FROM ONE LEADER TO ANOTHER
Volume II

Command Sergeant Major Joe B. Parson
General Editor

US Army Command and General Staff College Press
US Army Combined Arms Center
Fort Leavenworth, Kansas

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Foreword

I am honored for the opportunity to contribute to the publication of the second volume of "From One Leader to Another" by Command Sergeant Major Joe B. Parson of the Combined Arms Center-Education at Fort Leavenworth.

This outstanding resource contains a wealth of knowledge from some of the most experienced Non-Commissioned Officers from across our Army. Every NCO can learn important lessons from fellow NCOs and I encourage you to pass on that knowledge to your Soldiers.

We are moving into what might seem like a time of uncertainty for our force, but it's crucial that we keep our Soldiers focused on the value of the commitment that they've made to our nation and to our service. They joined the Army because they wanted to serve. And it's up to us to show them how much our country appreciates their service and how we must continue advancing our profession of arms. The world is still a very dangerous place and we will need to hold onto experienced Soldiers. An overwhelming majority of our force joined the Army after the attacks of September 11, 2001. Our Soldiers joined knowing that they were likely to deploy. They knew there would be challenges and hardships but they (and their Families) were ready to face them in service to our nation.

Now, as overseas combat deployments are coming to a close, our Soldiers face a different set of challenges brought on by a reduced operational tempo and reductions in funding. Deployments of all kinds will be fewer and smaller. Money and opportunities for training and equipping is expected to be more difficult to obtain. Younger Soldiers have not experienced these times but those of us who have been around for some time know that this is really just a return to a posture we held prior to the September 11 attacks.

Senior NCOs have an opportunity—and an obligation—to let these Soldiers know that this is not the first time this has happened. We've been there and we've figured out what was expected of us with the resources we were granted. Regardless, our training obligations do not change. We are here to train, meet standards, and to lead the way. We are NCOs and we honor our commitments and meet our requirements.

I have no doubt that you share my high level of respect for the young generation of Soldiers and their willingness to serve our country. These men and women are the muscle of the Army. NCOs lead the way, but without our Soldiers, nothing gets done.

We, as Army leaders, have an important obligation to motivate and develop new leaders and to keep them on a steady path to grow into their role as our successors. Keep them informed of the training they need and the educational programs they have at their disposal in order to help them reach their goals. Support them in their quest to become better Soldiers, better Citizens, and better family members. Help them develop personally and professionally.

Completion of their Structured-Self Development is critical to their growth. As we once again approach leaner budget times, SSD takes on an even greater level of importance. Remind your enlisted men and women that SSD is not too difficult, but that they can't get finished until they start. Then be there to assist them, when necessary. As their leaders, we are responsible for their development and we owe it to them to provide the right path so they might take on our responsibilities some day. That is how the Army moves forward across generations and that is how we will remain the world's greatest fighting force.

Once again, thank you to the Combined Arms Center for producing this excellent publication and thank you to the devoted leaders for contributing their insights and wisdom. NCOs, take advantage of this resource and develop your Soldiers into the leaders you know they can become.

Brunk W. Conley
CSM, ARNGUS
10th Command Sergeant
Major of the
Army National Guard

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Section 1
Attributes

Army in Transition

Master Sergeant Justin T. Viene

How does the Army transition from a combat-experienced, well-funded Army-at-war to an Army of preparation serving largely in a garrison environment? How does it change an entire generation of Soldiers, leaders, and combat-fatigued veterans who lack any concept of a peacetime Army? How and what the Army trains during this transition will be crucial for its success or failure. The force must prepare for this transition by accounting for a loss of combat experience and funding as well as conducting a review of historical issues from previous wars in order to truly capture the lessons from our last decade of conflict. Mistakes made during this change will not only impact its peacetime transition, but also its preparation to become a regionally aligned, future fighting force. As they prepare for future conflicts, the next generation of leaders should not have to suffer through transition issues that they might otherwise have anticipated by learning from the past. Dealing with these issues is crucial to making the successful transition to a peacetime Army.

The Army currently has a very solid core of experienced combat veterans who were forged in the Global War on Terrorism (GWOT). This core is rapidly deteriorating as many leave the Army and fewer combat deployments are not generating the needed replacements. Just look through your ranks and you will see that those with Iraq experience are mostly senior staff sergeants or higher in rank. The hard lessons learned from both Iraq and Afghanistan cannot be easily replaced and future conflicts are uncertain. Our veterans have a true appreciation of what happens during a firefight: weapons effects, fire superiority, decisive points, and the emotional and psychological effects of armed conflict. This level of understanding cannot be easily trained, studied or replicated and can only be gained through personal experience. One disadvantage that has grown from our many years of war is the singular focus that many leaders have regarding tactics, techniques and procedures (TTPs) which were developed for a specific region, against a specific enemy. TTPs were successful to defeat the enemy, but at the cost of losing the fundamentals of doctrine. The knowledge and understanding of doctrine by our Officers and NCOs fails in comparison to that of their pre-conflict predecessors. This is a perfect example of another challenge the Army faces.

Training a peacetime Army is very different from training one at war. The large scale pre-deployment training paths and resources this Army enjoyed will soon be gone. The population of leaders who have served

in a peacetime pre-GWOT Army is becoming even smaller. The pre-GWOT generation of leaders understood and was familiar with operating and training within a fiscally constrained environment. Those leaders understood that funding, which is generally outside of their control, could be mitigated with good, creative training. Unfortunately, all of the individuals who were part of that force are now much higher in rank and responsibility. Their experiences are a decade old and they have advanced from tactical and operational positions of leadership to strategic positions where their experience can be value added. More responsibility is placed upon small unit leaders; their ability to create realistic, worthwhile training with limited resources can have significant negative or positive impact.

My current unit's challenges with our internal Master Breacher (MB) program is a good example of these larger issues. The MB program was exceptional before GWOT and consisted of the Explosive Entry (EE) course for senior leaders, and basic-to-advanced demolitions qualifications for enlisted members. These programs included breaching and defeating all types of obstacles, doors, and structures through mechanical, ballistic, thermal, and explosive means. The program took a lot of time, training, and experience to develop breaching proficiency and expertise. Once operations began in both Afghanistan and Iraq, the breaching proficiency increased tenfold because the breachers employed years of institutional knowledge while developing new and efficient TTPs.

Fast forward to 2014 and the current operational constraints faced in Afghanistan; the use of breaching has significantly decreased, as most missions are conducted through non-lethal means such as containing a target and engaging with the local population, or by placing the partner force in lead of the mission. Because of this, the breaching program has lost that same level of proficiency and is rapidly degrading. This was not readily identified based off the number of explosive breaches leaders employed during previous deployments. Every Team Leader had experience conducting multiple breaches and employing all methods of breaching, including mechanical, ballistic and explosive - on actual objectives. Currently, our unit is trying to teach this at the lowest level because our leaders failed to gain hands-on experience during recent combat deployments. Those leaders are now joining the senior Non-Commissioned Officer ranks without the expertise their predecessors once possessed. This consequently affects those units because they are unable to train something that they do not know or have limited knowledge of. Leaders became accustomed to developing experience during combat deployments, but now they must gain that experience through training

alone. The challenges of a peacetime Army will be very similar and will extend to all facets of individual and small unit skills and tactics. The Army can look to its history to help address and prepare for this transition.

Historically after any major war or conflict, the Army was restructured and reduced to its pre-war or smaller task organization. What should the Army keep or omit? One good example of this challenge is the military working dog programs. Every major conflict has employed military dogs dating back to WWII, Korea, and Vietnam and after every conflict the Army cut those programs; they are simply too expensive and time consuming to maintain. Our unit's multipurpose canine program (MCP) was formed after the GWOT began because of the increased requirements for what military working dogs could provide. This MCP program has grown and matured into an advanced program that took many years and a lot of funding to master. Because of its establishment and development of handlers, canines, and trainers is unique, the comprehensive training path and program would be extremely difficult to reestablish if cut. These MCPs have saved countless lives through their incredible capability to detect explosive devices or interdict enemy personnel in nearly impassable locations. They brought a distinct tactical edge that both saved American lives and enabled strike forces to close-with and destroy the enemy. Every dog that lost its life in combat directly equates to one Soldier's life; our Battalion alone lost seven dogs since inception. This does not include the countless improvised explosive devices, booby traps, or hidden enemy found by the MCP. Should the current program be cut, relearning how to stand up a new MCP program will be difficult and costly. Looking back on our history, these types of programs have always been cut after every conflict. Why should the Army need to relearn this valuable and lifesaving capability?

The idea of having to relearn a lesson is a horrifying thought. It means that an individual or organization is paying again for mistakes they previously experienced, possibly in blood. After action reviews (AAR) and lesson learned sites/products are great but the Army seems to continually relearn the same lessons over and over again. This is a problem that must be addressed. During Vietnam, the United States Army Ranger School effectively implemented many of the fundamentals for success in combat which were learned from its years in conflict. Ranger school students gained valuable experiences that prevented potentially fatal mistakes, both in terms of general leadership and tactical expertise. How does that institution ensure those lessons are not lost or relearned? Creating a web site or document does not guarantee success. Their lessons were

taught and incorporated into the course with cadre who were masters in their tradecraft, who mentored new cadre members and who trained their students to the standard. The Ranger School successfully incorporated their lessons learned from Vietnam and continues to refine and teach them today. The Army at large should learn from and expand on their success.

Who's to say that the Army could not conduct a restructure of Ranger School to fully incorporate current GWOT lessons learned so they are not lost? Bringing back the Desert phase of Ranger School could help accomplish this; it would be the last phase and it would incorporate the fundamental lessons from the last decade of conflict. The final event could be an actual patrol along the U.S.-Mexican border and focus on illegal border crossings. The military would not deploy against U.S. citizens, but would help with border control, by conducting only reconnaissance and surveillance operations. This environment is perfect for what the Army has already experienced and will face in future conflicts. Their most likely encounters would be with illegal immigrants and there is always the chance of encountering armed drug and weapon smugglers. This is very similar to the missions in Afghanistan and Iraq during which Soldiers encountered civilians with the chance of enemy contact. They would be expected to overcome many challenges such as language barriers, operating in an austere environment and in close proximity to a border, possible enemy contacts, and civilian considerations - both US and foreign. Many foreign militaries have incorporated similar paths into their most prestigious combat schools; Columbia's Lancero School and India's mountain warfare are two examples. This will ensure the lessons our Army has learned will not be lost in a dusty folder or on some obsolete internet website. They will be lived and taught daily to the leaders who will begin to understand the true fundamentals of combat. This is irreplaceable experience for our future leaders as the Army transitions to a peacetime force. It will give them their "first live mission" and familiarity with the feelings of nervousness, uncertainty, and fear that come with actual combat. There is nothing that can replace "locking and loading" live ammunition and heading out on a mission when the outcome is unknown. We can, however, find creative ways to replicate these experiences in a training environment if we take the time and think deliberately.

There are many risks and challenges ahead as we make the transition from a combat experienced and well-funded Army to a peacetime Army. Modifying how we train to include our hard fought lessons learned and by using a deliberate process when deciding what programs should remain and which should be cut is critical to our future success. All leaders need to

be engaged and help to develop ideas and programs that will best support training in a fiscally constrained environment by consolidating training, focusing on the fundamentals, and looking hard at risks associated with cutting training or programs. Senior leaders owe it the next generation to develop the most realistic training environment possible in order to help offset the huge loss of combat experience while also capturing the hard-learned lessons from over a decade at war. Leaders who will be expected to take our Army into its next conflict must not be expected to "re-learn" the lessons that this generation learned in blood.

If you would like to learn more about this topic, I recommend you take the time to read D. McCormick, *The Downsized Warrior: America's Army in Transition*, General Raymond Odierno, "The U.S. Army in a Time of Transition: Building a Flexible Force" at http://www.army.mil/article/78563/, Bart Brasher, *Implosion: Downsizing the U.S. Military 1987-2015*, and David Cavaleri, *Easier Said Than Done: Making the Transition Between Combat Operations and Stability Operations*.

The Army Values

First Sergeant Sandra K. Britton

In the 1990s the Army incorporated a set of values known as the Army Values. They are a set of values established to guide Soldiers along their journey and give them a baseline of how they should perform and present themselves on a daily basis. The acronym is LDRSHIP, standing for loyalty, duty, respect, selfless service, honor, integrity, and personal courage. Our "Army Values" are not merely a phrase for how members of the Army should act; they represent who we are. We emulate the seven Army Values because they are the standard for behavior, not only in the Army, but in any ordered society.

Our Army doctrine defines each value.

Loyalty**: "**bear true faith and allegiance to the US Constitution, the Army, your unit, and other Soldiers." Be loyal to the nation and its heritage. Loyalty is a two-way street: you should not expect loyalty without being prepared to give it as well. The loyalty of your people is a gift they give you when, and only when, you deserve it—when you train them well, treat them fairly, and live by the ideals you represent. Remember Soldiers fight for each other—loyalty is that commitment. Loyalty extends to all members of all components of the Army.

Duty: "fulfill your obligations." The essence of duty is acting in the absence of orders or direction from others, based on an inner sense of what is morally and professionally right. Duty begins with everything that's required of you by law, regulation, and orders; but it includes much more than that. As a professional, do your work not just to the minimum standard but to the very best of your ability. Commit to excellence in all aspects of your professional responsibility so that when the job is done you can look back and say, "I couldn't have given any more." Take the initiative, figuring out what needs to be done before being told to do so. Take full responsibility for your actions and those of your subordinates. Never shade the truth to make the unit look good—or even to make others feel good. Instead, follow your higher duty to the Army and the nation.

Respect: "treat people as they should be treated." Army leaders honor everyone's individual worth by treating all people with dignity and respect. The leader who feels and gives the respect which is due to others cannot fail to inspire in them regard for himself. On the other hand, he who feels - and hence manifests - disrespect toward others, especially his subordinates, cannot fail to inspire anything but hatred against him. Respect for the individual forms the basis for the rule of law, the very

essence of what makes America. In the Army, respect means recognizing and appreciating the inherent dignity and worth of all people. This value reminds you that your people are your greatest resource.

Selfless Service: "put the welfare of the nation, the Army, and your subordinates before your own." Selfless service leads to organizational teamwork and encompasses discipline, self control and faith in the system. Selfless Service means doing what's right for the nation, the Army, your organization, and your people—and putting these responsibilities above your own interests. The needs of the Army and the nation come first. Selfless service means that you don't make decisions or take actions that help your image or your career. For a team to work, the individual has to give up self-interest for the good of the whole. The requirements for selflessness do not decrease with one's rank, they increase.

Honor: "live up to all of the Army values." Lieutenant General Thomas J. "Stonewall" Jackson once wrote, "What is life without honor? Degradation is worse than death." Honor provides the "moral compass" for character and personal conduct in the Army. Though many people struggle to define the term, most recognize instinctively those with a keen sense of right and wrong, those who live such that their words and deeds are above reproach. Honor is demonstrating an understanding of what's right and taking pride in that reputation. Implicitly, that's what you promised when you took your oath of office or enlistment. You made this promise publicly and the standards, the Army Values, are also public. To be an honorable person, you must be true to your oath and live the Army Values in every aspect of our lives.

Integrity: "do what is right—legally and morally." The American people rightly look to their military leaders not only to be skilled in the technical aspects of the profession of arms, but also to be men and women of integrity. People of integrity consistently act according to principles—not just what might work at the moment. People of integrity do the right thing not because it is convenient or because they have no choice. They choose the right thing because their character permits no less. Conducting yourself with integrity has three parts: separating what is right from what is wrong; always acting according to what you know to be right, even at personal cost; and saying openly that you're acting on your understanding of right versus wrong.

Personal Courage: "face fear, danger, or adversity both physical and moral." Personal courage isn't the absence of fear; rather, it is the ability to put fear aside and do what is necessary. Personal courage takes two

forms, physical and moral. Good leaders demonstrate both. Physical courage means overcoming fears of bodily harm and doing your duty. It's the bravery that allows a Soldier to take risks in combat in spite of the fear of wounds or death. In contrast, moral courage is the willingness to stand firm on your values, principles, and convictions — even when threatened. It enables leaders to stand up for what they believe is right, regardless of the consequences. Leaders, who take responsibility for their decisions and actions, even when things go wrong, display moral courage. Courageous leaders are willing to look critically inside themselves, consider new ideas, and change what needs changing.

