolidated there, saving an estimated

Key to all of the construction is the ability to shift training as construction gets under way. That need will be met by Bank Hall, which currently serves as the center for the Directorate of Education and Regional Studies. Bank Hall is in need of major renovations, but during the initial construction phase, it will serve as SWCS' "lifeboat."

Construction will be performed in sequences, with a unit moving out of a facility, demolition occurring, new construction accomplished and then the unit moving back the facility. Bank Hall will support the swing-space requirements over the course of this aggressive program. Once all the construction program's requirements for swing-space have been met, Bank Hall will undergo a multimillion dollar remodeling to make way for future growth in training in CA, MISO, and language and culture. **SW**

Lieutenant Colonel Troy Stephenson has 24 years of service in the Army Corps of Engineers with assignments as a platoon leader and executive officer in the 3rd Army Cavalry Regiment; company commander, G3 operations, battalion S3, assistant division engineer, engineer battalion commander and special troops battalion commander in the 82nd Airborne Division; deputy area engineer in the Army Corps of Engineers-Alaska; Joint Task Force – 6 counternarcotics project officer; NORDIC/Polish Brigade as a G3 operations officer; and USAJFKSWCS as the staff engineer. He has multiple combat tours in Operations Desert Shield and Storm, Operation Iraqi Freedom, Operation Joint Endeavor and supported counternarcotics operations along the United States southern border. He is Ranger-qualified, and has earned the Master Parachutist Wings and the Combat Action Badge. Lieutenant Colonel Stephenson has a bachelor's in civil engineering, a master's in environmental engineering and is a licensed professional engineer by the state of Oregon.



As the United States and its coalition partners prosecute the current campaigns in Iraq, Afghanistan, the Horn of Africa and the Philippines, the U.S. military, along with its interagency counterparts, must also prepare for uncertain security situations beyond the present theaters of conflict. Those areas of friction and conflict existed before 9/11 and will continue to exist. Our adversaries will attempt to exploit the above-named campaigns all around the world, and we must fight our enemy with our minds as well as with weapons. For the operators of Army special-operations forces, or ARSOF, the most versatile and lethal weapon is their mind.

LETHAL WEAPON

DRSE BUILDS SOF'S GREATEST WEAPON — THE MINDS OF ITS SOLDIERS

BY COLONEL PAUL S. BURTON, LIEUTENANT COLONEL JAMES H. NANCE AND LIEUTENANT COLONEL DAVID C. WALTON

ARSOF are regionally aligned units that have a global presence. These regionally savvy Soldiers are taught to develop and sustain long-term relationships with indigenous personnel and then create a cadre of linguistically and culturally attuned Soldiers who can provide geographic combatant commanders, ambassadors and follow-on forces with critical capabilities and knowledge should contingencies develop. From their inception, ARSOF have focused on developing regional, cultural and language skills through consistent regional alignment of the components of the U.S. Army Special Operations Command, or USASOC. ARSOF's investment in Soldiers is envisioned as maturing to a career-long commitment of specifically selected members to maintaining the proficiency needed to optimally contribute to our country's foreign policy, specifically in the areas of selected partner-nation-specific and regional strategies.¹

Two of the tools that enable ARSOF operators to be successful and prevail in the ambiguous environments demanded by our country are their understanding of their focus region and the ability to communicate in the native languages of these regions. These two areas can be considered the underpinnings or foundation of many of ARSOF's successes in history. Their ability to communicate effectively and assimilate into a culture to achieve common goals for both governments and people transcend historical differences. The future will be heavily influenced by global competition for declining natural resources, rapidly rising populations in underprivileged and underdeveloped areas, unstable economic markets, and the continuing resurgence of violent religious and secular ideologies challenging democracy as a credible political theory.

Additionally, today's special operator must account for the impact of rapid information transfer, porous national borders, globalization, increased migrating populations with elevated expectations and a proliferation of technologies associated with making and employing weapons of mass destruction. To prepare for future contingencies in such a world, we must build capabilities that enable forces that can rapidly adapt to crises emerging from unanticipated events. "Rapidly adapting" in this context means acquiring the ability to quickly change not only weapons and the way we supply ourselves but also the way we think and train to deal with new challenges in unfamiliar circumstances. The skill set necessary to accomplish that falls under the rubric of regional study, language instruction, culture and education. To this end, we must cultivate an environment in which we teach our Soldiers how to think and adapt, not what to think. We must instill in the Army a culture of flexibility at both the junior and senior levels. In the world battle for population influence, nothing is more important than relationships. At the JFK Special Warfare Center and School's Directorate of Regional Studies and Education, or DRSE, educating Soldiers on the development of relationships with host-nation counterparts in order to operate with socio-linguistic and cultural competency is paramount.

DRSE educates Soldiers in U.S. Army Civil Affairs, Military Information Support Operations and Special Forces throughout their careers by providing relevant instruction, professional development and a superior learning environment, in order to give them the capability to succeed in any global region. The DRSE is the newest directorate within the JFK Special Warfare Center and School, or SWCS, and is currently manned by more than 150 military personnel, Army civilians and contractors.

DRSE is task-organized into four major sections: Department of Regional Studies, Department of Language, Department of Human Dynamics and Department of Education.

Department of Regional Studies

DRS provides vision and manages ARSOF regional and cultural studies. It serves as the primary developer and manager of the following: foundational, intermediate and advanced regional and cultural studies, and any additional regional- and cultural-studies courses that may be required (such as courses needed to support the cultural-support-team initiative).

Instruction in regional studies and cultural competency is crucial for ARSOF operators as the battlespace evolves. In the asymmetrical-warfare environment, the threat is adept at adapting to our predictable tactics, techniques and procedures. We must ensure that our operators understand the complexity of counterinsurgency and irregular warfare and are able to counter emerging threats.

Soldiers cannot fully understand the religious and cultural aspects of a specific region, country or ethnic group without a broader awareness of the links of those aspects to larger religious and cultural expressions that transcend national boundaries. "To win good will in an unfamiliar society ... requires not only a good understanding of another way of life, but a way with people."² Researchers have shown that human-relations training is an important component of helping people to prepare for working abroad.

According to Robert R. Allardice, "As we engage in the world today, much as we have the past couple of centuries, our capacity to identify the challenges in each individual culture; to be able to interact within; and then embrace the challenges of the day to create an effect requires us to understand the culture of both the target country and our own culture so that we can better be able to accomplish what we need."³

Colonel Maxie McFarland, writing in *Military Review*, said, "Regional studies and cultural training should seek to build cross-cultural knowledge and skills, and the ability to understand and manage culturally based differences and similarities within and between multinational enterprises in the contemporary world. Topics of instruction should include infrastructure, information systems, culture, legal/political structures (to include the role and relationship of the military to other institutions), ethics/social responsibility, communications (verbal and nonverbal, such as greeting styles and gestures), negotiation styles and adaptive thinking and leadership.

"Regional studies should be an endeavor that is an exploration of cross-cultural issues with an emphasis on learning skills essential to successful cross-cultural operations. Our goal should be to increase our knowledge and understanding of the region or country coupled with a cultural sensitivity, awareness of the personal and professional challenges of working outside your home country, and becoming able to understand and effectively deal with people whose world view may be very different from your own."⁴

A systems approach to regional studies and the study of a group, nation or region allows for descriptive, explanatory, deductive and patterned analysis and aids a decision-maker with problems of identifying, influencing or controlling a system or parts of the system, while taking into account multiple objectives, constraints and resources.⁵ A systems approach will allow the military to define culture and analyze the operating environment using both social-science approaches and military doctrine. The PMSE-II system, which takes its name from the political, military, social, economic, information and infrastructure systems, provides a doctrinal approach to analysis that complements most cultural-analysis models.

Department of Language

The ARSOF Soldier is at work every day around the globe, typically facing complex issues and situations. Routinely, those ARSOF Soldiers interact face-to-face with indigenous populations, including

the senior leaders of these populations, in order to resolve those same complex issues and situations. Often those Soldiers serve as the sole representative of U.S. foreign policy. What gives the ARSOF Soldier this capability? Additionally, what truly separates ARSOF from other organizations and even other special-mission units? The simple answer is that all ARSOF Soldiers can speak a foreign language.

The Department of Language designs, develops and implements meaningful, effective instructional curricula that will provide students with the means to develop measurable, demonstrable foreign-language proficiency that is scalable throughout their careers. Currently the DOL provides initial acquisition, or IA, language instruction to more than 2,000 students annually and provides oversight of the command language programs at the operational units of more than 8,500 Soldiers. Most recently, the DOL has implemented the Intermediate Language Course, or ILC, which is designed to raise IA graduates to the next level of proficiency. SWCS has the second largest language school within government, second only to the Defense Language Institute, or DLI, in Monterey, Calif.

Lately, DOL has departed from using the Defense Language Proficiency Test, or DLPT, as the measurement of exit proficiency for its students. While DLI and the majority of other language courses within DoD and the State Department still use the DLPT, their programs service the Military Intelligence community. But today's ARSOF Soldier has a unique mission set that requires immersion in the operational environment. That requires an in-depth understanding of the partner-nation culture, as well as the ability to communicate face-to-face. The DLPT measures the ability to read and listen (non-participatory) and is not the appropriate tool for measuring the proficiency required of ARSOF Soldiers. Therefore, WCS uses the two-skill Oral Proficiency Interview, or OPI, to measure student performance. The OPI measures participatory listening and speaking, which are used by ARSOF Soldiers in executing their missions.

The recent change from DLPT to OPI was significant for the language program. For the first time in SWCS history, students are being taught the language skills necessary for mission success and measured by a tool that can determine the program's effectiveness. The OPI, like the DLPT, provides a score from 0 to 3, with the higher score indicating greater proficiency. In addition to language instruction, students receive blocks of region-specific instruction. Those regional blocks, along with the basic cultural lessons inculcated through the language training, provide the ARSOF Soldier with a higher level of cultural competency than their conventional counterparts. Soldiers are also provided an academic prep week, during which they are taught learning styles, English refresher, foreign-language learning strategy and test-taking skills.

It is worth noting that language is now the first major phase of training within all three qualification courses taught at SWCS (CA, MISO and SF). In other words, before Soldiers receive any MOS-specific training, they must demonstrate the ability to speak a foreign language. That change is significant: In the recent past, all language instruction was conducted at the end of the qualification courses, giving the perception that language was an afterthought or not important. Now Soldiers are taught languages before they train, and those who cannot complete language instruction are asked to leave.

The following languages are taught within the IA program: French, Spanish, Indonesian, Thai, Tagalog, Korean, Chinese Mandarin, Russian, Urdu, Pashto, Dari, Persian Farsi and Modern Standard Arabic. The Language Department is funded to expand, if necessary, to include four additional languages; however, expansion will not begin until the

operational units and theater special-operations commands establish actual requirements. The length of IA courses varies from 18 to 24 weeks, depending upon the difficulty of the language. The minimum exit proficiency for all IA language programs is 1/1, with a course goal of 1+/1+.

The top 15 percent of IA graduates are groomed to attend the ILC following their qualification courses. The ILC is designed to take students with an entry-level proficiency of 1+/1+ to a 2/2. As within the IA program, commensurate cultural instruction and region-specific information are provided in concert with the language training. ILC currently offers the following languages: Urdu, Pashto, Dari, Persian Farsi, Russian, Chinese Mandarin and the Iraqi dialect of Arabic. The courses are approximately 32 weeks long, but they may be shortened or extended, as the course is currently in pilot validation. There are plans to establish an Advanced Language Course that would take Soldiers from a 2+/2+ to a 3/3, but no work will begin on that course's design and development before 2012.

To assist SWCS in its efforts, DLI has provided the program a language training detachment, or LTD. Currently consisting of 13 personnel, the LTD assists by teaching workshops and providing curriculum review and development, diagnostic assessment for students and assistance in course design, to name only a few things. Although small, the LTD provides an additional level of professionalism to the program and fosters partnership and sharing of best practices between the two schools. In addition to providing the LTD, DLI is assisting SWCS in a massive effort to revise and update our current language materials for the IA and ILC. This ongoing project is one of the largest language curriculum-development efforts ever undertaken.

In order to address low-density languages not taught at SWCS, DOL is seeking to partner with academic institutions across the country who can assist our efforts. Initial work has begun with the University of Montana and North Carolina State University.