In my opinion, Army Values are more important today than when they were originally integrated into the Army. I believe the quality of Soldiers that are joining the Army today are vastly different from those in the past. In my experience, Soldiers that joined ten years ago were more impelled to do what was right merely because it was the right thing to do. The vast majority of today's Soldiers seem to do the bare minimum unless they have leaders that are continuously pushing them towards progression and this is for any number of reasons. I believe our Army Values may complement or contrast with our own personal morals by which we were raised depending on one's upbringing.

In my experience, Soldiers that come from humble beginnings and understand what it is like to work in order to survive, make better Soldiers. Those Soldiers are born and bred with Army Values instilled in them and make it easier for them to adapt to the Army's standards. In my opinion, Soldiers that are raised with a strong moral foundation make for better Soldiers because they understand the true meaning of loyalty, duty, respect, selfless service, integrity, and personal courage because certain circumstances from their upbringing required that they encompass each of these. They know the affects of not living by the values and even more, they understand the value in living by them. Although each Soldier isn't raised with morals that mirror our Army Values, it is our job as leaders to teach them the values and make them understand the significance of living by them. Most of the Soldiers that weren't raised with these type of morals/values usually just need a strong leader to take them under their wing, become their mentor, set the example, and show them that living the Army Values will allow them to be successful in the Army and in life.

Throughout my 20 years in the Army and my 37 years of life, I have met people and leaders of all varieties and have had experiences that made me who I am today. I believe that both in and out of the Army, you meet people that either add value to your life, or take it away. You meet people

that show you what right looks like and those who do not. I have used this example when mentoring my Solders for many years. I learned at an early age in the Army that only you can control yourself and only you can determine whether you will fail or whether you will succeed. I tell my Soldiers that I have a tool box that I carry with me daily, not a literal one, but a figurative one. I tell them that along the way I have had leaders that showed me what right looks like and had those that did the exact opposite. I tell my Soldiers that in the bottom of the tool box I keep the easy accessible examples of what right looks like and when I need advice or mentoring, I refer back to that part of the tool box to ensure I make the right choices. In the top of the tool box I keep the examples of those leaders that attempted to guide me in the wrong direction. I keep them there to ensure I do not make the wrong decisions or guide my Soldiers in the wrong direction.

It is the job of leaders to ensure the true meaning of the Army Values is understood across our formation. We as leaders cannot forget where we came from and how we got to where we are. We are responsible for ensuring we instill the Army Values in our Soldiers so that they too, can be successful and one day fill our positions. During my time, I have often been asked which Army Value is most important to me. I have never been able to say that one is more important than the others because I believe that they all make up the total Soldier. Possessing each value enables us to live by the next. Understanding the impact of all of the values on an organization and its Soldiers, gives us the tools to perform our daily operations above and beyond expectations.

If you would like to learn more about the Army Values, I suggest that you visit some of the following websites and/or regulations and publications: Army Regulation 600–100, *Army Leadership*, Army Doctrine and Doctrine Reference Publications 6-22, *Army Leadership*, Army Doctrine Reference Publication 1, *The Army Profession*; "Lewis and Clark: Corps of Discovery, the Seven Army Values" at:

http://www.history.army.mil/LC/The%20Mission/the_seven_army_values.htm; "Living the Army Values" at www.goarmy.com; and

"The Army Core Values" at:

http://coyotes.nhl.com/ext/corporate/ARMY/Army_Core_Values.pdf.

Non-judicial Punishment

Master Sergeant Gina M. Onesto-Person

Punishment taken against military members has been around in some form since the very beginning of our Army; however it was formalized in 1920 and was then referred to as "disciplinary punishments." Congress approved Article 104 under the *Articles of War* where you will find information on disciplinary punishments. There are differences and some similarities in the punishments that can be imposed today. In 1920, the punishments that a commander could impose for minor offenses were admonition, reprimand, withholding of privileges-not exceeding one week, extra fatigue (work not exceeding one week, restriction to certain specified limits not to exceed one week, and hard labor without confinement not to exceed one week; it did not include forfeiture of pay or confinement under guard. (For more information on this read *The Article of War,* 1920). Much like today, a Soldier could demand a trial by court-martial and also appeal the punishments imposed. It is amazing how far non-judicial punishment has come and evolved. In 1950, *The Uniform Code of Military Justice* was enacted which outlined procedures for processing this disciplinary system. It is difficult to determine when the actual forms were established, but it doesn't seem that the Summarized Article 15 appeared until the 1980s according to the Judge Advocate General School Historian, Mr. Fred Borch.

There are three types of non-judicial punishment established by Article 15 of the *Uniform Code of Military Justice*. The first type is the Summarized Article 15 which is normally imposed by a Company Grade Officer. The maximum punishment allowed with a Summarized Article 15 is 14 days extra duty and/or restriction, admonition or oral reprimand, or any combination of these. The second type is the Company Grade Article 15, also given by a Company Grade Officer which carries a maximum punishment of reduction of one grade for E-4 and below, forfeiture of 7 days' pay, 14 days extra duty and/or restriction, admonition or oral reprimand. Of note, Non-Commissioned Officers (NCOs) cannot be reduced through a Company Grade Article 15. The third type is a Field Grade Article 15 which is imposed by a Field Grade Officer with a maximum punishment of reduction of one or more grades for E-4 and below, and one grade for E-5 and E-6, forfeiture of 1/2 month's pay for two months, extra duty and restriction for 45 days or, if given by itself, without extra duty, restriction for up to 60 days, and oral admonition or reprimand. It is the commander's discretion as to which type of Article 15 should be imposed. Typically the level of Article 15 should be commensurate with the type of offense ensuring that an "escalation of force" is exercised. The Soldier has the right to demand a trial by court-martial and also to appeal the punishment to the next higher commander if the Soldier feels the

punishment was unjust. Any portion of the punishment may be suspended on a Summarized Article 15 for up to 3 months. Company Grade and Field Grade Article 15s can be suspended for up to 6 months. A suspended punishment is a punishment that is not acted upon during the suspended time unless the Soldier commits another violation of the UCMJ. It is similar to probation, and the Soldier is supposed to remain flagged during the duration of the suspension. A Commander is the only person that may impose non-judicial punishment.

Non-punitive measures, such as corrective training, are familiar to all NCOs and should be used before non-judicial punishment is imposed. The NCO Creed states, "I will be fair and impartial when recommending both rewards and punishments." Occasionally NCOs take this sentence of our creed to mean more and they slip up by telling their Soldier that they are going to "give them an Article 15." However, as the NCO Creed indicates, an NCO can only recommend non-judicial punishment. The power to make these recommendations should not be taken lightly. NCOs should attempt non-punitive measures first and only turn to non-judicial punishment as a last resort. Some impassioned NCOs only wanting the best for their Soldiers will occasionally forget the importance of the non-punitive measures, or, in their hurry to help the Soldier, they do not invest the adequate amount of time to ensure that the corrective training was effective. In so doing, their best efforts to assist the Soldiers often ends up being counterproductive. NCOs also need to ensure that they are using every available tool to correct a deficiency. This is all part of teaching, mentoring, and coaching. For example, if there is a Soldier that fails to report (FTR) to formation and that Soldier is only given corrective training to show up 10 minutes earlier than normal, can that truly be effective? It may be for some, but what if that Soldier is really tested and given extra specific times and uniforms to show up all around post? As long as the NCO ensures that the Soldier is compliant, wouldn't that be a more effective solution? The bottom line is that NCOs need to know their Soldiers in order to provide the most effective measures for that individual.

There are many myths out there about Article 15s, similar to the example previously mentioned in which NCOs are authorized to give an Article 15. For instance, Soldiers might say that they have to have three FTRs in order to receive an Article 15. A statement like that is untrue. A commander can give an Article 15 at any point in time for any violation of the *Uniform Code of Military Justice*. Another example is that an Article 15 cannot be imposed if corrective training was given. That, too, is also very untrue. While the commander can charge the Soldier with failure at corrective training combined with the original offense, there is nothing that prohibits the Commander from imposing non-judicial punishment even though corrective training was executed properly or otherwise. There are three things a commander should consider when deciding on whether

to impose an Article 15 per Army Regulation 27-10. A commander will personally exercise discretion in the non-judicial punishment process by—*(1)* evaluating the case to determine whether proceedings under UCMJ, Article 15 should be initiated, (*2)* determining whether the Soldier committed the offense(s) where UCMJ, Article 15 proceedings are initiated and the Soldier does not demand a trial by court-martial and *(3)* determining the amount and nature of any punishment, if punishment is appropriate, which can be found in AR 27-10, 3 Oct 11 edition. Another myth is that when a Soldier appeals an Article 15, the Soldier is appealing the specific Article 15 charges. The reality is that when a Soldier appeals, the Soldier is appealing the punishment, not the offenses. On appeal, a commander can lessen a punishment but cannot increase it. One more common myth is that in the period during which a Soldier has received a vacated suspended punishment, the commander cannot give that Soldier another Article 15. That is incorrect. There is nothing that prohibits the commander from vacating a suspension and executing another Article 15 for the same offense.

In my experience, the most difficult part of the Article 15 process is in preparing the proper counseling statements. Many leaders have problems with the 5 Ws (who, what, when, where, and why). The reason is not all that surprising: Soldiers sometimes will not come clean on the alleged offenses. What leaders have to understand is that in order to support a charge on an Article 15, all of the elements must be met under the Article in the *Manual for Courts-Martial* (MCM). If the all the elements are not met, that charge cannot be imposed. Of course, this can frustrate the command. But if they ensure that the counseling is done properly, the allegedly offending Soldier will see justice through the Article 15 process. For example, for FTR, the counseling needs to contain time, date, and location. Many times the location is missing, and that is one of the elements that must be met. The rule of thumb of the 5 Ws will go a long way toward alleviating this or any other issue with any of the Articles, and will go far in ensuring that leaders adequately address the offenses within their counseling statements.

NCOs must remember that recommendations for an Article 15 should be the last resort in order to maintain discipline. Soldiers deserve the opportunity to correct their deficiencies either on their own or through non-punitive measures as they grow in the Army. Some Soldiers will correct themselves after experiencing corrective training, some after an Article 15, and others just might not be the right fit for the Army and need to be administratively separated. I have had to recommend two Article 15s and support two recommendations when other NCOs wanted to recommend them in my 19 years of service. I have been fortunate throughout my career to see corrective training work to address Soldier issues. It might be true that corrective training was conducted differently 10 to 15 years

ago. However, from 1920 until now, one thing remains constant: when NCOs take the time to know their Soldiers and to train them properly, their Soldiers have the best chance for success.

If you would like to research more information on this topic I recommend you turn to Army Regulation 27-10, *Military Justice* (chapter 3), *The Articles of War* (1920), the *Military Justice Act of 1968*, the *Military Justice Act of 1982*, and the *Manual for Courts-Martial*.

Using History to Bridge Generational Gaps

First Sergeant Jaime R. Castro

Now that the Army is finding itself a less deployed force, we as leaders need to use our proud history and lineage as a resource to connect this all volunteer Army with the generations of Soldiers who have gone before, just as we used the Army Values to connect a generation in an era of persistent conflict.

The Army adopted the "7 Army Values" in the mid-1990s. The values, along with the Soldiers Creed and NCO Creed helped to create a culture which is unique to our Profession of Arms. In principle, no matter from what part of our country a Soldier may have come - North or South, urban or rural - all of our Soldiers are instilled with a common bond. This common bond is based on our Army Values; Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage.

With the upcoming 20th Anniversary of the Army Values, it is important to note how they have stood the test of time and rallied a generation of volunteer Soldiers to fight against our Nation's enemies. Although the Army Values have been a common thread woven into our Profession of Arms, we should also recognize that in order to truly connect with the heritage of our Army, we must also nurture some of our long neglected traditions, and re-familiarize ourselves with the Army History and culture that came long before the Army Values.

At least two separate generations exist within each and every battalion within our Army today; one generation, those born after 1980, fulfills the direct leadership role, whereas, the generation born before 1980 occupies the organizational leadership role. Most, if not all of the organizational leaders grew up in an Army where the Army Values were something new while those in a direct leadership role never knew of an Army without them as that common bond.

Each generation may be considered its own subculture. Each has its own unique view of authority, different personal values, how they view the work/life balance and how much they value education, money, and happiness. They also take on their own character in terms of leadership style and how they interact with others. Some might suggest that each generation might even be evaluated based on different metrics as to their organizational contribution, viewed as an asset or as a liability. The Army Values have helped the Army to transcend those differences and those beliefs and have brought us together as a team.

As the Army consolidates and reorganizes from a long decade of persistent conflict and enters an era of fiscal uncertainty, it is wise to re-connect and learn from our past generations of veterans who are an available resource for our Soldiers to engage and share their Army story

with. This can be a challenging task as sometimes finding common ground for a meaningful dialogue can be difficult between generations, particularly when those generations have not shared the same experiences such as living and operating in a culture founded on the Army Values.

This is where Army history, tradition, and lineage come into play. The traditions and lineage of a lone unit can easily bridge the generational gap where the Army Values cannot. Not only can an organization learn and grow from studying its traditions, but they can develop lifelong mentors that can provide a unique insight into the Army and unit history.

As we no longer find ourselves abroad, we should reach out to better embrace and understand our Army and unit history, by doing so, we will help each generation of our veterans connect with the Army identity as a Profession of Arms. We need to ensure that our unit history and lineage remain a fundamental ingredient in the recipe that makes up our Profession of Arms.

Recently we had the honor and privilege to activate the 16th Engineer Battalion, a unit rich in history, tradition, and pride. We watched as Soldiers and Leaders from around the United States swarmed to support the re-birth of the "Catamount Battalion." This battalion, like many other engineer battalions was deactivated under the modularity initiative and replaced by a Special Troops Battalions or, in some instances, by Separate Companies. Having served in a Special Troops Battalion, what I found missing was the Soldier's sense of pride and belonging in their unit lineage. Of course, we rallied around the Army Values, but the deep rooted sense of pride that came with being a "Catamount," or the like, was not there; there was no organizational history that Soldiers could rally behind or connect with. In the end, it didn't matter whether it was the 16th Engineer Battalion or the 16th Infantry Regiment, the unit history and lineage grounded itself within the formation and began to flourish immediately, coming to fruition and spreading like wildfire in a tenth of time that it had taken the Army Values to take hold. I believe it is because unit history and lineage is easier for a young Soldier to digest and connect with because it gives them a greater sense of identity. Often it is difficult for a young Soldier to truly understand the significance of the Army Values, until they are a leader themselves. And so it became evident when the 16th Engineer Battalion stood up, Soldiers easily rallied under the battalion colors and alumni of the organization traveled from all over the country to attend the activation ceremony and share in the continued and storied history of the "Catamounts." We watched as multiple generations came together and shared in the Army Story. They weren't there solely because of a unit name, they were there because of the unit's history, a history that could transcend all generational gaps and ranks and inspire *espirit de corps*.

From my fighting position, as we find ourselves deployed less

and less, this is the time to re-connect with our Army history and unit lineage. We should use our rich history as a rally point to assimilate our Army and its veterans, to build bridges between generations, and find a common Army identity from which the next generation of Soldiers might ground themselves, armed not only with the Army Values, but a better understanding of all those who have gone before and their unique place in their organization, our Army and its history.

If you would like to learn more about this topic, I recommend that you read Army Doctrine Reference Publication (ADRP) 1, *The Army Profession*, ADRP 6-22, *Army Leadership*, ADRP 7-0, *Training Units and Developing Leaders*. For two of my favorite books that address gaps in training and understanding Army Values, see Jim Frederick, *Black Hearts: One Platoon's Descent into Madness in Iraq's Triangle of Death* and Mitch Weiss and Kevin Maurer, *No Way Out: A Story of Valor in the Mountains of Afghanistan*.

Change

Master Sergeant William O'Brien

The Army is making numerous changes, more so now than in the last 20 years. With the war on terrorism ending, overall force reductions, sequestration, female integration across all Military Occupational Specialties, and a myriad of other initiatives, strong leadership is absolutely necessary.