Although DOL is only two years old, it has made significant changes during its tenure. The true measure of any program's success can be taken only by combat application of the skills learned; however, SWCS and the DRSE are proud of DOL's accomplishments. Since the inception of the new department and changes to its program, the first-time-pass rate of the IA program has risen from approximately 60 percent to 98 percent. Language is no longer an afterthought in the training of ARSOF Soldiers; it is now a preamble to all their other training.

Department of Human Dynamics

As stated earlier, the greatest weapons system in the arsenal of the ARSOF Soldier is his mind. But is it not also true that all ARSOF Soldiers strive or desire to be exceptional athletes? Until recently, no sort of ARSOF operator-specific physical-training regime was ever designed, nor was any thought given to rehabilitation at the onset of eventual injuries. Although professional athletes have known for years about the link between physical skills and mental focus, it was never addressed in SWCS training. Now that has changed.

DHD synchronizes physical preparedness, the behavioral sciences, and meta-cognitive skills to educate special operators and equip them with the tools and understanding they will need to move confidently through ambiguous environments and accomplish the mission. DHD uses the latest in psychological assessment and feedback tools to raise students' self-awareness as a prerequisite for training, and it reinforces the process of psychological assessment and feedback with a behavior-based exercise in a field environment. All the while, DHD ensures that Soldiers understand the concepts of lifelong physical training, nutrition and sustainment of physical and mental



EN FRANCAIS Language students discuss how to give directions during their French class. *U.S. Army photo.*

capability. DHL's subordinate elements are: Adaptive Thinking and Leadership, or ATL; the Special Operations Center for Enhanced Performance, or SOCEP; and Tactical Human Optimization, Rapid Rehabilitation and Reconditioning, or THOR3.

ATL provides education in adaptive thinking to enable Soldiers to think outside the box. Adaptability represents an individual's ability, skills, disposition, willingness and motivation to proactively change or reactively fit different tasks and social or environmental factors toward an effective outcome. ATL training includes interpersonal adaptability, which itself includes self-awareness, awareness of others and system awareness. ATL also provides instruction in negotiation techniques, including the cultural aspects of negotiation.

SOCEP adopts the principles of sports and performance psychology to provide mental-skills training to Soldiers, family members and Army civilian employees. The traditional approach to building mental and emotional strength emphasized tough and realistic training, with the implicit expectation that mental and emotional strength would emerge as a valued byproduct. SOCEP accelerates the development of mental and emotional strength through an explicit education and training program designed to teach those underlying skills more directly.

The THOR3 program is designed to educate and train ARSOF personnel in effective techniques for improving and enhancing functional capacity, strength, agility and flexibility; for decreasing or preventing injuries of ARSOF personnel; for reducing time lost to injury by enhancing the rehabilitative process; and for accelerating rehabilitation and returning Soldiers to duty through a structured program focused on optimizing technology. THOR3 increases performance and rehabilitation in strength and conditioning, physical therapy and

nutrition for the enhancement of ARSOF Soldiers, combining the expertise of sports medicine, occupational therapy, orthopedic medicine and psychiatric medicine and applying it to the well-being and fitness of the whole Soldier. The THOR3 section assists in the design of training concepts and ensures successful vertical and horizontal integration of the THOR3 program. To ensure compliance with the program throughout all elements of SWCS, the THOR3 section provides measurable benchmarks, oversight and inspections.

Although DHD is in its infancy, its impact on the ARSOF community has already been tremendous. Today, the knowledge of DHD is being written formally into all three qualification courses as well as the Senior Leaders Course and the Instructor Training Course. Operational units are asking for and being provided performance-enhancement workshops and seminars. As with other ongoing initiatives at SWCS, DHD will not realize its full potential for years to come. However, today's special operators are being equipped with a new and more powerful weapon system. The new mind-and-body weapon system will undoubtedly give the ARSOF Soldier the ability to move confidently through ambiguous environments and accomplish the mission.

Department of Education

DOE's charter is to establish a systematic process that clearly articulates the appropriate ratio of education, training and experience that will provide our force with the requisite expertise to function as master practitioners in special operations. That process should instill a sense of desire in the ARSOF Soldier to develop a life-long learning plan. It should allow ARSOF Soldiers to be professionals who are language and regional experts, show a commitment to continued education and self-improvement, and produce an ethos of always operating through

or with our indigenous partners in a culturally attuned manner.

ARSOF's remarkably trained and experienced force is nevertheless undereducated. Although the operational force consists of a generation of hardened, combat-proven, officers warrant officers and NCOs, we have failed to provide them a comprehensive, holistic opportunity to harness and nurture their intellectual curiosity. In almost every case, the last SOF-specific training that our officers receive throughout their entire careers is the training they receive in the qualification course as captains. Our ARSOF courses in the NCO Education System — the Warrior Leaders Course, Advanced Leaders Course and the Senior Leaders Course — teach minimal SOF-specific tasks. We need to professionalize the force. DOE directs and manages the integration of civilian education for ARSOF students, including degree-producing programs, noncredit education programs and integrated curriculum management of existing SWCS training.

DOE's subordinate elements are the learning resource centers, or LRCs (which consist of the Marquat Memorial Library and the Special Warfare Medical Group Library), and the academic advisement section. The LRCs support SWCS in training and educating Soldiers in CA, MISO and SF by providing access to and training on relevant electronic, print and other media. The LRCs also provide informational resources for doctrine developers, researchers and others who need information on ARSOF. The major functions of the LRCs include providing support to the professional-information requirements of students, cadre and staff in SWCS and USASOC; inculcating a lifelong-learning mentality into each ARSOF Soldier and faculty member; conducting an acquisitions program for selecting and acquiring the best available electronic and nonelectronic information assets to support ARSOF training and informational requirements; providing bibliographic instruction to classes, groups or individuals; staying abreast of developments in information technology, distance learning and library operations and implementing the best of the new developments; and establishing and maintaining contact with the archival activities of other academic libraries within USASOC, the Army and other U.S. government agencies.

The academic advisement section provides full-time Army-accredited education counselors to provide program advisement to SWCS leaders and personalized education counseling for ARSOF Soldiers. It also provides strategic planning and project management for advanced education initiatives, including associates, bachelors, masters and terminal-degree programs. The section also manages the SWCS permanent professorship program.

DRSE's vision is to produce an agile, adaptive, reflective Soldier. It will develop innovative education programs, partnerships, collaboration and a data repository while providing an educated force with the intuitive abilities to work through and with our indigenous partners. We will provide the operational force and staff with the most relevant education and skills necessary as the premier SOF institution of learning. **SW**

Colonel Paul S. Burton is the director of the Directorate of Regional Studies and Education at the JFK Special Warfare Center and School. Burton's career has primarily been with the 7th Special Forces Group, where has served as operations officer, executive officer, battalion commander and deputy commander. Other positions include deputy commander and command of the JSOFT Horn of Africa; commandant of the Counterinsurgency and Stability Operations Center in Iraq and deputy commander of the 1st Special Warfare Training Group. He holds a bachelor's in history and a master's from the U.S. Army War College.



ANNYEONGHASEYO Korean language students learn the proper etiquette for answering the telephone. U.S. Army photo.

Lieutenant Colonel James "Rusty" Nance is currently the chief of the Department of Language and Human Dynamics, SWCS. His past assignments include more than eight years assigned to the 7th SF Group, where he participated in three combat rotations to Afghanistan and numerous counter-narcoterrorism deployments to the U.S. Southern Command's area of responsibility.

Lieutenant Colonel David Walton has served as the department chair for regional studies and education at SWCS since June 2010. He enlisted in the Army in 1991 and was commissioned in 1993 as an Armor officer. His military education is consistent with that of a career Special Forces officer and includes a master's in security management; he begins his doctoral studies in the spring. Lieutenant Colonel Walton has served in operational and staff special-operations forces assignments at the detachment, battalion, group and task-force level. He has completed tours in Operation Enduring Freedom and Operation Iraqi Freedom, as well as multiple deployments in Central and South America.

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THE BIG PICTURE

SWTG INTRODUCES THE COMPREHENSIVE TRAINING ENVIRONMENT

BY MAJOR GREGORY A. PARKINS AND MAJOR ED WILLIAMS

Change is a constant factor of the Special Forces Qualification Course, or SFQC, because the trainers at the JFK Special Warfare Center and School, or SWCS, are always striving to improve the training process and its product, the SF Soldier.

One part of the SFQC that has remained constant throughout the years is Robin Sage, the SFQC's two-week culmination exercise, or CULEX. The training area for the CULEX, the fictional country of Pineland, stretches across 8,000 square miles of central North Carolina. While the physical training area is as complex and difficult as it is vast, the real value is in the human terrain in Pineland.

The Pineland scenario makes use of the services of thousands of North Carolina civilians who volunteer to assist in the exercise as role

players representing guerrilla leaders and members of the Pineland populace. The exercise also uses military role players who act as guerrillas.

During the scenario, SFQC students work to assist the government of Pineland, which is facing an insurgency. Following a coup that deposes the legitimate government, the SF students work with role players to raise and train a guerrilla force that will fight the usurpers and attempt to restore the Pineland government. The unique training area and unconventional warfare, or UW, training environment allow instructors to stress the SF candidates, assessing their ability to think on their feet and accomplish their team's missions.

While Pineland is a wonderful training environment, the students are immersed in it for only two of the 52 weeks that the aver-

age Soldier spends in the SFQC. That is not quite 4 percent of their training. In order to improve the quality of training, SWCS leaders asked: How can SWCS bring this kind of training and environment to the other 50 weeks that students are in the SFQC? How can we create a similar environment for SWCS's other two qualification courses: the Civil Affairs Qualification Course, or CAQC, and the Military Information Support Operations Qualification Course, or MISOQC? How can we inject that environment in our training for advanced skills, such as sensitive-site-exploitation courses, the Special Forces Target Interdiction Course and the Special Forces Intelligence Sergeant Course?

The 1st Special Warfare Training Group, or 1SWTG, is taking steps to create a compre-

hensive training environment, or CTE, using three lines of operation, which are under concurrent development. The first line is to update the UW scenario used throughout the SFQC and incorporate it into the CAQC, MISOQC and advanced-skills courses. The updated UW training will provide a common UW basis for all training conducted at SWCS.

The second line, complementary to the first, is to reorganize and consolidate the major resources used in all three qualification courses and all advanced-skills courses. The third line is to establish a cell in 1SWTG to support all its battalions in executing and maintaining their parts of the UW scenario, manage contracts and role players and build objectives, etc. The cell will also support specialized training outside SWCS's standard courses, if it is requested by units of the U.S. Special Operations Command or interagency partners.

ates will better understand the role of UW in the contemporary operating environment.

The Robin Sage guerrilla training will expose students to the overall learning objectives and outcomes of the SFQC, and it will train them in tactical guerrilla warfare (basic small-unit tactics, sabotage operations, employment of homemade explosives, etc.). Most importantly, it will provide them with the operational and strategic context under which they will train for the remainder of the SFQC. Under the supervision of the Robin Sage cadre and mentorship of the guerrilla chiefs, the students will gain an understanding of what will be expected of them throughout the remainder of the SFQC, as well as OF the importance of UW in the SF mission set.

Although they receive no formal UW training during Phase II (language) and Phase III (tactical combat skills), students will gain

preparation for Robin Sage) to determine the area's suitability for UW operations.

The benefits of progressive and incremental UW training will become most apparent during Phase V, Robin Sage. Students will begin the phase with a strong foundation in UW fundamentals and operations. That will give the Robin Sage cadre the latitude to teach more advanced UW concepts and further develop a more holistic and complex UW scenario. Examples include providing targeted language-training opportunities, integrating interagency and joint assets into the training, and expanding the strategic scenario to include UW as a strategic option rather than as support to the introduction of conventional forces.

The Pineland scenario is the thread that holds the CTE initiative together and allows the total integration of UW instruction throughout the SFQC. Once SWCS has

The Pineland scenario is the thread that holds the CTE initiative together and allows the total integration of UW instructions throughout the SFQC.