The Army must ensure it develops and retains leaders that will place an emphasis on mastering the fundamentals of their profession, who will get back to basic values and standards. This will be a time of great reflection. During our surge in support of the War on Terrorism, the call for support sounded far and wide. The goal was to enlist and retain as many Soldiers as possible. For the past 12 years, Soldiers have deployed, reintegrated, retrained, and redeployed at a vicious rate often for extended periods. The majority of our force does not recall life in the military before 9/11. This in and of itself poses a challenge as we move forward.

I can recall a Soldier who used narcotics and received UCMJ on two separate occasions. This same Soldier was responsible for eliminating an enemy combatant who was close to opening up with a machine gun in a hallway aimed at a fire team of which I was currently a part. Later, when another combatant engaged this Soldier, he returned fire and advanced through a hail of bullets, fatally wounding the combatant without becoming personally injured himself. Upon returning from the deployment, this Soldier was never quite the same. Looking back on his incident of drug use, the chain of command asked me to provide a recommendation in regards to the punishment of this Soldier. I recall stating twice that if it were not for this Soldier's action, my team and I would have been injured or possibly fatally wounded. Clearly, this Soldier's character was in question but his behavior in combat had some redeeming qualities. Here lies the major dilemma we face today: we lowered standards on accessions and retention and now these same individuals are still within our ranks continuing to behave in manner that runs contrary to our espoused norms and Army values.

As the Army grows smaller, we also need to improve our training and education enterprise. We must maintain our high level of institutional and operational experience ensuring that we capture and share not just in our Center for Army Lessons Learned (CALL) publications but also in our unit histories and doctrine.

Items such as pay day activities, room inspections, in-ranks inspections, and training plans were all part of our "pre 9/11" daily, weekly, and monthly activities. Prior to 9/11, units followed training schedules typically posted in the hallway of the barracks as part of the training management process.

The unit leadership would plan, resource, and follow these plans, offering Soldiers a sense of predictability and setting a routine allowing Soldiers to know what is expected of them on a daily basis. This allowed a Soldier to schedule personal appointments, etc. Today you may see this in some units while others are still trying to get there. When used properly, the Digital Training Management System is a very useful resource that is accessible to all Soldiers within the unit. We all must get back to integrating a training management cycle maximizing available time and resources.

During the mid-1990s, the Modified Table of Organization and Equipment (MTOE) for an engineer squad was five Soldiers consisting of the Squad Leader, Team Leader and three Soldiers. Every week would include Sergeants Time Training. Prior to execution of this training, we would confirm that we had the resources necessary for the training, such as the land or area requested. We would conduct maintenance checks on all of the equipment we planned to use. We would conduct pre-combat checks and study all of the tasks we want training on in advance of execution. Our Team Leaders would make a take home test for us to prepare in order to ensure that every member of the unit would read the appropriate Technical and Field Manuals. At every event, our squad leader would place a Soldier in charge and he would coach him along the way. We also knew that every week we would we complete a battle drill and a medical evacuation drill. All the while, each Soldier knew there was the possibility of being in charge of any part of the mission.

On a daily basis, I spend more time thinking of ways to better my leaders, Soldiers, and assist individuals to meet their goals. Today it seems as though we spend most of our time dealing with Soldiers who make poor decisions while the Soldiers who are always doing the right thing, who go above and beyond, receive less attention. If that is in fact the case, who are we really challenging and developing? Regardless if that is the case in every situation, in every unit, we must remember that nothing will match operational experience. How we create the conditions to allow for that experience will need to change as will our focus within institutional training.

I recall a conversation with my Task Force Command Sergeant Major, a former ranger instructor. He asked me, “If Soldiers in combat are routinely closing with and destroying the enemy, should there still be a requirement to send Soldiers to Ranger School?” My answer was that ranger school is a life-changing event, one that creates instant results when a graduate returns to their unit and begins to train their Soldiers. The biggest benefit is that of the mental endurance and “can do” attitude that a ranger possesses. I think some leaders forget that Ranger School is a leadership “factory” for combat leaders. If you are in a combat unit with leadership positions, you must not miss the opportunity for developing young leaders by failing to send them to Ranger School.

With the advances in fitness and nutrition over the last 10 years, largely from our civilian community, it is amazing how much information is available to better prepare our Soldiers. Dynamic stretching, "prehab," Olympic lifting, performance enhancement centers and trainers, "Wendler 5/3/1," "HIIT," and many, many other advancements are all at our disposal. When I review a training schedule and read "push-up and sit-up improvement," I have to question the program of the NCOIC. Are they adding a consistently varied functional movement, performed at high intensity, that imitates the loads and demands placed on an individual? A common theme amongst our civilian counterparts in their training is that you work together in order to challenge one another, the same concept the military has done for years yet we do so in a hierarchical fashion as our civilian counterparts do with a sense of "community." One concept we should consider is that of "measurable effectiveness," a system that records every repetition or time to complete a task or group of tasks and later used as a basis for comparison in order to track individual progress.

At least once a week I talk with a Soldier within my unit who is often unaware of the changes made regarding tuition assistance or who may had never heard of the "School of the American Soldier." To help keep our Soldiers informed, I routinely have counselors from our education center conduct classes for all my Soldiers. I am proud to say that at least 75% of our Soldiers are currently enrolled in some type of college class. Many people fight for our Soldiers to improve their learning by taking classes. Many agree that Soldiers are smarter today than ever before. However, this is ever more reason why they must be continually challenged.

As the force reduces in size, I believe it is imperative that we retain the best of the best. During the surge and build-up between 2005 and 2008, I recall many undisciplined actions left nearly uncorrected. The pendulum has now swung in the other direction leaving some Soldiers questioning why they have a "9" code on their ERB (making them ineligible for reenlistment) and wondering what they must do in order to request an appeal due to their perception of injustice. At the end of the day leaders need to rethink what message, they are conveying when they allow an act of indiscipline to remain within the ranks. Is it fair to another Soldier who has never shown a lack of discipline yet is denied reenlistment because the ill-disciplined Soldier beat them to the career counselor?

My experience working with female Soldiers from a combat arms point of view might be different than most other combat arms leaders. During my last assignment, we had a platoon of MPs assigned to my company, which was deployed in support of Operation Enduring Freedom (OEF). Their mission was to train the AUP (Afghan Uniform Police). They would travel to the combat outposts within our brigade, assess the local police, and determine training needs. A third of the platoon was comprised of

female Soldiers. At one of our combat outposts (COP), the AUP unit said they did not want females on their outpost. I replied, "Well then you will not receive any MP support to train your local security force." The unit quickly changed their views upon hearing my reply. After a few weeks, I checked on the platoon and the remarks from the COP's Chain of Command were positive in regards to the professionalism and discipline of the MP Platoon. This Platoon soon built a positive reputation within our brigade recognized as a disciplined, tactically sound, combat platoon while conducting combat patrols in some of the worst areas of operation, patrolling and securing the battle space around our forward operating base.

Change must occur in support of our forces. Integrating pre-9/11 standards, values, discipline, with post 9/11 tactical knowledge, strong leadership, and tough realistic training will maintain our Army's reputation as the dominant land-power in the world.

If you would like to learn more about this topic, I recommend you read Chip and Dan Heath, *Switch: How to Change Things When Change is Hard*.

Corrective Training

Master Sergeant Robert W. Frame

Corrective training has been a valuable part of Soldier development since leaders began leading. The ability of our Army's leaders to address deficiencies and correct behavior on the spot is invaluable to the development and discipline of our Soldiers.

Corrective training should be used as a way to correct a Soldier's behavior such as discipline issues, lapses in judgment, and failing to meet standards. The problem we have in today's Army is that this practice is often looked at as punishment or hazing if the training is taken too far. The Army defines hazing as any conduct whereby one military member or employee, regardless of Service or rank, unnecessarily causes another military member or employee, regardless of Service or rank, to suffer or be exposed to an activity that is cruel, abusive, oppressive, or harmful. Our leaders need to make sure that they are correcting the problem and not punishing the Soldier for failing to meet a standard. The Uniform Code of Military Justice (UCMJ) is there to aid the leader in administering punishment when appropriate however, not all infractions necessitate the use of the UCMJ. A large part of the problem in today's Army are leaders going overboard during corrective training in which case it can become hazing which creates more problems and fixes nothing.

When correcting a Soldier's behavior the training should fit the infraction and in some way help further develop that Soldier so that they ultimately become better and correct their deficiency. Some leaders tend to just settle on physical training for any and all infractions which doesn't always fix everything. Just forcing a Soldier to do push-ups for failing to come in to work on time or flutter kicks for not cleaning their weapon to standard doesn't help the Soldier correct the problem or deficiency so that it doesn't happen again. It is up to the leader to make that Soldier better by helping them understand what they did wrong and showing them how to do it better next time. This may require more time of that leader to help fix that problem. For example, if a Soldier comes in to work late, you may have that Soldier come into work on a weekend when they wouldn't normally come in, which is going to require you to come in to work as well. If a Soldier doesn't clean their weapon to standard, then perhaps you will need to spend extra time with that Soldier to show them how to do it properly.

Training our Soldiers properly takes time and effort and corrective training is sometimes underutilized or misused because leaders are either

lazy or are unsure of how to do it properly and therefore they are afraid they will be punished for hazing. What today's leaders need to understand is that as long as they are teaching their Soldiers when they fail to meet standards or have issues with discipline, they aren't hazing or punishing, they are correcting a deficiency. Soldiers need to know why they are being corrected so that they know what they are fixing and understand the correlation between their deficiency and the correcting training. As leaders, it is important that we explain to our Soldiers what they did wrong and how to do it better next time. You cannot expect to fix a problem when you don't explain how. Of course sometimes the actions of our Soldiers go beyond corrective training or the corrective training is ineffective. This is when punishment in accordance with the UCMJ and Army regulations is warranted. We must not forget that NCOs do not have the authority to administer punishment under UCMJ; if warranted, we must turn to our chain of command to exercise UCMJ.

Soldiers are our most valued resource and deserve the best from their leadership. Not training a Soldier to the standard is a failure, a failure we must never accept!

If you would like to learn more about this topic, I recommend you take the time to read Army Regulation 27-10, *Military Justice*, Army Regulation 600-20 *Army Command Policy*, and Army Doctrine and Doctrine Reference Publications 6-22, *Army Leadership*.

Corrective Training

First Sergeant Alan J. Muilenburg

We have all heard the old adage from Mark Twain "It is not the size of the dog in the fight; it the size of the fight in the dog that matters." With the downsizing of the Army; now more than ever, performance is paramount. In order to understand corrective training and corrective action we must first understand the definition of each and the differences between the two. TRADOC Regulation 350-6 defines corrective training and corrective action as the following:

Corrective Training: Corrective training is for Soldiers who have demonstrated that they need, and would benefit from, additional instruction or practice in a particular skill. Corrective training should be directly related to the military skill that the Soldier is deficient in and assist him/her in meeting the standard.

Corrective Action: Non-punitive actions used as a motivational tool by anyone with general military authority or command authority to immediately address deficiencies in performance or conduct and to reinforce required standards. By virtue of administering corrective action, there is recognition that the misconduct did not result from intentional or gross failure to comply with standards of military conduct. Corrective action is inappropriate for situations requiring additional training to master a specific level of skill proficiency, or in matters where punishment is administered as a result of Uniform Code of Military Justice (UCMJ) action.

Corrective training should not be looked at as a form of punishment rather it should be viewed as an approach by a leader who is present to conduct the requisite corrective training necessary in order to achieve mastery of an identified task. A great example of corrective training is used during rifle marksmanship training. Every organization has had to deal with a Soldier who demonstrated some difficulty mastering individual qualification with their assigned weapon. In order to correct these deficiencies in their performance we use drills such as the "dime/washer exercise" and the "shadow box" in order to instill confidence in their individual ability to master basic marksmanship skills. Corrective training should culminate with a positive outcome each and every time. It is a tool to take steps forward and all steps should lead toward mastery of a skill, to move the individual, the section, and the unit toward achieving their Commander's intent/mission. More often than not, we use the term corrective training in conjunction with negative event-oriented counseling.

Too often, the corrective training administered to our subordinates does not drive toward that individual Soldier correcting their deficient behavior. The example I gave above regarding marksmanship makes it fairly easy to identify the specific task or tasks in which they might be deficient and how to apply the corrective training. The tougher day-to-day tasks which happen in every leader's career may require more detailed thought in order to identify and clearly define the appropriate performance steps and performance measures for a particular task at hand. The challenge we all face as leaders and subordinates is to put together a plan of action which achieves the desired outcome, that being the enhancement of a Soldier's ability to complete their assigned task/mission to standard. We must not forget that all Soldiers have different skill levels and physical attributes and that they often respond to different learning styles. Your section or unit can only be as strong as its weakest link. Your challenge is to create a *strong* weak link. Getting the team involved in the corrective training and using friendly competition to create a cohesive team can help greatly.

As a Field Artillery First Sergeant, one of my most difficult and time consuming training missions was that of "entering and clearing a room." During an off-post training exercise, my Battalion Commander directed that each Battery would spend three days training this task in a live-fire shoot house, a daunting task for an MLRS unit that utilizes individual weapons as a defense measure rather than for an offensive purpose. Employing the "crawl, walk, run" methodology, we completed dry iterations, conducted corrective training with each squad, and proceeded to a blank iteration in which I saw my Soldiers and junior leaders grow in confidence in their ability to execute the task. On the final day of training, the sections were ready to execute the task with live ammunition. The result was impressive, young leaders making decisions in real-time without incident.

Corrective action is, more times than not, mistaken for corrective training. Corrective action is a swift action taken to correct deficiencies in standards. Immediate identification and correction require the leader that has identified the fault to effectively, without demeaning the offender, impose corrective action that assists the Soldier in further understanding their deficiency. The goal of corrective action is to protect against a repeat offense, reform the offender so they do not repeat the behavior, and deter others from committing such an offense.

Occasionally corrective action may intersect with corrective training. For instance, if an NCO identifies a deficiency in wear of the uniform, he or she would immediately correct the individual. To ensure the individual who was outside of the standard understood the importance of

their action, they may be given corrective training in a number of forms such as conducting an in-ranks inspection or assigned responsibility for performing on-the-spot corrections in the PX during lunch. This would assist them in identifying, and making correction in a tactful manner while treating others with dignity and respect. A key point to be made here is that corrective action should "fit the crime." Similar to corrective training, performing corrective action should provide a positive outcome and prevent further violations of a similar nature. As leaders, using corrective action should be step one in stopping deficient behavior from escalating to the use of UCMJ. NCOs should document deficiencies in counseling, even if they were overcome by immediate corrective action. This ensures that should the behavior continue, you have shown a pattern of unsatisfactory performance that empowers your Commander with the tools necessary to fairly impose UCMJ action should it be deemed necessary.

Corrective Training and Corrective Action are key tools in the NCO toolbox when enforcing standards in training and discipline. To be effective in achieving the desired outcome, you must become a master at using both while treating Soldiers with dignity and respect.

If you would like to learn more about this topic, it is recommended that you read the following publications and references: ADP 6-22, *Army Leadership*, ADP 1, The Army, TRADOC Regulation 350-6, *Enlisted Initial Entry Training Policies and Administration*, FM 7-22, *Army Physical Readiness Training*, and FM 27-1, *Legal Guide for Commanders*.

Corrective Training

First Sergeant Jorge A. Rivera

It is probably a fair assumption that corrective training has been a part of our military for many centuries. If a task was not completed correctly or on time, additional training or a corrective task was employed to ensure its mastery or compliance.

Today we turn to Army Regulation (AR) 600-20, paragraph 4-6 for guidance: "One of the most effective administrative corrective measures is extra training or instruction (including on-the-spot correction). For example, if Soldiers appear in an improper uniform, they are required to correct it immediately; if they do not maintain their housing area properly, they must correct the deficiency in a timely manner. If Soldiers have training deficiencies, they will be required to take extra training or instruction in subjects directly related to the shortcoming.

1. The training, instruction, or correction given to a Soldier to correct deficiencies must be directly related to the deficiency. It must be oriented to improving the Soldier's performance in his or her problem area. Corrective measures may be taken after normal duty hours. Such measures assume the nature of training or instruction, not punishment. Corrective training should continue only until the training deficiency is overcome. Authority to use it is part of the inherent powers of command.