The 1st Battalion has begun standardizing the UW curriculum within the SFQC in support of the CTE initiative in order to improve overall training. The CTE initiative will introduce UW concepts earlier in the SFQC and build upon UW instruction throughout thOSE course in order to better inculcate UW concepts. That will allow 1SWTG to introduce more advanced UW instruction during the CULEX (e.g., operational UW planning and UW as the strategic response) and provide the students a more realistic and relevant UW experience.

The initiative will take place in four parts. First, students will be introduced to UW at the beginning of the SFQC by participating in Robin Sage as guerrillas. Second, formal UW instruction will begin earlier in the SFQC, primarily using a distributed-learning methodology, and the cadre will build upon thST instruction progressively throughout the course. Third, trainers will introduce and develop more advanced UW concepts during the CULEX. Fourth, trainers will interweave the Pineland strategic scenario throughout the entire SFQC, so that gradu-

a good understanding of the importance of language and culture. They will more readily acquire tactical skills during Phase III based on their guerrilla experience during Phase I.

The next formal UW training will occur in Phase IV (military occupational specialty, or MOS). Fifteen hours of UW instruction that were previously taught during Robin Sage will be offered through distributed learning and monitored by Robin Sage cadre through Blackboard. Students' knowledge of that instruction will be tested through a comprehensive UW exam that will be a "hard" gate for advancement to the next phase, Robin Sage. In addition, each MOS course is transforming its field training exercises, or FTXs, to incorporate the use of guerrillas. During Phase IV, students training in each MOS will have not only to master their particular specialty but also to develop a plan for teaching it to guerrilla role-players in a field environment. The SFQC officer course goes a step further by conducting a UW FTX in central North Carolina, where students conduct UW pilot-team operations in a denied environment (in

updated and revised the scenario, it will be introduced at the beginning of the SFQC. It will then provide operational and strategic context for SFQC students throughout the course and ensure gradual exposure to the operational environment during training.

For example, during Phase III (tactical combat skills), the scenario will place the students in pre-coup Pineland, conducting counterinsurgency at the request of the government, including the integration of partner-nation forces into the plan. The coup will occur during students' training in the Survival, Evasion, Resistance and Escape Course, triggering the evasion exercise, and the environment will begin to transition from foreign internal defense to UW. During Phase IV (MOS training), students will conduct pre-mission training in a friendly neighboring country, including the limited training of guerrillas who will be reintroduced into their country after they complete training.

Other initiatives under development support the UW curriculum realignment. The 1SWTG is updating training objectives to properly represent the contemporary operat-



TOTAL IMMERSION Soldiers and Marines participating in Operation Certain Trust at Freedom Village are tested in a scenario that replicates conditions they may face while deployed. U.S. Army photo.

ing environment. That will give trainers the ability to provide regional targets during all phases of training and, in concert with the modification of the current support contract to include more language-qualified role players, further regionalizing Robin Sage. That will give the cadre the latitude to include foreign refugees as part of the resistance, place foreign detainees on the targets or introduce foreign nongovernment organizations into the scenario. This is in addition to the current language role-playing that occurs between the SF detachments and the members of the resistance (Montagnards, foreign representation during area command meetings, etc.), propaganda written in targeted languages and the interaction with coalition partners.

These changes will support all three qualification courses. For example, role players on a specific objective will have several roles to play, depending on which element of Army Special Operations Forces, or ARSOF, is training there (CA, MISO or SF). That process will also aid in developing joint, interagency, intergovernmental

and multinational relationships to improve the training. Robin Sage has developed a good working relationship with other government agencies that provide classes and contract air assets that support the exercise. With the potential expansion of the CULEX, the CA cadre is also looking to develop the transition phase of the operation, incorporating representatives from the U.S. Agency for International Development/State Department or role-players who act as their representatives. Finally, the SFQC Allied Program allows foreign military personnel to participate in various phases of training. SWCS continues to refine that program in order to determine the best method of integrating allied military students into the training, particularly into Robin Sage.

The outcome of all these refinements will be an ARSOF Soldier who is completely grounded in the fundamentals of UW; has been fully exposed to the complexity and nuances that UW operations pose at the tactical, operational and strategic levels; and is able to apply those acquired UW-related skills in contemporary

operating environments and in support of future national-security objectives. Upon graduation, those ARSOF Soldiers will now be better prepared for advanced UW training, including operational design and the application of UW as a strategic response. **SW**

Major Gregory A. Parkins was commissioned to the Infantry from ROTC in 1995 and assigned to the 10th Mountain Division at Fort Drum, N.Y. He completed the SFQC in 2002 and was assigned to the 1st Special Forces Group, Okinawa, Japan, after which he served at the JRTC and completed ILE at Fort Leavenworth, Kan. He is currently the executive officer for the 1st SWTG.

Major Ed Williams was commissioned to the Infantry from West Point in 1998 and assigned to the 101st Airborne Division at Fort Campbell, Ky. He completed the SFQC in 2003 and was assigned to the 10th Special Forces Group, after which he served at JRTC and completed ILE at the Naval Post Graduate School. He is currently the operations officer for the 1st Battalion, 1st SWTG.

EXPANDING *THE UW REACH*

BY MERTON “BILL” WOOLARD AND MARK E. COOPER

The commanding general of the United States Army Special Operations Command, or USA-SOC, wrote the quote on the right in 2010 while contemplating the role of U.S. Army Special Forces, or SF, in the contemporary operating environment and in future operations. Although the core mission of SF always has been unconventional warfare, or UW, we do not have a formal education and training program that extends beyond what students receive in the SF Qualification Course, or SFQC. To rectify that deficiency Lieutenant General Mulholland directed the commanding general of the JFK Special Warfare Center and School, or SWCS, Major General Bennet Sacolick, to examine the current training regime, identify opportunities for improving training, and develop an advanced curriculum to educate senior officers, warrant officers and noncommissioned officers in the science and art of planning, preparing for and conducting UW.

Current Operations

Currently, there are four distinct training venues that provide noncongruent UW education and training to SF Soldiers: the SFQC; the SF Senior Leader Course, or SFSLC; the SF Warrant Officer Technical and Tactical Course, or SFWOTTC; and the SF Warrant Officer Advanced Course, or SFWOAC. In addition to these courses, officers who attend the Army's Command and General Staff College receive graduate-level training and education in campaign design and planning, staff operations, critical and creative thinking and operational art.