2. Care should be taken at all levels of command to ensure that training and instruction are not used in an oppressive manner to evade the procedural safeguards applying to imposing non-judicial punishment. Deficiencies satisfactorily corrected by means of training and instruction, shall not be noted in the official records of the Soldiers concerned."

AR 27-10, paragraph 3-3, adds to the discussion with similar verbiage: "One of the most effective non-punitive measures available to a commander is extra training or instruction. It is used when a Soldier's duty performance has been substandard or deficient; for example, a Soldier who fails to maintain proper attire may be required to attend classes on the wearing of the uniform and stand inspection until the deficiency is corrected. The training or instruction must relate directly to the deficiency observed and must be oriented to correct that particular deficiency. Extra training or instruction may be conducted after duty hours."

As a Private, I recall that I was late to formation one day and I was counseled using a DA Form 4856 where I was instructed to report to our Charge of Quarters (CQ) desk at 0600. To me, being counseled on a DA

form was enough to get my attention. Since my duty was to be early to any formation, the additional time to report to our CQ early did not have any added value. In retrospect, this is an example of an ineffective corrective training task which was not even supervised.

A more memorable event, in my opinion, was when one of my battle buddies was seen driving recklessly on post. It just so happened, that he was being followed by a Command Sergeant Major (CSM) who exercised his general military authority and gave the Soldier a task to prepare a "safe driving techniques" class for his platoon. This class was to be no less than 15 minutes, presented to his entire platoon, and supervised by his Company First Sergeant. I remember that he explained what he did; he explained the conversation with the CSM and his corrective training. He then gave a short class using the Oklahoma State driver's study guide and a portion of the US Army Defensive Driving course. This was not only effective for him, but it also had an impact on everyone who witnessed it.

As a squad leader, I had three Soldiers that did not understand the importance of accountability. I allowed my team leaders to try and correct the situation the first few times through the use of counseling and corrective training. They tried the usual progression of "this is your first warning…., report early to formation…., report early to formation and write a short essay on why you think this is important….," and on. These attempts proved to be ineffective. After their attempt I still had four Soldiers out-of-ranks on a single day and it was time for me to step in and fix the entire squad. The entire squad was counseled and all received the same corrective training to include the team leaders. I would schedule several formations throughout the day, each formation was in a different uniform and a new task was to be completed prior to the next formation. The first few formations were a hit and miss on compliance and were quickly fixed with on-the-spot corrections, but when additional formations were added throughout the day and after duty hours, compliance was inevitable. This went on for over a week and was draining on the Soldiers and the NCOs as well. The result was zero tardiness or missed formations the remainder of my time as their Squad Leader. This was my most successful corrective training method as a SL; it was directly related to the deficiency, it was progressive from least restrictive to very restrictive, and it achieved the objective to retrain the Soldiers and re-enforce standards. Granted, some might argue that my actions might be viewed as mass punishment but the situation warranted correcting the behavior of every member of the squad as each member has some level of culpability in the squad's past poor performance.

As a Platoon Sergeant and First Sergeant, one of my biggest challenges was trying to teach my junior NCOs how to properly record counseling sessions on a DA Form 4856. It took some time before they understood that the "action plan" was corrective training and not just a task to be completed, that it should also be supervised and be educational, have an objective, and be progressive. The action plan should never just be about recommending or threatening UCMJ action.

According to CSM Rory L. Malloy, Commandant of the United States Army Sergeants Major Academy:

> Punishment is strictly the realm of the Uniform Code of Military Justice. Corrective training is intended to correct a deficiency or shortcoming, never to punish. If a Soldier arrives to work and he hasn't shaved properly, having him conduct a "shaving class" in formation, in which he puts on shaving cream and shaves in front of his peers, isn't corrective training — it's humiliating, it's unprofessional, and it could be considered hazing. However, his NCO could have that Soldier arrive 30 minutes early and shave in the latrine under the supervision of the NCO. In that case, it's clear the action is intended to ensure the Soldier knows how to shave properly. It takes place in private. It's not intended to harass, humiliate or haze. If a supervisor believes his or her whole platoon has a problem with shaving properly, he or she might conduct a class to correct the issue, but the intention should never be to humiliate or punish.

According to CSM Bradley J. Houston, Command Sergeant Major of the 2d Engineer Brigade:

> I personally, as a PVT, was assigned corrective training as a result of being late to formation. This was welcomed by me as I had seen other Soldiers receive UCMJ punishment for the same infraction. It showed me that my Chain of Command cared about me enough to fight for me all the while making it clear that conduct such as this was not compatible for our profession.

As a BN CSM I grew frustrated from the lack of corrective training being used in our unit and the way in which some leaders chose to employ it. First, if not used the perception of the Soldiers is that the Chain of Command must be "Article-15 happy" and that any infraction would be dealt with in this manner. This created a "zero defects" mentality and eroded the trust between our Soldiers and our Leaders. Those who chose to employ corrective training were not willing to put in the effort behind

their plans and ensure Soldiers were being assigned corrective training oriented towards correcting their deficiencies. When you do something that appears to be just wasting a Soldier's time, you are viewed as a tyrant versus a caring leader committed to taking care of Soldiers.

I partnered with our legal team and our Inspector General's office in an effort to educate our leaders on what corrective training really is and to provide them with a few examples of what it should look like. This NCO professional development session was very useful and well received by our junior leaders. After this, I began seeing classes to their platoon or squad being used instead of writing an essay. This simple shift still provided education to the Soldier who committed the infraction while also educating the other Soldiers in their unit. This also made our NCOs take ownership of their Soldiers and their issues versus placing the burden on the Staff Duty NCO (SDNCO) for supervision. We eliminated the practice of allowing NCOs to assign their Soldiers with the task of signing in at the SDNCO desk for their corrective training.

Through all of this we increased trust between our NCOs and Soldiers, reduced minor misconduct and also showed that we were serious about rehabilitation if further misconduct did occur that necessitated further administrative or UCMJ actions. I believe it also required our NCOs to put more time and effort behind their counseling processes which will only make Soldiers and ultimately our units better.

Leaders must ensure compliance with Army Regulations, in particular assuring that corrective training is rehabilitative in nature and not intended to embarrass, harass, humiliate or punish the Soldier. Soldiers who are facing administrative separation, non-judicial punishment, or court-martial may still be required to conduct corrective training prior to adjudication or separation. Coordination with your legal office is recommended to ensure that your plan of action does not amount to unlawful pretrial punishment under Article 13, UCMJ.

A common mistake, for example, is the action taken when a Soldier is late for work call or formation. The Soldier is made to make up the time after duty hours, but then is given a task unrelated to the work missed. If a Soldier missed physical training, he or she should conduct tasks associated with accountability and make up the PT session they missed. If a Soldier missed work call, he or she should perform tasks associated with his or her daily duties and should not become the clean-up detail for the week.

Finally, there is no written guidance on the duration of corrective training, but when we acknowledge that corrective training should be

rehabilitative in nature and not a punishment it is difficult to place a pre-determined duration. Corrective training or instruction should continue until the Soldier demonstrates consistently that performance has improved and that the re-training was effective. This may be a onetime session, for example, when giving a class on the subject, or it could take a few weeks. When the Soldier demonstrates that he or she can consistently complete the task with fewer errors that is when the corrective training should end. I explain this to my NCOs by comparing corrective training to non-judicial or judicial punishment. A punishment carries a specific timeline as a sentence given by a judge or a commander, but corrective training is not a sentence, it is instruction or re-training and the objective is to meet an established goal or standard which is not necessarily based on time.

In closing, Soldiers will not always perform to standard and it is our responsibility as leaders and mentors to ensure understanding of the tasks and established Army standards, not only to ensure discipline, but to ensure the continuity of a professional military organization. When Soldiers do not perform to standard, they should be reminded of the established standard and afforded an opportunity to demonstrate understanding and compliance through corrective training. If the Soldier continues to make mistakes or be non-compliant, through inability or indiscipline, more creative methods are often necessary or the leader may need to use more progressively restrictive methods to correct their behavior. When leaders demonstrate to Soldiers that corrective training or instruction is focused on making them better or getting them back on track, they will build mutual trust and confidence with their Soldiers. When the corrective plan is simply designed to take away a Soldier's time or viewed as a lazy attempt to correct behavior, then their action becomes ineffective and trust is diminished. When we train or re-train Soldiers, it should always be with the intent on creating new opportunities to improve.

If you would like to learn more about this topic, I recommend you take the time to read Army Regulation 600-20, paragraph 4-6 and Army Regulation 27-10, paragraph 3-3, both of which provide the Army's regulatory guidance on the topic. Additionally, I recommend Command Sergeant Major Rory L. Malloy's article "From the CSM: Correction should train, not humiliate" published in *NCO Journal* in 2013. Command Sergeant Major Mallory discusses several examples of corrective training and provides sound advice. Lastly, I recommend you use your Senior NCOs and mentors to draw best practices and advice not only on this topic but all matters of leadership.

Comprehensive Soldier and Family Fitness

First Sergeant Jackie Gray & First Sergeant Tynisha James

> Comprehensive Soldier and Family Fitness (CSF2) is designed to build resilience and enhance performance of the Army Family -- Soldiers, their Families, and Army Civilians. CSF2 does this by providing hands-on training and self-development tools so that members of the Army Family are better able to cope with adversity, perform better in stressful situations, and thrive in life.
>
> -CSF2Webpage http://csf2.army.mil

In today's Army, where we have been at war for over 13 years, where Soldiers have had to deploy multiple times and endure being away from their family and friends for extended periods of time, it is imperative that Soldiers and families understand the importance of being ready and resilient. As First Sergeants, we can attest to the challenges that both Soldiers and Leaders encounter when separated from their families for extended periods of time and the dangers one must encounter on a daily basis while deployed. These situations weigh heavily on the minds of both parties, particularly when you do not have your normal support structure in place. During this time of separation, it is often difficult to maintain your core dimensions of strength. As a result, your emotions tend to fluctuate. You become stressed and emotional, and sadness can quickly set in. Upon return you may have difficulty reintegrating back to what used to be "normal" day-to-day activities. This is where the ready and resilient program becomes beneficial, as it will assist you in coping with the difficulties of reintegration.

The Comprehensive Soldier and Family Fitness (CSF2) is the key component of the Army's Ready and Resilient Campaign. The program is designed to assist Soldiers, Families, and Civilians to enhance performance by providing self-assessment and training capabilities. The purpose is to enable all three components of the Army Family to cope with adversity, perform better in stressful situations, and thrive in life.

This program is beneficial for every member of our Army family. All too often, we as Leaders tend to neglect our own physical and psychological health. It is our responsibility as a Leader to ensure our Soldiers are taken care of. We ensure that our Soldiers and families have the necessary support required to assist with their issues but we often fail to take the time needed to ensure that our own physical, social, emotional, and spiritual needs are met. As Leaders we must tend to our own needs while also supporting our Soldiers. If we as Leaders are not stable, physically and emotionally,

how can we fully provide our Soldiers and their families with the support and attention they need to overcome their challenges? We, Soldiers and Leaders, must know and use the tools available to assist with being both physically and mentally stronger.

There are three components that make up this program: self-development, training, and metrics & evaluations. Each one of these components plays an important part in the development and adaptability of the members of today's Army Family. They play an important role in creating adaptability and resilience which better prepares our Army for an ever-changing mission. They also help each one of us individually by further developing us personally and professionally.

The self-development portion utilizes tools within the Global Assessment Tool (GAT) 2.0, to include the subset program of GAT 2.0 called the "ARMYFIT Program." Both serve unique functions and are completed online. The GAT 2.0 was redesigned in order to assess our individual physical and psychological health based on five dimensions of strength; those dimensions being Social, Emotional, Family, Spiritual and Physical. Each dimension is briefly explained below:

Social – focuses on building healthy friendships and relationships both inside and outside the Army that creates strong bonds which foster better communication.

Emotional – focuses on the ability to cope with life's challenges and balance both personal and professional responsibilities.

Family – focuses on creating and maintaining a strong family dynamic which further develops a safe and supportive climate.

Spiritual – allows you to identity with your core values and incorporate those values and beliefs in your daily decision-making process.

Physical – focuses on all aspects of individual fitness to include your overall health, sleep routines, diet and nutrition habits.

The GAT 2.0 survey is available to Soldiers and spouses alike. The questions asked in the GAT 2.0 survey are based on behaviors and traits that can be changed or influenced. Some examples of these behaviors are cognitive thinking, psychological strengths, optimism, depression, and good and bad coping strategies. The results are primarily used for self-awareness but may be used in comparison to others taking the survey. Once the assessment is complete, there are tools made available through this program which will assist you with improving in the areas where you may need assistance.

The ARMYFIT program is a subset of GAT 2.0. This program is an interactive web-based tool where Soldiers, Families and Army Civilians are afforded the opportunity to use self-development tools meant to develop a fit mind and body. The ARMYFIT program can be used in conjunction with the GAT scores to identify and individual's physiological age based on their lifestyle, health and fitness, and risk taking behaviors. You are then afforded the opportunity to connect with peers, speak with experts, and create teams for further development in the program. ARMYFIT offers a large resource database and several communities for fitness improvement.

Training is made up of three different components: Master Resiliency Trainers (MRTs), performance enhancement, and institutional resilience training. Master Resiliency Trainers are company level and higher advisors to the commander in support of their organization's resilience-based training requirement. MRTs are required to attend a ten day program whereby they are certified to assist their command with resilience training. Performance enhancement provides the Army Family with both mental and emotional skills. Concentration is the key and individuals are further developed by strengthening their mind and its performance when it matters the most; i.e. during combat, healing and recovery from an injury, and/or balancing activities in your work and home life. The third component of the training portion of CSF2 is institutional resilience training. Just like it sounds, it is resilience training and education that occurs during a Soldier's routine professional military education. The intent is that a Soldier will receive resilience training sequentially and progressively throughout their career beginning from their very first day as they enter the Army up until the day their transition from the service. Regardless of whether that Soldier is an Officer, Warrant Officer, or enlisted, resilience training is offered throughout the span of their career.

Metrics and evaluations are a scientific approach to researching and validating the effectiveness of CSF2 overall. Analysis is a continuing process that verifies the program and is conducted continuously. The study provides assessments through technical reports, peer reviewed publications, Walter Reed Army Institute of Research (WRAIR) assessments, various Rand Corporation studies, audits conducted by the Army Audit Agency, and the National Defense Authorization Act (NDAA) study. Many of these technical studies and peer reviewed publications can be accessed and reviewed through the CSF2 webpage.

In conclusion, we have covered a vast and significant program in a very short article. It is important for the reader to remember that the Comprehensive Soldier and Family Fitness program provides a wide

range of resources and tools designed to help identify your strengths and weaknesses and to assist you with improving your personal and professional lives in order to maximize your potential through confidence, courage, and compassion. The great part of this program is its adaptability and the constant evolution that takes place from the participation of our Soldiers, spouses, and Department of the Army Civilians. As an Army Family, we can all learn to become a bit more ready and resilient, capable of adapting and coping with the stresses of Army life. We should all become a bit more versatile as the Army and its Family continues to improve and grow.

If you would like to learn more about this topic, we recommend you take the time to visit the Comprehensive Soldier and Family Fitness homepage at:
http://csf2.army.mil

Emotional Intelligence

First Sergeant Richard Cole

Specialist Lee, is about to depart on a four day pass from Advanced Individual Training to spend some quality time with his wife and kids, his first real break since he began basic training. He sees Specialist Plotner and says, "I will see you when I get back, and thanks for sharing with me how to get my boots to shine." Three days later, Specialist Lee returns and finds Plotner, "Brother, look how my boots turned out, amazing right!" The following day at formation, a Drill Sergeant (DS1) was walking the line looking at boots, he stopped in front of Lee, announcing loudly, "Medics, take a look at these boots, this is the standard!" Plotner passes a nod as if to say, it worked right. The formation that followed the next day went completely different, when another Drill Sergeant (DS2) was on duty that day and immediately zeroed in on Lee's boots. "Medic! How did you get those boots to shine like that, that's unauthorized, those are too shiny, and I don't want to see you wearing them tomorrow!" Specialist Lee is now confused, one DS says this is the standard and the other says, "Do not let me catch you wearing them". Unfortunately, Specialist Lee only has the two pair he was issued and they both look the same, too shiny. What does Lee do? He decides, "I'm not removing the shine from my boots, it doesn't make sense and the other DS said they were the standard, so I'm keeping them".

The next day both DSs are present for inspection, and immediately DS2 goes straight to Specialist Lee as though he was looking for him? DS2 raises his voice in disgust and tells everyone they are getting new boots, with DS1 looking on saying nothing. That week on a Thursday, 32 medics were driven to clothing sales to receive two new sets of boots. Lee is quiet sitting with his two sets packed in a linen bag and doesn't understand why each DS has a different standard. While sitting to be fitted, a civilian comes out and says to Specialist Lee, "What's your size and why are you turning in your boots?" Lee states, "There is nothing wrong with my boots they are new, fit perfect, and I don't really need new boots." The civilian says, "So why are you here?" Lee replies, "Sir, I have to turn my boots in because my DS said they are too shiny and that isn't authorized." Feeling for the Soldier, the civilian recommends, "Let's just replace one set only and this way you can keep one." Two hours later DS2 sees Lee sitting on the bus with a few other Soldiers as they wait for the group to finish exchanging uniforms, and again he points out Specialist Lee. The DS begins tapping on the window and says, "Everyone off the bus and empty your linen bags so we can see what's in them?" Lee dumps his bag

and the DS begins yelling at him, “I told you to turn those boots in, they are too shiny!” The next words spoken by the DS would turn the tide as the DS said angrily, “Soldier you are a thief!” SPC Lee turns toward the DS and says “What did you call me?” As he starts towards the DS, saying, “You are the one who needs a lesson in manners, when I’m done with you, you will wish you hadn’t called me that!”

The account above is a real story, observed in “full color” by myself. The real story behind Specialist Lee is that he was a brilliant Medic. Lee excelled as a medic, leader, and I’m happy to tell you he is a First Sergeant in the Army today. Lee is easily liked by others, even the DS who harassed him about his boots. You see, Specialist Lee’s story is just one of millions that play out in the Army today. Oh, by the way, those boots are memorably encased to remind Lee of that day. Now we need to answer, why? Why did Lee feel so strongly about his boots? Because he believed in the effort he spent to shine them and was willing to stand his ground. He didn’t need more rank to know what his instincts told him. He had already observed his buddy Plotner, reach back with one hand, latch onto a Soldier’s individual equipment, and drag him through a 12 mile road march. It was only afterwards we learned that Plotner had a fractured foot over the last nine miles. Now this might not mean a lot to you so far, but realize that Specialist Plotner was a former Army Ranger who had left the service and decided to come back in. He had jumped into Panama and was Lee’s best friend from day one of Basic Combat Training. Plotner went on to fly for the Army and I had the honor of starting my Army career under his teaching. He always said, “Don’t expect others to do for you.” If you do it yourself, give all your heart!” “Others will want what you have - desire.”

Comrades, do you remember days like these? I bet you do. Do you remember when getting “smoked” was considered just part of being hard? Do you remember being escorted behind the motor pool where a Staff Sergeant directed a new “buck” Sergeant on how to properly “exercise discipline” and it was always some poor Specialist on the receiving end? Do you remember how you were expected to be a marathoner in your platoon or you were looked down upon? Do you remember the days where that poor runner was taken down the back roads with one NCO over their left shoulder and another over their right? Do you remember running until you puked up your previous night’s supper? So here are the real questions. Do you think these moments were emotional? How do we get ourselves into cycles where no consideration is given for the other person’s emotional limits? What risk are we accepting by not remaining attuned or aware of

what we say or how we say it? I'm certain you remember the old saying, "See one, show one, do one"? In essence, that is how we often adopt both good and bad practices.

Robert Collier said it well, "Take the first step, and your mind will mobilize all its forces to your aid. That first essential is that you begin. Once the battle is started, all that is within and without you will come to your assistance". In the same way, emotional fixations are like images we can't see. If you see them clearly for what they really are, you can remove their power and control. Simply being in full possession of your thoughts toward something or someone without allowing emotional influences to mislead you, is pure genious. Now if add rank, position, military status, and physical prowess to the equation each of these subtle differences will no doubt create a powerful emotionial tapestry. The words we speak, the emotions we encounter, and how we approach one another enables us to think first and act accordingly.

Our emotional reactions distract us from the present, from the needs of others, and literally make us become what we think. Lee certainly felt strongly about defending his boots because an ex-Army Ranger who shared his Panama experience, took the time to show him how to make his boots shine. The mind is always moving along and thinking up the next thought. Emotions are a strong part of the equation. An emotion is actually a hidden seed of thought that is spontaneous, unpremeditated, and with some of us, it's a default setting? How prepared are you at allowing emotions to take place in the moment? Do we resist them? Having the skill to be conscious of yourself within the law of thought and emotion require us to work the process through applicaton, self-analysis, and expereience. Conicidentally, this is also where the emotions hide. Would the DS reconsider his comment if he knew that SPC Lee came from a large "back woods" family and was proud of it because he grew up with virtually nothing? Is SPC Lee holding on too tight? How would you feel, if you earned a promotion, was given a higher level of responsibility with many soliders placed into your charge and care, and one of the first things you over hear from your boss is, "Well he has a perception management problem". Is the comment accurate? What emotion belongs here? Is this like the Wizard of Oz, where the dog calmly pulls back the curtain only to find there's nothing to fear?

What would you do if your five year old pulled down your brand new 60in flat screen plasma TV, sending it to it's dimise? What will your 6ft angry sihollette convey through his eyes, as you tower over him? How would you know on that particular day your son was confident and ready

enough to get his own toy out from behind the TV? Completing a task you had done for him many times before! One of the best sentences ever shared with me was, " I treat everyone equally, no matter who they are." That was spoken from the only person to ever fire me from a job. Why does it take a significant emotional event for us to become more self aware? If you want to be more proficient at emotional intelligence, you have to follow some basic rules. Start by owning your share of someone elses struggle, as you may be the centerpiece of the situation.

First, start with knowing that conscious leaders have the ability to consistently move themselves and others to action because they understand the "invisible forces" that shape us (Tony Robbins, "Why we do what we do"). Second, when we have an emotional reaction either positive or negative, we have an opportunity to direct the outcome. It's the decision to look inward that equals the power to shape the outcome. Sometimes it's more than enough just to be there for others, remaining unattached to the outcome. We should listen, and observe. Maybe that's all that's required for you to be a positive force. The defining factor is not resources it's resourcefulness. It's the right emotional state of mind that is the ultimate resource of creativity, determination, empathy, curiosity, passion, and resolve. Third, are you focused on feelings, the past, the future, yourself, or others? How do you know what to be focused on when you are emotional? Will a symbolic meaning of your interaction cause emotions to be inappropriate? Why does this happen? Everything was going well and BAM! Someone wants to take my boots away from me! This is an example of a hair trigger, mild cue, or threat to your basic needs. Being ready is not enough, you have to let go of outcomes, remain calm, and work from the mental stronghold that everything is ok.

Lastly, self-discipline begins with the mastery of your thoughts. If you don't control what you think, you can't control what you do. Leadership is not about controlling others. It's more about the enrichment of self through freedom and empowerment. When you feel a rush of strong emotions redirecting you, physically take a step back and notice if you are behaving inappropriately. Be mindful and take notice of "how do I feel right now?" Then ask "what am I thinking?" "How am I behaving?" Finally, talk yourself through the situation while staying open to the experience. These questions will help to disengage you from personal thought patterns or find your own creative thread to a more adaptive and positive-shift (Tara, Bennett-Goleman, and Emotional Alchemy). How would you know if an emotionally charged situation wasn't emanating from your own deeply ingrained habits which can narrow your freedom of choice in the moment?

Unless you focus and notice your actions which dictate how you behave, than you are doomed to repeat it. Mindfulness allows thoughts and feelings to come and go naturally as you observe them with a steady attention. We neither, react or judge them for any reason. We just observe them with equanimity. For some, taking a slow controlled breath is all that's needed. Remain as the witness and override any over reactions.

We are all after the same answers- "what does it mean?" "Am I being punished or rewarded here?" "What am I going to do next?" "Do I give up or move forward?" These questions require us to explore the impact of our decision, often times through emotion in order to find meaning. Just recall Rosa Park's courageous story. How did she maintain her calm throughout that experience? She arrived at the simple truth that she was not going to live in fear any longer. She was overcome with calm. Learn to shift your thoughts; sustained awareness lies in its impact on our thoughts, moods, and emotions. When we face a jumble of emotions with mindfulness, our sustained attention quiets the inner disorder and confusion; as mindfulness gains a foothold, it calms the chaos and your emotions begin to stabilize.

Ultimately, we are the makers of ourselves by virtue of the thoughts we choose and encourage (James Allen, "As a Man Thinketh"). How we show up in the moment of each circumstance will reflect the inner character of our truth. The art and skill of personality will balance the mood of the leader and enable our connection to others. Whenever you recognize negative emotions ask yourself this, "What else could this mean?" or "Do I appreciate what others have to give?" Both are good first steps to being emotionally intelligent.

If you would like to learn more about this topic, I would recommended that you take time to read: *The Secret of the Ages* by Robert Collier, *Why we do what we do* seminar by Tony Robbins, *Emotional Alchemy* by Tara Bennett-Goleman, *As a Man Thinketh* by James Allen, and *From One Leader to Another: Emotional Intelligence and Leadership* by Sergeant Major S. Oak.

Emotional Intelligence and the Art of Influence

First Sergeant Eric A. Melendez

> You find that one of your men has a problem. This means you have a problem, too. What to do? It depends on the situation. It depends on the man, his age and experience, and his actual problem. Your main function is not to solve the problem for him, but to establish a climate of understanding in which the man feels free to seek intelligent help.
>
> - Sergeant Major of the Army William O. Wooldridge

What is Emotional Intelligence? For thousands of years military leaders have demonstrated the necessity for emotional control in order to successfully exercise leadership. The greatest military leaders have demonstrated an uncanny ability to bring the best out of their subordinates and achieve success in the most daunting of situations. Is it just good old fashioned, hard-nosed leadership? Or, is it something more?

Since 1948 the Army has changed or adjusted its formal definition of leadership 14 times in numerous Regulations (ARs), Field Manuals (FMs), Pamphlets (DA PAMs) and Doctrine Reference Publications (ADP/ADRPs). DA PAM 22-1 dated 28 Dec 1948 defined leadership as, "the art of influencing human behavior through ability to directly influence people and direct them toward a specific goal." ADP 6-22 dated 1 Aug 2012 defined leadership as, "the process of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization." ADP 6-22 also states:

> Leadership is a process of influence. Since first publishing leadership doctrine in 1948, the Army has consistently defined leadership as a process. This is significant because a process can be learned, monitored and improved. While personality and innate traits affect a process, the Army endorses the idea that good leadership does not just happen by chance but is a developable skill. A leader influences other people to accomplish a mission or fulfill a purpose. The means of influence include actions to convey motivation. Accomplishing the current mission is not enough—the leader is responsible for developing individuals and improving the organization for the near and long-term.

For nearly seven decades the Army has used influence as the cornerstone of its leadership doctrine as well as the pyramid of providing purpose (the why), direction (the means) and motivation (the will) in order to achieve

mission accomplishment. Today's leadership process of influence has evolved to require our Non-Commissioned Officers to become more adaptive and self-aware with regard to leading and providing that purpose, direction and motivation to our current generation of Soldiers. Though adaptation and self-awareness have been demonstrated throughout our Army's history by the most exceptional of its leaders, this rare trait has been recognized today as Emotional Intelligence.

Emotional intelligence (EI) is the ability to understand and manage your own emotions, and those of the people around you. According to Daniel Goleman, an American psychologist who helped to popularize EI, there are four "Leadership Competencies" with regard to EI. Those competencies are Self-Awareness, Self-Management, Social-Awareness, and Relationship-Management. Throughout my career I have either witnessed or applied these competencies.

Self-Awareness is broken down into three subcategories: emotional self-awareness, accurate self-assessment, and self-confidence. About self-awareness and leadership, Goleman wrote:

> Leaders with high self-awareness typically know their limitations and strengths, and exhibit a sense of humor about themselves. They exhibit a gracefulness in learning where they need to improve, and welcome constructive criticism and feedback. Accurate self-assessment lets a leader know when to ask for help and where to focus in cultivating new leadership strength. (Goleman et al., 2002)

In my first 10 years of service, I have held three different Military Occupational Specialties. When I first re-classified I transitioned from the Military Police to the Infantry. I made this change as a Sergeant with over two years' time in grade. My first assignment as an Infantryman was in the 101st Airborne Division in 2004 as a rifle team leader. I knew the transition from MP to Infantry was going to be an uphill road because of the obvious cultural perceptions between combat arms and MPs. What I did not know at the time was how I was going to be an effective rifle team leader if my Soldiers knew more about being an Infantryman than I did. Though I just deployed as an MP during the beginning of the Iraq campaign, my Soldiers had also just returned from fighting in Mosul and previously in Afghanistan. The first couple of months were a little bumpy as expected, until one counseling session I tried something different with my team. After counseling them on my observations as their NCO, I asked them a very loaded question, "what can I improve on and do better as your

team leader?" The look on their faces was priceless. Naturally their first response was cautious because they did not want to offend their leader. I explained to them that they would not be allowed to leave until they gave me their honest feedback. There was always the caveat that this does not mean I would change my way or methods, but that I respect their experience and they have a voice in the improvement and development of our team. I soon realized that by doing so I had not only earned their respect but by giving those Soldiers a chance to express their views I further cultivated our relationship. Ever since that afternoon by the oak tree I have used this technique with every subordinate I have had. Even today as a First Sergeant in the Military Intelligence Corps, once a week I will find a Soldier ranging from Private to Sergeant First Class and ask them that very same question. That self-awareness has aided me in understanding the emotional needs of my Soldiers as well as maintaining clear lines of communication and adaptability for the leaders in my charge.

Self-Management is broken down into six subcategories: self-control, transparency, adaptability, achievement, initiative and optimism. Goleman described the role of emotional self-control in this way:

> Leaders with emotional self-control find ways to manage their disturbing emotions and impulses, and even to channel them in useful ways. A hallmark of self-control is the leader who stays calm and clear-headed under high stress or during a crisis - or who remains unflappable even when confronted by a trying situation. (Goleman et al., 2002)

As Senior Non-Commissioned Officers, it is expected for us to provide the most sage of advice to our Officers and apply the most effective techniques to coach and lead our Junior Non-Commissioned Officers. Over the years I have seen multiple techniques used to lead and motivate Soldiers. Some leaders provide motivation by way of yelling, scolding, anger, and visible emotions. On the other hand, there are leaders that motivate by way of calmness, decisiveness and stoicism. Both styles of leadership have been proven to be effective; however, the measure of effectiveness of leading by emotion rather than emotional control is short-lived. When it comes to being an effective leader, emotional control is an absolute must if we want our formations to hear what we are teaching them rather than worry about what we will do to them if they do not hear. When I was a squad leader, I had a platoon sergeant that was the epitome of what a platoon sergeant should be. His approach to leadership and standards was no different than any other NCO. He expected high standards, and enforced those standards without fail. What made him so

effective was the approach he used in providing leadership to us as his squad leaders and how he advised our platoon leader. He was one of the calmest, confident, and competent individuals I have ever encountered. He would never yell, he would say what needed to be said and when you made a mistake he would address it and move on. This technique brought out the best in all of us as squad leaders. During our deployment to Iraq, we faced constant fighting, IED strikes, and even lost a member of our platoon to enemy contact. The glue that kept our platoon together was his calmness and his professionalism. Our platoon had multiple personality types and different leadership styles but the theme of the unit was that standards will be enforced and we will be the best because we wanted to be. We never operated with the fear of reprisal or punishment if we made mistakes. We pushed hard because we wanted to follow our platoon sergeant's example and hopefully apply his techniques when given the chance.