The SFQC provides students undergoing entry-level SF training an elementary education in the subjects, tactics and techniques required for planning for and supporting a U.S.-sponsored resistance movement or insurgency in a UW context.

This initial exposure to UW includes fundamentals of UW; organization and operation of an underground; organization of the auxiliary; logistics in UW; guerrilla operations; guerrilla tactics; mission planning (with an emphasis on UW); application of SF officer skills; employment in joint interagency intergovernmental multinational, or JIIM, environments; Army special-operations forces and joint command and control; U.S. military and Afghan strategy; and case studies. The final phase of the qualification course is four-week module consisting of a UW analysis-and-planning block and a two-week UW field exercise that provides for application of learned skills in a demanding environment under varying conditions.

The SFSLC provides a distance-learning class on logistics in UW. In addition, it provides lessons that contribute to the successful planning and execution of UW, such as religious planning factors; operations planning; integration of Civil Affairs, or CA; and Military Information Support Operations, or MISO, but there is no specific focus on UW in the lessons.

The SFWOTTC contains a comprehensive operations module on UW that includes: insurgent ideologies, strategies and infrastructure; insurgent methods of operation; the asymmetrical threat; seven phases of a U.S.-sponsored UW; development of a long-range training plan for indigenous forces; integration of fundamentals of urban operations into the UW environment; conduct of UW mission planning; and development of an area assessment. This module provides new warrant officers with the skills, knowledge and abilities needed to conduct UW operations at the tactical level.

The SFWOAC includes a UW module with four major lessons: insurgent ideologies, strategies and infrastructure; U.S. doctrine and policy for irregular warfare; U.S. doctrine and policy for counterinsurgency, or COIN; and conducting the military decision-making process in support of COIN and UW campaign planning. This course educates senior SF warrant officers in the conduct of UW and COIN at the battalion and group levels.



“UW is the core mission and organizing principle for Army Special Forces. It is the only military organization specifically trained and organized to wage UW. Nonetheless, it is apparent to me that we have not invested adequate training and resources in developing and maintaining sufficient advanced capability to conduct UW or UW-related operations in sensitive environments or conditions. My own assessment, based on my experience as a TSOC commander trying to expand and develop a theater-wide capability to prosecute sensitive operations specifically in support of the theater commander, is that the critical point in time where military UW skills are crucially relevant to decision makers is “left of the beginning” of a policy decision contemplated by the United States Government regarding sensitive operations. The assessment phases of relevant resistance or surrogate potential – by definition normally very sensitive requiring a healthy toolkit of operational skills – are the ones where our informed, UW military skills are most needed, and where all-too-often we are not participating.”¹

— LIEUTENANT GENERAL JOHN MULHOLLAND





SECURITY SWEEP A senior weapons sergeant conducts an after-action review with policemen from the Afghan National Civil Order Police Brigade, following a joint patrol through the Arghandab River Valley, Kandahar province, Afghanistan. *U.S. Army photo.*

UW Comprehensive Education

The courses listed above continue to provide the necessary basic and intermediate education and training that have been required in the past, considering the emphases placed on find-fix-and-finish operations and later on COIN conducted during named operations in Southwest Asia. However, in order for SF to meet evolving and future operational requirements, the command has identified a need to revise and strengthen current UW education and establish new advanced UW training and education for selected SF officers, warrant officers and senior NCOs assigned to sensitive operational positions. That requirement is known as the UW Comprehensive Education Initiative. The initiative includes revising or developing education at four education levels: 100, 200, 300 and 400.

UW Ed Level 100. The level 100 UW education is designed to provide an initial-entry-level UW operator with the capacity to understand and execute the unique mission requirements associated with developing, training and employing a resistance or surrogate force as a member of an SF operational detachment-alpha, or SFODA, to articulate those requirements to commanders and staffs at the tactical level to facilitate accomplishment of a variety of UW activities. The student should also understand the complexities of the UW environment, including but not limited to logistics, communications, cultural sensitivities, language barriers and environmental ambiguities.

To meet the evolving UW requirements and provide vision for the SFQC, SWCS conducted a curriculum mapping and alignment study and published the study findings in June 2010. As a result, SWCS is developing a comprehensive training environment, or CTE, is planned for spiral implementation by the 1st Battalion, 1st Special Warfare Training Group, to provide a continuous, immersive UW scenario that progresses as the student advances from phase to phase within the course, culminating in a comprehensive UW field exercise. Additionally, UW training is now introduced early in the qualification course instead of in the final phase, thus providing the student with a point of reference that can be built upon throughout training. The orientation phase of the qualification course is expanding to include early UW training and a field exercise in which the students will participate in the Robin Sage exercise as members of the guerrilla force in order to experience the UW environment from the guerrilla's perspective. Phase V includes a revised curriculum that expands the students' understanding of mission analysis and planning, interagency operations and the integration of CA and MISO assets. In addition, the SFQC has added a UW comprehensive examination to evaluate the students' understanding of UW concepts and operations — the exam is a “must pass” event.

The area-of-concentration training for officers (18A) and military-occupational-

specialty training for NCOs has been strengthened with the addition of an MOS field training exercise for the NCOs and a pilot-team field training exercise for officers.

UW Ed Level 200. The level 200 UW education is for more “seasoned” SF operators — Soldiers with at least two to three years on an SFODA. The end state for this level of education is a tactical UW operator who is capable of analyzing and understanding the dynamics of resistance and insurgency movements. The operator will be a critical thinker with the capacity to understand and execute the unique mission requirements associated with developing, training and employing a resistance or surrogate force and articulating those requirements to commanders and staffs at the tactical level to facilitate the accomplishment of a variety of UW activities. He will be capable of understanding the campaign design and planning needed to facilitate the execution of theater-level operational and contingency plans that support the geographic combatant commander, or GCC. In the realm of 200-level education, SWCS has developed a three-week detachment leader's course that follows the SFQC and is designed to help the officers transition from training, introducing them to the contemporary operating environment and providing insight into the operational environment prior to their first assignment.