Social-Awareness is broken down into three subcategories: empathy, organizational-awareness and service. Goleman writes:

> A leader with a keen social awareness can be politically astute, able to detect crucial social networks and read key power relationships. Such leaders can understand the political forces at work in an organization, as well as the guiding values and unspoken rules that operate among people there. (Goleman et al., 2002)

As leaders we are required to adapt to our operating environment, particularly when it comes to working in different types of organizations (i.e. a maneuver division versus a joint task force). All organizations are orders based. The orders process is what drives our day-to-day operations, while providing some level of predictability for our leaders to execute their specified tasks. What makes each organization unique is the culture that resonates within it and by that I mean the intangibles that normally do not fall within doctrine but drive the climate of the organization. There are specific nuances that get things done in an organization when dealing with both superiors and subordinates. When I moved from being a line company First Sergeant to the battalion headquarters company (HHC) First Sergeant, I had to change my approach and adjust my tactics in order to effectively manage the company. When leading a line company everything starts and ends with me and the company commander. Yes, we fell under a higher echelon, but when it came to day-to-day business, problem-solving and conflict management my commander and I were the gate-keepers. The commander or CSM gave guidance and I executed by way of the platoon sergeants and so on. In the HHC it was not that simple. Though I was the First Sergeant of the company, I could not just dictate to the staff NCOICs

what I wanted done. I had to build rapport, gain insight, and facilitate trust with not only the staff OICs but with the Battalion Executive Officer and the Battalion Commander. I had to learn not only their individual dynamics but their collective dynamics as well. Learning these dynamics gave me the tools necessary to get things done for not only the company but the battalion as a whole. Understanding these dynamics helped me develop the right strategies to effectively lead and manage the Soldiers as well as teach me the importance of understanding my role within the organization.

Relationship-Management is broken down into six subcategories: inspiration, influence, developing others, change catalyst, conflict management and teamwork/collaboration. Goleman stresses the need for developing influence in organizations of all types:

> Indicators of a leader's powers of influence range from finding just the right appeal for a given listener to knowing how to build buy-in from key people and a network of support for an initiative. Leaders adept in influence are persuasive and engaging when they address a group. (Goleman et al., 2002)

As an NCO, we are taught to find and cultivate what motivates our Soldiers, to listen and understand what we are trying to teach them, as well as foster a relationship to maintain that motivation. Before we start getting into the meat and potatoes of what our message is, we first have to break down any communication barriers and then keep them engaged in our message. An example of this is the forum and method used to conduct an NCO Professional Development session. A great technique I have seen used to facilitate an NCOPD and foster a common interest with all those participating was the icebreaker. The Command Sergeant Major would begin the NCOPD by having everyone introduce themselves individually stating where they are from, their goals for their unit and their family. During the introductions no one was allowed to refer to themselves or anyone else to include the Command Sergeant Major by rank. The purpose was for us to get to know each other as fellow Non-Commissioned Officers and foster future relationships to accomplish our tasks and lead our Soldiers. Another effective technique I have seen used was to have all of the NCOs remove their rank and replace it with that of a Sergeant. The purpose of this was to remind and reinforce that every Non-Commissioned Officer in the organization is fundamentally a Sergeant. With the exception of a Corporal (who is filling a Sergeant position), every NCO rank has the word Sergeant in it. By using this visual aid during the NCODP it reminded us all of our fundamental role as an NCO as well as foster the common responsibilities we have to our Soldiers. Techniques

like these often remind us of our bond and common interest as leaders and Soldiers. Strengthening our relationships will foster and maintain the common goals we share.

In today's operating environment, the understanding and implementation of emotional intelligence is growing. Though the references and examples I have provided are in line with one source regarding EI, our Army doctrine has begun to bridge the gap between its leadership doctrine and EI. In the 2007 article, "Emotional Intelligence and Army Leadership: Give it to Me Straight," Major David S. Abrahams wrote, "Applying emotional intelligence theory to Army leader development and training is an idea whose time has come. The cost of selecting and promoting leaders with poor emotional intelligence skills has resulted in lost unit effectiveness and junior leader disenchantment." He goes on to say, "Leaders with high emotional intelligence who are more in tune with their own strengths and weaknesses and open to feedback understand their subordinates' moods and stay in touch with the mood of the organization. They are more likely to establish organizational climates in which their subordinates can excel." In a separate paper titled "Emotional Intelligence and the Army Leadership Requirements Mode" published in 2009, Lieutenant Colonel Gerald F. Sewell articulates the need for EI in our current doctrine. Sewell, stating:

> The US Army has long recognized that its success depends upon its people. The age-old Army maxim is 'Mission first. People always.' This is not just lip service.
>
> The Army spends an exceptional amount of time emphasizing the importance of leader-to-follower relationships, teamwork, esprit de corps, and organizational climate. Each of these issues requires the holistic inclusion of emotional-intelligence components in leader-training, doctrine, and leadership literature.

He further addresses how our leadership model and the EI doctrine fit with one another further solidifying the importance of Emotional Intelligence:

> The twelve Army leader attributes align within Goleman's domains with crossover into both personal and social competence areas. Seven of the twelve attributes fit nicely into the personal competence area as they deal specifically with the personal characteristics of the individual leader and what a leader must be. The eight leader competencies fit into both sides of the chart and each of the eight falls under the relationship management domain as they involve establishing relationships and dealing with others.

The comparison demonstrates that the emotional aspects of leader attributes and competencies correlate with the emotional intelligence competencies of the Goleman model.

These examples articulate our need to continue to develop and teach our leaders to take the "total Soldier concept" to its maximum potential. Leadership is not about being in-charge, rank, or ego. Leadership is about influence, plain and simple! It is about using our knowledge, experience, and wisdom to employ focused emotion in order to provide our Soldiers the why, the means, and will to accomplish the task of shaping our Army in the right direction for the future.

If you would like to learn more about this topic, I recommend you take the time to read the following references: Major David S. Abrahams, "Emotional Intelligence and Army Leadership: Give it to Me Straight" *Military Review* (March-April 2007), Army Doctrine Publication 6-22, *Army Leadership*, Department of the Army Pamphlet 22-1, *Leadership*, Daniel Goleman et al. *Primal Leadership: Realizing the Power of Emotional Intelligence* (2002), Lieutenant Colonel Gerald F. Sewell (Ret.), "Emotional Intelligence and the Army Leadership Requirements Model" *Military Review* (November-December 2009), and W. Woolridge, *Leadership and Leader Development.*

Army Leadership in the Digital Age: Understanding the Next Generation Dynamic

First Sergeant Daniel B. Kshywonis

The 14th of June, 2013 marked the 238th birthday of the United States Army. Throughout our history, leaders at all levels have relied on their ability to adapt to an ever changing environment; often leading society on a number of social and cultural transformations. However, in keeping with the old adages which state "Soldiers are our greatest asset" and "I know my Soldiers," leaders must adapt not only to the changing environment, but to the Soldier of both today and the future. Today's Soldiers are more adaptable and technologically savvy. Increasingly, Soldiers possess undergraduate and even graduate level degrees and as the mean education level within American society increases, so will that of our Army.

While this change could be considered positive overall, it does come with challenges. A difference in both education and a general lack of understanding in regards to how the modern generation thinks, feels and acts could impact communication and the overall ability to be an effective leader. Understanding of the generational dynamic, as well as how technology can be used to enhance communication and leadership is crucial to our continued success as leaders. Leaders must possess the adaptability to identify and adjust their leadership approaches when communicating across our force.

Historians Neil Howe and William Straus developed a theory on generational cycles in their book *Generations: The History of America's Future, 1584 to 2069*. They theorized that in an average lifespan of 80 years, a person will likely experience four periods they term as "Prophet," "Hero," "Nomad," and "Artist" phases. These phases revolve around generational events called "Turnings" which consist of the "High," "Awakening," "Unraveling," and "Crisis" eras The easiest way to understand their terms is to reflect on a key generational event one might term as our "turning" - the 9/11 attacks. How did this event affect us? Straus and Howe stated that, "Generations that come of age as young adults during a crisis or an awakening directly absorb the lessons of that defining era, and carry these lessons forward in their attitudes and behaviors later in life." They further label this group as a "dominant generation." Generations which grow up as children during a crisis or awakening take a dependent role during that defining era, which shapes their later attitudes and behaviors much differently than other generations. Strauss and Howe label this group as the "recessive generation." For more information on the definitions of these phases and turnings, see the reference listed below.

Over the span of its existence, the Army has witnessed and been comprised of 11 separate generations of Americans; our Sergeants of today will become the senior leaders of a twelfth generation in approximately 10 years. Those generations included the aptly named "G.I. Generation" (Hero Phase) during World War I, the "Silent Generation" (Artist Phase) during the Great Depression. The "Baby Boom Generation" (Prophet) during the post-World War II era which than transitioned into what we now call "Generation X" (Nomad). Most leaders are familiar with the following generation, often called "Generation Y" or the Millennial Generation (Hero). Generally speaking, the millennial generation can be defined as the period from 1982 until 2004. In about ten years, leaders can expect to see Soldiers enter the military from the current generation, the "Homeland" generation (Artist). Understanding this perspective and identifying when this shift occurs will allow leaders remain proactive in regards to understanding the overall values and motivations of the next generation of Soldiers and make adjustments as necessary. Leaders do this when asking Soldiers why they elected to serve. In asking just that one simple question a leader determines those basic motivations and values as well as their overall goals.

It is not enough to just have an understanding of the generational gaps. Often leaders think that ultimately it does not matter; "a Soldier is a Soldier" and should be treated the same as all who have volunteered to serve. While this is true, purposefully disregarding their social and cultural differences can have disastrous, often irreparable results in gaining the trust of subordinates. One such generational myth is that the next generation is more obese, lazier, and less motivated then the one before it. Another myth is that technology is a crutch that cannot be effectively used in support of leadership efforts. In truth, while there are generational differences, the idea that the upcoming generations Soldiers are somehow worse or inferior is a pitfall that must be avoided.

So why is this understanding important? It is important because an effective leader must be able to communicate in such as way that makes sense to a new Soldier. Often leaders do things and make decisions that are not fully understood by new Soldiers. Decisions based on standards and discipline, principles that an NCO is charged with maintaining, may seem trivial to a new Soldier. A great example of this are senior leader checks and management of the single Soldier barracks. At first our Soldiers and newly promoted Sergeants complained that these checks were an invasion of their privacy, and overly intrusive as team and squad leaders were already doing their own checks. Once our Soldiers understood that these checks

weren't meant to be intrusive and they are based on our genuine concern for Soldier safety, well-being, and quality of life, Soldier's became more comfortable. The inability to communicate to a Soldier what they are doing in a meaningful way which they understand causes unnecessary barriers to communication. Many leaders struggle with the ability to communicate effectively with their Soldiers. Remember, it's not always a matter of what you say, it's how you say it. And a leader must also understand that the most important thing is what the Soldier heard, not necessarily what you said.

Communication has been a cornerstone in effective leadership. As ADRP 6-22 states:

> Competent leadership that gets results depends on good communication.
>
> Although communication is usually viewed as a process of providing information, communication as a competency must ensure that there is more than the simple transmission of information. Communication needs to achieve a new understanding. Communication must create new or better awareness. Communicating critical information in a clear fashion is an important skill to reach a shared understanding of issues and solutions. It is conveying thoughts, presenting recommendations, bridging cultural sensitivities and reaching consensus.

When I talk with Soldiers and ask them what makes them willing to follow a junior leader their number one answer often revolves around "gaining respect." Most Soldiers are hardworking and want to do well in the eyes of their leaders. They want to earn their respect. Yes, there are some "leadership challenges," but as an all volunteer Army, our Soldiers take great pride in themselves and their team. A great way to continue to foster an environment which makes a Soldier want to be proactive and follow their leaders is to ensure that communication flow is effective and leaders do not lose the respect of their Soldiers by behaving in a manner inconsistent with the Army values.

Ultimately this is a lot to think about. Reflect on the great leaders and positive influences you have witnessed over your career and what would be their average workload. Now consider the massive amount of training, taskings, and Soldier and family issues which we manage daily. Just how does a leader integrate these lessons learned and still be able to handle the massive amount of requirements which are levied on themselves and their Soldier's? We must leverage technology with our leadership. As new

Soldiers feel more comfortable utilizing technology, the need as leaders to employ that technology increases.

If you were to ask NCOs fifteen or twenty years ago about the employment of technology in leadership, many would have had serious doubts in regards to its reliance. As a previous instructor, I witnessed my fellow NCOs counseled for overreliance on email as a form of leadership. Excuses in leadership failures prompted statements like "I never saw that email" or "I didn't get to my email." These excuses became such a problem that some proposed a return to multiple formations per day as a solution. Although technology is important we must not solely rely on it, a leader must still maintain face-to-face engagement with their Soldiers.

Much of these issues and reluctance has already changed, as evidenced by the Army's willingness to integrate technology into everything from training websites, automated personnel and career tracking mechanisms in Army Knowledge Online (AKO), and apps for new smart devices. Facebook and other social media, at one time shunned, are now fully embraced as powerful tools for Soldiers to remain in touch with their family by posting individual experiences and used to enhance public relations and recruiting efforts.

So what is the correct answer? Knowledge and wisdom passed down over the years continues to be a valid solution. Embrace technology, but don't forget about the personal interactions we have as leaders which make a difference. Technology can be relied on in some instances, but in more critical areas reverting back to face-to-face leadership is a must. One great example I use is that of mass distribution lists for email, texts, or other social media. I like to put out information which is mission enhancing, but non-critical, over email and other smart devices. This keeps my direct subordinates fully informed and allows me to disseminate manageable amounts of information. However for mission critical issues, I personally interact with my Platoon Sergeants. They will appreciate staying in the loop on routine matters, while getting that important one-on-one attention required for more critical areas.

If you would like to learn more about this topic, I recommend you read the following references: Nick Skytland, "7 Tips to Effectively Communicate with the Next Generation" Slideshow at http://www.slideshare.net/skytland/7-tips-to-effectively-communicate-with-the-next-generation.

Neil Howe and William Strauss, *Generations: The History of America's Future, 1584 to 2069* (1992), Department of the Army, FM 6-22, *Army Leadership: Competent, Confident and Agile* (2006), and Dale Carnegie, *How to Win Friends and Influence People in the Digital Age* (2012).

Inspiring Leadership

Master Sergeant Michael M. Brosch

A Soldier can spend his or her entire military career never finding that one truly inspiring mentor whose leadership style is both inspirational and motivating. However, military personnel with the good fortune of working under these inspiring leaders often attribute their personal success to these transformational leaders. I personally experienced this unique opportunity on many occasions throughout my 20 plus years of military service as an Infantryman. These types of leaders are particularly easy to pick out of any crowd with their dominating presence, charisma and leadership, which is felt immediately upon arriving to a unit. Some units are cluttered with substandard soldiers, mediocre Non-Commissioned Officers (NCOs), and junior, and occasionally senior, Officers whose toxic presence can destroy morale and cohesion. I have witnessed inspiring leaders who immediately recognize these deficiencies and instantly set out to create a positive, cohesive atmosphere where soldiers were motivated, they were prepared for combat, and they ultimately enhanced a command climate which fostered camaraderie. Not only do these types of leaders leave a lasting impression on their Soldiers but their leadership creates a legacy by the effect they have on countless Officers and NCOs. Since my first encounter with this type of inspiring leader, I have tried to hone my leadership style, and mirror their continuous success. After many years of multiple deployments and countless leadership positions, I was selected to attend the United States Army Sergeants Major Academy. I contribute my success to choosing the right mentors who have inspired me to be a better leader, care for and bringing out the best in Soldiers, and always thinking positively.

My first encounter with a truly caring mentor was during a unit awards ceremony in 2002 during my first tour in Germany. I was a young Staff Sergeant at the time, who had not deployed and had not heard the whiz or crack of enemy bullets in combat. I remember feeling disdain about attending an award ceremony for someone I did not even know and it was a Friday afternoon, the closing of a long week. I stood side by side with my fellow NCOs and soldiers, listening to the buzz about why we were there on a Friday afternoon and lingering in the humid, German mid-afternoon air. As the ceremony began, I caught my first glimpse of a Sergeant Major as he walked forward of the formation when his name was called. He looked all the part of a seasoned, quintessential combat veteran. His uniform displayed the Combat Infantryman Badge with a star affixed atop the wreath, a 1st Ranger Battalion combat scroll on his right

shoulder sleeve, the coveted Bronze Service Star, and a 'mustard' stain on his Jump Master wings. Eyes slightly closed and squinting in the full sun, his swaggering walk of confidence carried him to the front of the battalion formation. He was being awarded the Bronze Star Medal for his actions as a Company First Sergeant in Afghanistan. Up until this point, only a small handful of Soldiers in the formation had deployed, most during the Gulf War, and combat awards were merely a thing we read about in history books. Standing in front of the formation was the Battalion Commander, speaking of this Sergeant Major as a true warrior. His words about the Sergeant Major's actions in combat that earned him the Bronze Star fell on anxious, curious ears: "for displaying outstanding courage and exemplary leadership during ground combat operations against a determined enemy force in the Afghanistan area of operation." Humbly, the Sergeant Major expressed that it was not his actions that earned him this award, but the actions of his men in Alpha Company, 1st Ranger Battalion while he was the Company First Sergeant. He was a true warrior who had seen the deadly arena of war and it became very clear to me on that day that I had found one of my mentors.