UW Ed Level 300. The level 300 UW education is graduate-level UW education designed

for senior SF operators who will be assigned to a special activities department, a military-liaison element or a staff at the group level or higher. He will be a technical UW operational planner capable of analyzing, assessing and developing regional resistance and surrogate capabilities in permissive, uncertain and hostile environments through professional education and UW activities in support of theater and national objectives. The graduate will be an adaptive problem-solver who has the capacity to understand and implement the unique requirements associated with developing the components of a resistance (guerrilla force, underground or auxiliary) and articulating those requirements to commanders, staffs and other U.S. government entities at the operational level. The level-300-educated Soldier will be capable of participating in campaign design and planning to facilitate the development of theater-level UW operational and contingency plans to support the GCC and strategic-level decision-makers. The graduate will understand campaign design and planning necessary to facilitate the execution of theater-level operational and contingency plans that support the GCC. The new advanced UW training and education programs are under development, targeted for implementation during the third quarter of FY 2011, and will provide unique training and education in UW and network-development.

The Unconventional Warfare Operational Design Course

UWODC is designed to educate senior officers, warrant officers and NCOs in the art of UW so that they can develop and/or assist in the development of theater-level UW campaign designs and plans for theater special-operations commands and theater commands. The course contains three major elements: an in-depth study of insurgencies, discussions of UW and a planning exercise based upon U.S. support to a possible real-world theater-based insurgency. Students begin the course by looking at the history and the genesis of insurgencies through a detailed examination of two very different real-world historical examples. At the same time, students compare those examples to a notional theater-based insurgency upon which their assignment will be based. As they move on to UW or U.S. support to insurgency, they will conduct the same exercise, studying UW doctrine and historical examples while comparing them to and analyzing their assignment. Students will conduct a series of briefbacks to

instructors and guest subject-matter experts to allow the cadre to gauge each student's ability to apply what he has learned. The campaign-design exercise culminates with small-group presentations of the proposed UW campaigns for the assigned notional scenario.

SFNDC teaches students a higher level of skills in developing indigenous a networks. The course focuses on developing the infrastructure necessary for sustaining and developing resistance or insurgency movement. It teaches operators to assess a group's ability to develop, support and sustain a guerrilla force, then to develop a plan for training and assisting the group to build a clandestine organization to conduct operations against a foreign government or the military forces of occupying powers. Operators learn how to teach members of an underground or auxiliary to build and sustain the networks needed for command and control, intelligence collection, supply, transport and sustainment of indigenous combat forces. They also learn to assess network security and teach indigenous forces to avoid compromise and to mitigate damage if compromise occurs.

UW Ed Level 400: The level 400 UW Education is considered the post-graduate UW education designed for senior SF officers and NCOs operators who will participate in internship programs with other U.S. government agencies and with regional partners. They will learn to provide UW subject-matter expertise when representing the GCC in communicating the theater UW plan to ambassadors and their country teams and other senior military and civilian leaders. They will also learn to understand the implications of UW as it relates to U.S. national objectives and to be able to express the theater requirements for UW implementation, including the impact on other theater-level operations, diplomatic initiatives and the whole of government. The SME should be able to articulate the unique benefits of UW as an alternative option during the development of strategic foreign policy. In addition, the SME will be able to educate, provide guidance to and direct theater planners in developing UW operational campaigns and contingency plans, including sensitive activities.

Conclusion

As a result of the comprehensive review of current UW education and the establishment of the four UW education levels, the

SWCS Directorate of Training and Doctrine, in close collaboration with the 1st Special Warfare Training Group, is continuously redesigning and revising SF qualification, improving intermediate-level education and creating new courses of instruction to provide advanced special-operations education and training; the UWODC; and the SFNDC. These courses will focus on creating or enhancing UW skills that Lieutenant General Mulholland calls "crucially relevant to decision makers 'left of the beginning' of a policy decision contemplated by the U.S. government regarding sensitive operations."

The SFQC will continue to undergo revisions that implement a thematic approach in which UW is the overarching premise. From revising and enhancing the SFQC to developing new UW-focused courses, SWCS is undergoing a continuous evolutionary transformation. In the future, SWCS education and training will continue to train Soldiers in all SF missions, but it will concentrate on the core mission most vital to the success of SF — unconventional warfare. **SW**

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Notes

1. Lieutenant General John Mulholland, "Unconventional Warfare Evolution," U.S. Army Special Operations Command leadership briefing, 23 August 2010.

OFFICER Leader Development Update

General George Casey, the chief of staff of the Army, has directed several changes to personnel policy that will affect officer career development in all three regiments of Army special-operations forces, or ARSOF (Civil Affairs, Military Information Support Operations and Special Forces).

Some changes are still forthcoming, and the Department of Army will publish transition plans for the upcoming policy changes as they are approved. Other changes have already been specified in the Army Manning Guidance dated Dec. 17. By acting immediately to disseminate the policy guidance, implement the changes and aggressively enforce the timelines contained in that update, ARSOF leaders can avoid many problems that could hinder officers' career development.

Overall, the CSA's intent is to enforce officer professional-development timelines and standards for officer promotion and command contained in DA PAM 600-3, *Commissioned Officer Professional Development and Career Management*. Officers need to be proactive in managing their careers, and leaders need to ensure that officers meet

their developmental timelines, especially for professional military education, or PME.

Guidance for commanders at all levels. The latest Army Manning Guidance advises leaders at all levels to enforce DA PAM 600-3's officer professional-development timelines with respect to company command time and time in key and developmental, or KD, positions. For ARSOF, field-grade KD assignments will normally be 24 months and may be extended by exception up to 36 months. Officers who have completed KD assignments must be released to attend PME or to meet requirements in the generating force. The optimal company-grade qualification time is 24 months for SF and MISO, and 36 months for CA.

Command prerequisites and slating. Regarding command prerequisites and slating, the FY 2012 Centralized Selection List Command and Key Billet Guidance recommends, "For Army Competitive Category Officers, slate only lieutenant colonels who are projected to be graduates of Intermediate Level Education (ILE) and colonels who are projected to be graduates of senior service

college (SSC) at the projected change of command date."

According to the Army Manning Guidance, beginning in FY 2013, there will be new prerequisites for command and promotion: SSC will be required before officers can assume colonel-level commands, and officers will have to have completed ILE before they can be promoted to a lieutenant-colonel-level command. The Army vice chief of staff is the approval authority for all SSC deferrals. Guidance is forthcoming for all Army activities regarding implementation of the new prerequisites.