In 2001, the Army announced the consolidation of the light and mechanized infantrymen military occupational skills. Identifying that the Army needed a more flexible Infantryman, Army Chief of Staff, General Eric Shinseki announced the transformation, and it was in place by July 2001. Reaping the benefits, so to speak, of this new transformation, the above mentioned Sergeant Major was assigned to Vilseck, Germany with the 2nd Battalion, 2nd Infantry Regiment, "Ramrods" in the summer of 2002 as their Battalion (BN) S-3 Operations Sergeant Major. As the Operations Sergeant Major, he was obsessed with the technical and tactical aspect of mechanized infantry and was constantly picking the brain of the Battalion Master Gunner. Master Gunners (MG) who "serve as the Commanders' subject matter expert on all issues relating to the Bradley Fighting Vehicle (BFV) beginning with the initial crew training and culmination with advanced and platoon qualification." The Sergeant Major was well aware that the superior technology and firepower that could be unleashed with the Bradley Fighting Vehicle against an enemy force would no doubt determine the outcome of any battle. As luck would have it, there were two Battalion MGs (normally a BN only has one) serving in the S-3 shop. One was the more senior MG, transitioning out of the S-3 shop, and I was the second, stepping in as his replacement for the next 18 months. We would spend countless hours answering questions thrown at us by the Sergeant Major about the logistical, technical, and tactical aspects

of the Bradley and the training associated with the mechanized concept. He was determined to know everything there was about the Bradley, and it would take both MGs to satisfy his curiosity. These countless hours we spent together were met with an inspiring sense of camaraderie and there were many situations which helped to break down the "mechanized versus light" infantry barrier. We soon realized that the Sergeant Major was a real "down to earth" leader. His sheer presence commanded respect and his devotion to learning was solely wrapped in his devotion to taking care of Soldiers. His devotion, he said, "came from what his team, squad, and platoon had instilled in him as an NCO, the good qualities of a good leader." I remember thinking, "what a great concept, learning from your subordinates!" After these and many other encounters with the Sergeant Major, I promised myself to incorporate his leadership competencies and characteristics into my own personal style as I continued my career.

Over the next few months, I found myself scribbling notes about the Sergeant Major's leadership style in one of those typical, green Army notebooks. I would continue to write in this book and years later would go back and read some of the things that I had written. Most of my crayon-like hieroglyphics were anecdotes and lessons that I would use over the next ten years. One of note is something that the Sergeant Major had said to me once when I showed up late to a command and staff briefing. Carefully opening the door to the brief, I tried not to call attention to myself and found my seat. This of course was impossible as the Sergeant Major immediately called me out in front of the entire battalion staff. "Brosch," he said, "come on in, have a seat, there's not always room for someone at the table, but if you get here on time I bet you can find one." His tone was a bit more than sarcastic, and I felt uneasy for the better part of an hour waiting for the meeting end. He approached me afterward and used my lateness as a learning experience; however I did not realize it at the time. The entire conversation took less than three minutes, and I remember walking away and needing to write something in my green book to reference later. The only three words I could remember were, "stupid," "coach," and "mistake." Later I recalled what he had actually said, and I was able to decipher my own handwriting, gather my thoughts and it made much more sense. "You can't couch stupid and never make the same mistake twice." Even inside a good ole fashion butt chewing, I was able to pull away with something good to add to my little green book.

As the end of the summer was drawing near, our unit received orders to deploy to Iraq in support of Operation Iraqi Freedom II. An intense training plan was immediately set in motion, and the men were anxious

to get into the fight with the rest of the Army. The Sergeant Major was a constant presence during routine and sometimes unconventional training of the unit during the intense pre-war train-up. Exercising his expertise in light Infantry, he spearheaded multiple training events from demolition training to close-quarters marksmanship. Much of the expertise he brought to the training would pay huge dividends for the unit during Operation Phantom Fury, the Battle for Fallujah, later that same year. It was clear during the entire preparation phase that he was fanatical about ensuring all Soldiers received quality, realistic training. A few years after Operation Phantom Fury, the Sergeant Major was interviewed and asked about the unit's training plan prior to deploying to Iraq and this is what he shared:

> Those guys [Soldiers] just need good leadership. No one wants to go to work and be a dirtbag and fail at what they're doing – and with good leadership and guidance, those guys shined. The battalion leadership and I put a good comprehensive plan together before we left for Iraq. We knew it was going to be a ground fight, we knew there was going to be a lot of room clearing, and we knew the man with the rifle was going to win the battle, so we did a lot of close quarters battle (CQB) and close quarters marksmanship (CQM). With my background, I even ran a leadership program for the Soldiers in the brigade that came to Vilseck. We ran them through a quick two-day CQB and CQM to get the other two or three Battalions up to snuff where we were at. I still have guys coming up to me and saying they thought it was horseshit that they had to go through the courses in Vilseck but said they wanted me to know it also saved their lives and other Soldier's lives as well.

Webster Dictionary defines courage as, "mental or moral strength to venture, persevere, and withstand danger, fear, or difficulty." During Operation Phantom Fury, on 11 November 2004, the Battalion Command Sergeant Major was killed by small-arms fire in the breach phase of the operation. The above mentioned Sergeant Major immediately and without hesitation assumed the role as the Battalion Command Sergeant Major. Positioned with the maneuver element of the task force in the heavy forward tactical operations center (TAC) and commanding a Bradley, he took time when there were lulls in fighting to visit the soldiers of the battalion to instill confidence and inspire them to continue to fight. A few hours into the battle, one of the Company's Executive Officers (XO) was fatally wounded, his vehicle pinned down and unable to conduct casualty evacuation. The Sergeant Major, with a complete disregard for his own safety, positioned his Bradley in between the wounded XO's vehicle and the enemy rocket propelled grenade and small arms fire to provide suppressive, accurate fire to facilitate the XO's evacuation. For his actions, the Sergeant Major received the Bronze Star Medal for Valor.

In a book titled *Maverick Military Leaders: The Extraordinary Battles of Washington, Nelson, Patton, Rommel, and Others*, the author states, "leaders who appreciate the importance of their men and morale, in turn will be entrusted by their men and will be followed to the ends of the earth or, more importantly, to the ends of their lives if necessary." This was apparent throughout the Sergeant Major's tenure as the senior enlisted NCO in charge of training of the battalion. He also displayed what that same author referred to as a "fatherly devotion to his men, seeing to their needs" and "an intense interest in raising morale." This Sergeant Major inherently displayed two of the sixteen distinct traits summarized in this same book. Granted, this Sergeant Major is not a Commissioned Officer like those referenced by the author and the Sergeant Major would likely scoff at the notion of being compared to the likes of Patton, Rommel and so many other "mavericks." Perhaps a look at what some of the Army's most senior leaders say about this Sergeant Major will shed some light onto his inspiration and leadership. When asked about this Sergeant Major's leadership, the current AFRICOM Commander, General Rodriguez, once stated:

> He has a feel for people and interpersonal skills that enable him to engage with people in a way that inspires them to do more than they ever thought possible. The ability to lift people up gives them the enthusiasm to make a difference in the mission, no matter how hard it seems. He is one of those leaders who treats people with dignity and respect and builds relationships effectively with our joint, interagency, and multinational partners. The resulting teamwork is one of the strengths he brings to any organization. He has the intellectual gift to listen intently, analyze the situation, and get to the heart of the problem. He makes these recommendations and judgments with consideration of the strategic context all the way down to the individual context, always thinking through the 2d and 3d order effects.

Over the last 12 years, it has been an illuminating experience to serve with such a great mentor as this Sergeant Major. He truly internalizes his beliefs, the Army Values and above all, cares for and brings out the best in Soldiers. Some argue about whether leaders are born or are made. While I personally think this is an argument that cannot be decisively resolved, Retired General Colin Powell once stated, "Effective leaders are made, not born. They learn from trial and error and from the experience and puts it behind them." A statement the Sergeant Major has made practically mirrors Powell's, "never make the same mistake twice." Born or made, a leader must have come from some sort of background that fostered them into having a strong character with morals and beliefs that define

them as individuals. I have seen my fair share of both great leaders and extremely toxic ones. The leader who cares and can bring out the best in their subordinates is the one who will be successful and never forgotten.

Self-awareness, adaptability, and most important, the ability to reflect on who I was and where I came from have no doubt been contributing factors in my success thus far in the Army. The Sergeant Major's success can be summed up in saying that he never forgot where he came from. He was not born a Command Sergeant Major and he knew that. He started at the very bottom of the military ranks and rose to one of the highest enlisted ranks and positions in the Army by always being forthcoming, caring deeply for his subordinates, embodying the Warrior Ethos, and exercising the core leadership competencies as outlined in Army Doctrine Publication 6-22. I attribute my accomplishments and success to this Sergeant Major's inspiring leadership and mentoring.

If you would like to learn more about this topic, I recommend you take the time to read Robert Harvey, *Maverick Military Leaders: the Extraordinary Battles of Washington, Nelson, Patton, Rommel and others* (2008); Kendall Gott (ed.), *Eyewitness to War. The US Army in Operation AL FAJR: An Oral History Volume II* (2006); and Army Doctrine Publication (ADP) 6-22, *Army Leadership*.

The NCO Corps and The NCO Creed

Master Sergeant Maria FerrandJohnson

When someone asks you, "What does the NCO Corps mean to you?" How do you respond? Is there a long silent pause or do you know beyond the rank on your chest what the Corps means to you? What about the NCO Creed? Can you, without having a cheat sheet, recite the creed verbatim?

All too often as NCOs, those questions and responses are forgotten. As I navigate through another chapter of my military career as a senior NCO, I have found young NCOs who cannot answer those questions nor explain exactly what the NCO Creed means to them. Unfortunately, for the Corps, that means somewhere in these young NCO's careers, we as senior NCOs have failed them and the Corps.

According to the former Sergeant Major of the Army, Jack L. Tilley, "Non-Commissioned Officers are the backbone of the Army and the reason our Army is the best trained, most professional, and most respected in the world. First-line supervisors execute day-to-day operations with precision whenever and wherever duty calls….Living, implementing and teaching the NCO Creed in your duties will further instill and develop those critical leadership skills that our Army and our Nation require and desire as we train Soldiers and grow leaders."

The following is a short excerpt taken from "The History of the NCO Creed" prepared by the Association of the United States Army (AUSA):

> By 1973, the Army (and the Non-Commissioned Officer Corps) was in turmoil. Of all the post-Vietnam developments in American military police, the most influential in shaping the Army was the coming of the Modern Volunteer Army. With the inception of the Non-Commissioned Officer Candidate Course, many young sergeants were not the skilled trainers of the past and were only trained to perform a specific job, squad leaders in Vietnam. The Non-Commissioned Officer Education System was under development, and the army was rewriting its Field Manual 22-100, *Leadership*, to set a road map for leaders to follow.
>
> Of those working on the challenges at hand, one of the only NCO pure instructional departments at the U.S. Army Infantry School at Fort Benning, Georgia, was the NCO Subcommittee, of the Command and Leadership Committee, Leadership Department. Besides training Soldiers at the Non-Commissioned Officers Academy, these NCOs also developed instructional material and

worked as part of the team developing model leadership programs of instruction.

It is reported that during one brain-storming session, Sergeant First Class Earle Brigham recalls writing three letters on a plain white sheet of paper…NCO. From those three letters they began to build the creed. The idea behind developing a creed was to give Non-Commissioned Officers a "yardstick by which to measure themselves."

When it was ultimately approved, the Creed was printed on the inside cover of the special texts issued to students attending the Non-Commissioned fficer courses at Fort Benning, beginning in 1974. Though the Creed was submitted higher for approval and distribution Army-wide, it was not formalized by an official army publication until 11 years later.

Though rewritten many different ways, today the Creed still begins its paragraphs with those three letters…NCO. It continues to guide and reinforce the values of the new generation of Non-Commissioned Officers.

Some would suggest that the heartbeat of our NCO Corps has suffered a major heart attack and is on life support. Fortunately, for us, to save it we already possess all of the tools necessary in order to survive. NCOs... correction… **ALL NCOs** must take responsibility to start acting and behaving as real Non-Commissioned Officers while grooming young NCOs and future leaders.

NCOs, we must stop looking out for our own self-interest; even in the midst of transitioning, we must teach, coach, and mentor our enlisted Soldiers so that they will become great leaders. They are our successors and it is imperative that we hand them a Corps that is vital, thriving, and at its best. This will enable them to continue to defend this great Nation and its citizens who trust us with their safety and warfare.

The NCO Creed is the essence of our Corps. The Creed spells out what all great NCOs will do, must do, to ensure our Army of warrior fighters are prepared and that they will trust the actions, direction, and leadership of their NCOs. Get back to basics. Help heal the Corps and breathe life back into the leadership all Soldiers are entitled. Take your place amongst your peers and hold each other accountable to the BE, KNOW and DO of leadership. Regain the trust of your superiors, so you can get back to doing the business of NCOs without being micro-managed because your work demonstrates otherwise.

The late Martin Luther King Jr. once said, “Our lives begin to end the day we become silent about things that matter.” It is time to be silent no more. Find the passion inside of yourself for the Corps; embrace the NCO Creed and all it embodies. Ask yourselves, how does a body stand if the backbone is severed? Body = Army, Backbone = NCO Corps!

Non-Commissioned Officers old and new, it is important that we take charge of our Corps, which we have ignored for far too long, and make a commitment to reestablish its greatness. Our enlisted ranks and their development depend on it. “I will not forget nor will I allow my comrades to forget…that we are professionals, Non-Commissioned Officers, LEADERS!

If you would like to learn more about this topic, I recommend you read Field Manual 7-22.7 (TC 22-6). *The Army Noncommissioned Officer Guide* and the History of the NCO Creed at: http://www.ausa.org/resources/nco/training/armytraditions/creeds/Pages/TheHistoryoftheNCOCreed.aspx

The Non-Commissioned Officers Creed

Master Sergeant Michael P. Irvin

The Non-Commissioned Officer's Creed is the spirit and soul of what a Sergeant should aspire to be, a framework for what a Sergeant should know, and the essence of what a Sergeant should do. The creed is NOT a set of unrealistic principles or a series of unattainable objectives, but rather a way of life for the true professional to embody and exemplify through his or her actions. It provides the indispensable qualities of a superb leader who cares for their Soldiers and strives for excellence in all that they do. It begins with the bold and confident proclamation that "No one is more *professional* than I," and fittingly concludes with "I will not forget, nor will I allow my comrades to forget, that we are *professionals*, Non-Commissioned Officers, leaders!" It is a timeless philosophy; one that evokes enthusiasm when heard, inspiration when read, and boundless vigor when followed through with deeds. It is our NCO Creed.

As the NCO evolved from the earliest days at Valley Forge when Baron von Steuben taught the "Blue Book" to the young American Army, on through the devastating conflicts of World War I and World War II, there has always been an informal professional code for Sergeants. Following the Vietnam War and the problems associated with NCO influence, authority, and responsibility, a group of NCOs concerned with the direction of the corps spawned the idea of a creed. Sergeant First Class Earle Brigham wrote down three letters, N-C-O, on a piece of paper that would form the basis of the three paragraphs. A decade later, the Army formalized the creed and instilled it as the bedrock for what a Sergeant should be, know, and do. Today, it remains as a fundamental and meaningful doctrine memorized and recited at NCO professional development sessions, induction ceremonies, and promotion boards across our Army.

As we move forward, many uncertainties exist. Our military is downsizing as we transition to a lighter, leaner force. The conflict in Afghanistan is ending while our defense strategy pivots toward the Pacific. The future is ambiguous and the only thing guaranteed is that our nation expects a highly trained and professional force ready to deploy and engage the enemy wherever freedom is threatened. To do so, the NCO Corps must understand, adhere to, and apply the time honored truths contained within the NCO Creed. We are the guardians of the standards and must discharge our responsibilities with the utmost expertise, ingenuity, and acumen. Each one of us should be able to positively and confidently state, with unwavering resolve that "no one is more professional than I."