PME. In regard to early release from theater in order to attend PME, the Army Manning Guidance advises commanders not to prevent captains and majors who have completed their KD assignments from returning from deployment if replacements are on-hand. It recommends that commanders coordinate individual officers' redeployment from theater on a case-by-case basis to allow them "to take advantage of professional-development opportunities and to bring their expertise into the generating force."

SPECIAL FORCES Non-Military Education Level (Non-MEL) Programs

Every year the Army offers officers the opportunity to apply for fellowships, scholarships and internships that are not part of military-education-level programs. Those non-MEL programs, offering a wide range of graduate degrees, often require follow-on utilization assignments of 12 to 48 months that begin upon completion of the education program.

The programs available to SF Soldiers are:

- Regional Fellowship Program (LTC level).
- Arroyo Center Fellowship.
- Congressional Fellowship.
- General Wayne A. Downing Scholarship.
- Joint Chief of Staff, Office of the Secretary of Defense, and the Department of the Army Staff Intern Program.
- Olmsted Scholarship.
- Strategic Education and Development Program (formerly the Harvard Strategist Program).
- White House Fellowship.
- Special Operations Legislative Affairs Scholar Internship, or SOLA. (Boarded and funded by the U.S. Special Operations Command. More information at http://www.socom.mil/J7_9/SOFEducation/Pages/SOLAScholarInternship.aspx).

The Army Human Resources Command, or HRC, normally issues MILPER messages regarding the programs (except SOLA) in March. Once issued, the messages will be posted on the SF Branch's captains and majors webpage. Read the MILPER messages to see if the program is right for you. Do not exclude yourself from these

opportunities out of a belief that you are not competitive: SF officers compete very well for all these programs.

Applications must be routed through Soldiers' assignment officer prior to the suspense date listed in the MILPER message. The branch will screen applications for completeness and send them to the HRC non-MEL program manager. Applicants who require a waiver of the minimum requirements should state, in the "Remarks" section of the DA 4187, "SM requests waiver for ..." and add in the name of the item they need waived. Waivers commonly requested include grade-point average, Defense Language Aptitude Battery test date, and scores on the Graduate Record Examination, or GRE. Waiver requests based on not having had the opportunity to take the GRE because of deployment (the only acceptable reason) must include the date the applicant will take the test and the estimated date for receipt of the scores. For more information, visit the non-MEL website: https://www.hrc.army.mil/site/protect/branches/officer/LeaderDev/CivSchool/Non_MEL_Programs_Main_Page.htm.

SF officers selected for the non-MEL programs this year are:

FY 2011/12 Arroyo Center Fellowship: MAJ Armin K. Windmueller.
FY 2011/12 Army G3/5 Strategic Education and Development Program: CPT Christian D. Knutzen.
FY 2011 General Wayne A. Downing Scholarship: MAJ Matthew A. Chaney and CPT Jody J. Daigle.
FY 2011 JCS/OSD/ARSTAF Internship: CPT Erhan Bedestani.
Special Operations Legislative Affairs Scholar Internship: CPT John D. Whiting.

SF WARRANT OFFICER

Warrant Officers

In accordance with AR 350-1, ALARACT 362-2010 and DA PAM 600-3, *Officer Professional Development and Career Management*, the Leader Development Division of the HRC provides the following guidance for order of precedence in scheduling warrant officers in the Army Competitive Category for FY 2012 Professional Military Education, or PME:

Warrant Officer Senior Staff Course, or WOSSC

1. Senior CW4s (three years time in grade).
2. CW4s (on the promotion list).
3. CW5s (in need of training before assignment to non-positions).
4. All other CW5 and CW4s (120 days before the class reports).

Warrant Officer Staff Course, or WOSC

1. CW4s who are in the primary zone for CW5.
2. Senior CW3s (three years time in grade).
3. All other CW4s.
4. CW3s (on the promotion list).
5. All other CW3s (120 days before class reports).

Warrant Officer Advanced Course, or WOAC

1. CW3s who are in the primary zone for CW4.
2. Senior CW2s.
3. All other CW3s.
4. CW2s (on the promotion list).
5. All other CW2s (120 days before class reports).

Each warrant-officer PME course has a distance-learning, or DL, phase that must be completed prior to beginning the resident phase. Detailed information regarding the DL requirements for the WOAC can be found on the ARSOC portal (<https://arsocportal.soc.mil/swcs/SFWOI/Pages/Default.aspx>) and for the WOSC/WOSSC on the Warrant Officer Career College Web page (<http://usacac.army.mil/CAC2/WOCC/>).

SPECIAL FORCES

Branch Notes

Dwell time. Each officer is responsible for ensuring that his personnel section updates his dwell time accurately upon his return from a deployment. Assignment officers are unable to do that.

Guidance for promotion and selection boards. The Army recommends that all officers who are eligible for a promotion or selection board have their DA photo taken in the Army service uniform.

Joint-qualification self-nomination. As of Oct. 1, 2010, active-duty officers have 12 months from the date they completed their joint-experience assignment to apply for retroactive credit. For more information, visit one of the following websites (CAC-authenticated login required):

Joint Policy Branch of the Army Human Resources Command, or HRC:

<https://www.hrc.army.mil/site/protect/branches/officer/operations/jointpolicy/index.htm>

Joint Qualification System:

<https://www.dmdc.osd.mil/appj/jmis/JQIndex.jsp>

Opportunities for SF officers

It is important that experienced and talented officers be assigned to instructor positions in the combat training centers and the maneuver captain career courses. In the near term, SF Branch is seeking volunteers to fill those key positions. Interested officers should contact their assignment officer. In the future, the SF groups will be tasked to nominate officers.

Because of worldwide requirements for officers in Army special-operations forces, officers in Special Forces, Military Information Support Operations and Civil Affairs will not be allowed to compete for the FY 2012 professor of military science board.

SF Branch Website

For information on a variety of subjects involving promotions, assignments and career development, SF officers and warrant officers should visit the SF Branch website:

<https://www.hrc.army.mil/site/protect/branches/officer/MFE/SpecialForces/sf-branch.htm>

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