It is from the NCO Creed that we derive our roles and the commitment to the American Soldier. When a Specialist pins on his stripes, they submit to the long-standing traditions of a proven and dependable corps of men and women. We learn that our two most fundamental responsibilities are accomplishment of the mission and the welfare of our Soldiers. We recognize that it is imperative to communicate consistently with our Soldiers and furthermore, we understand that there are far reaching effects when we are fair and impartial. We acquire competence as our watchword and grasp the substantiality that our Soldiers come before our own needs. Remember that an Officer should have maximum time to accomplish his duties and should not have to accomplish ours. Our actions must demonstrate and convey to our seniors, peers, and subordinates that we possess the honorable leadership qualities spoken of in our NCO Creed. We are compelled to learn the creed, live the creed, and let our behavior manifest itself as the creed.

Throughout my years in the Army, I have had the privilege and benefit of serving for and alongside some of the greatest of NCOs in our Army. Likewise, I have also witnessed distracted leaders with misplaced ideals, erring conduct, and vanishing standards. In each case, it was evident who understood and mirrored the models of the creed and those who did not. The leaders who challenged me, trained me, and provided that outstanding leadership were the ones who made an impact on my career and were the ones who lived by the creed. When I was a young Private, in dire need of firm, fatherly guidance, an NCO was there. When I was a young Sergeant, requiring brotherly advice, an NCO was there. Even as a seasoned Master Sergeant, desiring friendly mentorship, an NCO was there. The qualities and characteristics of each NCO were the epitome and living, breathing example of our NCO Creed.

Although the NCO Creed establishes a high benchmark for leaders to achieve, it is not beyond anyone's reach. The initial step is to acquaint oneself completely with the creed. Make a conscious effort to involve the creed in your thoughts and actions as you perform the duties associated with your position. Eventually, your actions become habits, and your habits, overtime, establish your legacy. Just as a man, walking through the snow leaves a path, leave behind NCO tracks wherever you go by making an impact on those within your sphere of influence. Personify the creed so that the future generations of leaders, the Sergeants of tomorrow, have a waypoint to reference as they navigate through uncharted paths in their career, and fulfill the duty of protecting our nation.

While the creed is an excellent place to begin, other publications and texts can supplement an NCO's learning. Foremost is the Army's leadership manual in Army Doctrine Publication (ADP) 6-22. In that, it offers the framework of the Leadership Requirements Model, which forms the groundwork for Army leaders. Furthermore, it references attributes, competencies, and the development of leaders. You should also study Field Manual 7-22.7, *The NCO Guide* and ADP 1, *The Army Profession*. Outside of military manuals, the Chief of Staff of the Army, General Ray Odierno, has a recommended reading list with several notable titles that highlight leadership. For example, *We Were Soldiers Once…. and Young*, *Band of Brothers* and *The Unforgiving Minute: A Soldier's Education* provide lessons, warnings, and a comprehensive message to those open to instruction. The list continues but the sum and substance of the aforementioned readings are that Soldiers should engage in self-development through the study of past and present leaders. From there, we can gather lessons learned and reduce the confusion and fog of war in future conflicts.

As the Army continues to roll along, we too must keep pace with changing doctrine and developing tactics, while cultivating future NCOs. The one constant that has remained, and will endure for generations to come, is the perpetual need for leaders. Following the insightful and entrenched guidance within the NCO Creed will shepherd the new breed of Sergeants tailored to fight forthcoming conflicts. Thus, as NCOs continue to be the backbone of the Army, we cannot forget that we are the professional, the Non-Commissioned Officer, and ultimately, we are the leader.

The NCO Creed

First Sergeant Wesley A. Thomas

Simply Reciting the NCO Creed is not impressive. What is Impressive? The Ability to Live by the NCO Creed 24/7.

- Command Sergeant Major Bryan A. Pinkney, USAF CoE, NCOA, Commandant

Well before the inception of the NCO Creed at Fort Benning GA, and the formalization of the NCO Creed into an official Army publication in 1985, Non-Commissioned Officers had long maintained the charge of caring for Soldiers and their equipment in order to accomplish the mission. Baron von Steuben's *Regulations for the Order and Discipline of the Troops of the United States,* written in 1778 and 1779, captured historical precedence for what is known today as, "the two basic responsibilities of the Non-Commissioned Officer; accomplishment of the mission and the welfare of Soldiers."

General Odierno, our 38th Chief of Staff of the Army, could not be more correct identifying that, "the strength of our Army is our Soldiers." Regardless of advances in technology or weapon systems, the American Soldier, more specifically the NCO, will remain a key element to training, leading Soldiers and winning our Nation's wars.

One could easily make the argument that at no other point or time in the Army's history has an NCO's understanding and application of the NCO Creed been more important. With today's 24 hour news coverage, multi-media outlets and technological advances, the NCO's duties and responsibilities clearly have strategic implications. Marine Corps General Charles C. Krulak captured the importance of small-unit leaders in his article "The Strategic Corporal: Leadership in the Three Block War**."** In it, he refers to, "the inescapable lessons of Somalia and other more recent humanitarian assistance, peacekeeping, and traditional operations, where outcomes hinged on decisions made by small-unit leaders." Krulak continues, "In these situations the individual NCO was the most conspicuous symbol of American foreign policy and influenced not only the immediate tactical situation but also the operational and strategic levels as well." Putting this into perspective, I would offer the unthinkable effects from the actions or inaction of leaders at the Abu Ghraib Prison in Iraq. Undoubtedly there were Non-Commissioned Officers who knew that unethical actions were taking place at the prison. By allowing these actions to transpire, these leaders failed to conduct themselves in ways that would bring credit to the Corps, the Army, and our Country. Through

their inability to demonstrate moral courage - by allowing these actions to occur - these NCOs made direct contributions toward extending hostilities in Iraq, furthered the mistrust of the Iraqi people, and eroded the trust of our Army's senior leaders. Most importantly, the second and third order of effects of this grievous failure contributed to the additional loss of American Soldiers.

By virtue of their duties, NCO's have the authority, ability, and moral responsibility to positively affect the mission at every given point, whether those missions are in the hills of Afghanistan, the Horn of Africa, or preparing Soldiers for the next JRTC rotation. NCOs must strive to live by the NCO creed constantly to serve as role models for other Soldiers. Application of the NCO Creed cannot stop at the end of a duty day, nor does it stop on weekends or holidays. Too often we have examples of Non-Commissioned Officers setting the wrong or poor example rather than a positive example. During any given week at any given installation, one only needs to review the blotter report to see examples of indiscipline. Our young and impressionable Soldiers will key into leader's actions, at all levels. We cannot allow NCOs to only maintain a spit shined and lustrous career on duty, and then dishonor the NCO Corps while presumably "off duty."

I often discuss with NCOs attending NCOES courses the importance of Army leader attributes and values and how NCOs must continuously reinforce them. Simply because a Soldier has completed Basic Combat Training and Advanced Individual Training does not mean that he or she is completely inculcated with the Army values. The first line leader must pick up and continue that mantle of training and systematically instill and strengthen the Army values throughout a Soldier's careers. From my perspective, values are best taught by example. From an early age in my family, the response to an elder was always "Yes Sir, No Ma'am", or "Yes Ma'am, No Sir" depending on the context. To translate that particular value, one could compare the custom of standing at "parade rest" while addressing an NCO, senior to a subordinate or standing at "attention" while addressing a Commissioned Officer until put "at ease." These are examples of our customs and courtesies and they reinforce a simple principle - the value of respect. As we earn the respect of the Officers appointed over us and the Soldiers within our organizations, NCOs help to systematically strengthen our "Profession of Arms."

While it is possible that an NCO's sphere of influence may have impact at the strategic level, it is crucial that NCOs concentrate their maximum efforts on direct leadership; the first-line leader must be able to successfully

influence their Soldier's decisions and actions in both the garrison and operational environments. Army Doctrine Reference Publication 6-22 *Army Leadership* defines influence as, "the essential element of leadership." For Soldiers, at any given point in a career and especially at a time that our Army is engaged in persistent conflict, the balance of strategic outcomes may come to rest on his or her shoulder. The influence imparted through an NCOs leadership will guide the Soldier's actions (or inaction) that they may or may not take on the battlefield. Therefore, the responsibilities inherent in the role of the NCO are paramount.

Although not specifically mentioned in the NCO Creed, dignity and respect resound throughout every paragraph of the NCO Creed. As we move forward to the Army of 2020, it is imperative that leaders take full responsibility for their actions. It is essential that Soldiers, regardless of their race, gender, religious affiliation, or cultural differences be treated in a manner that fosters a positive professional climate both in garrison and in combat. The American public has entrusted the lives of their sons and daughters to our NCO Corps. We have an obligation to maintain that trust, to place our Soldier's needs above our own, to communicate to our Soldiers in both words and deeds, and to provide the leadership that Soldiers rightly deserve.

The American people are not the only ones who have empowered the NCO with their trust. The Commissioned Officer's primary role is to command units, establish policy, and manage resources while balancing risks and caring for their people and families. This can only be accomplished with the complete confidence that their NCOs will fulfill their role. The Commissioned Officer must be able to maintain a tremendous amount of confidence, trust and faith in their NCO Corps. Then and only then will, "Officers of my unit will have maximum time to accomplish their duties and they will not have to accomplish mine." Some will suggest that our Army is the greatest land combat force in the history of the world. In order to remain that premier, dominate force across the breadth of unified land operations, the NCO Corps must constantly coach, develop, mentor, teach, and train our Soldiers. Only through these full time lines of effort will our Army continue to achieve decisive results. Out of every Field Manual, Army Doctrinal Publication, there is one document that serves as the bedrock, the source of inspiration when the rules of engagement become clouded or the proverbial "nugget in the NCOs toolbox"; that source without a doubt is the NCO Creed. "No one is more professional than I." To merely recite these words, is a bold statement, a statement that garners respect, trust and confidence. However, to recite this statement or

the entire NCO Creed is nowhere nearly enough, we must live the NCO Creed 24/7. Then and only then can NCOs rest assured that regardless of what we may face on the battlefield, our efforts, our Soldier's actions and the conduct of our unit's performance will be in keeping with the finest traditions of military service.

The following references will give every NCO a comprehensive understanding of how truly important an NCO's actions, character, words, and demeanor impact the mission: Baron von Steuben, *Regulations for the Order and Discipline of the Troops of the United States*, General Charles C. Krulak, "The Strategic Corporal: Leadership in the Three Block War," *Marines* Magazine (1999), and Kevin D. Stringer, "Educating the Strategic Corporal: A Paradigm Shift" *Military Review* (September - October 2009).

Problem Solving

Master Sergeant Mark Grover

Excellent leaders create situations in which their subordinates can solve problems on their own, and these leaders appreciate problems as opportunities for both subordinate and organizational growth. Leaders, specifically Non-Commissioned Officers at the Company level, recognize that their subordinates are often still growing and understand that those subordinates have not had the chance to receive the benefits of experience in the way their seniors have. Coaching and mentoring cannot happen in a vacuum, and few Soldiers can actually learn from other people's mistakes. Great leaders capitalize on issues and problems by using adversity to assist in unit and subordinate development.

Great leaders give others the opportunity to solve problems for themselves, and excellent leaders motivate others to excel by seeing problems as opportunities for unit and self-improvement. No matter how good our command climate is, or how experienced and involved we as leaders are, there will always be problems. It is the response to a problem that defines a leader. A good manager will solve a problem on his own. A good leader will use the opportunity to develop a subordinate. This is not a "that's your problem, not mine" approach to problem solving, but rather an involved leadership opportunity that allows us to coach and mentor our subordinates towards an ownership of their lives and careers. Each of us will respond to problems in our own personal way based on our experience, training, and personalities, but the end result must be the same: an effective, timely solution based in mission accomplishment and the welfare of our Soldiers.

Throughout the history of both America and its armed forces, the ability to solve problems has been one of America's greatest strengths. From its inception, America has faced problems and challenges that at first seemed insurmountable, but which have been solved with American ingenuity and resolve. Looking to General George Washington as he created the first Continental Army, we can see issue after issue being presented and subsequently resolved. Raising, clothing, feeding, and training an army with limited funds to fight a world power required absolute commitment and unwavering dedication. Many of the problems leaders face pale in comparison to our Nation's first commanding general's issues. This is not to say that our issues aren't important, but rather to say that no matter what problem our Soldiers or we find ourselves facing, we should keep them in perspective and deal with them appropriately.

General Washington did not personally fight the battles; he won the war by providing the Continental Army with excellent leadership. Washington realized that he had to develop his subordinate leaders and create an environment that would allow his Soldiers to solve the problem of winning the war. In order to win the war, his Soldiers had to win the battles. In order for General Washington's Soldiers to win the battles, he had to set the conditions; from dealing with the aforementioned logistical problems, to working with an impoverished Continental Congress, to choosing terrain and applying sound tactical knowledge, Washington led his Soldiers and allowed them to solve the problems of winning battles.

Approaching problem solving with an emphasis on leadership engages and develops multiple levels of leadership. A young Soldier who was recently married and having financial difficulties is a fairly common occurrence in our Army. This is not your problem to solve directly. Platoon sergeants, squad leaders, and team leaders are a part of the problem solving process, and it is your responsibility to ensure those leaders understand their responsibilities. We assist in ensuring our subordinate leaders know the process of using the Army Community Services' programs, and we absolutely verify that all of our subordinates know that they must actively seek solutions to problems rather than ignoring them.

Every leader wishes for subordinates who willing accept setbacks and come up with creative and valid solutions to their problems rather than complaining about their problems or inconveniences. In order to get our subordinates to this level, we must show our subordinates that we personally welcome challenges as opportunities to display our hard-earned experience and ability to overcome and adapt, and that we hold our subordinates to the same standard. Soldiers will follow the example of leaders they respect, and leaders who do not complain and who constantly display cheerfulness and willingness to bear adversity will inspire a similar desire to overcome austerity in their subordinates. Your attitude as a leader is paramount to team building; if you maintain a positive attitude in front of your Soldiers they will naturally mimic that behavior.

The science of problem solving is clear; ATTP 5-0.1, *Commander and Staff Officer Guide*, chapter 11, provides the Army's approach to problem solving. There is no need to discuss this chapter, as it is assumed everyone has read this manual. The art of problem solving is where we excel as leaders. As stated, we apply our experience, formal education and our own personal leadership style to problem solving in order to make our units better and to assist our subordinates in becoming better Soldiers and leaders themselves. Any NCO can be a manager. Management in a company is

about the day-to-day processes of our organizations: keeping the training room running smoothly, updating the calendar, holding meetings to ensure our subordinates are tracking the updates to the calendar. Leading is about inspiring and motivating our fellow Soldiers to selfless service, and leading is about accomplishing our assignment mission while caring for the welfare of our subordinates.

When I was serving as a Battalion Operations Sergeant, one of my Sergeants really wanted to deploy. At the time he had about 5 years in service and his only operational assignment was to Guantanamo Bay, Cuba. His problem was that he wanted operational experience and my problem was that I didn't want to lose him. He was an excellent NCO and an asset to the S-2 section. He led by example, remained highly engaged with his Soldiers, and was extremely competent at his job; I didn't want him to leave. Operational assignments and self-development are key to developing leaders, but leaders like my Sergeant are essential to the success of any unit they are a part of. This is a relatively straight forward issue: either support an excellent NCO in his development or keep him where he would make my life easier. I knew immediately that I would support his request but didn't want to make it too easy on him. So I asked him what he wanted to do about getting a deployment, as our unit was not on the patch chart, and he said he was already looking into the option of a worldwide individual augmentation system tasking. I spoke with our Battalion Command Sergeant Major, who was also hesitant to release an excellent NCO, and we both agreed that both the Army and the Soldier would best be served by supporting his request. In the end, the Sergeant did deploy as an individual augmentee in support of OEF, and he did gain the knowledge and experience that will serve him and his future units well. The S-2 section continued to be successful, even though the loss of a Sergeant was a significant event in such a small section, but every Soldier that knew about this issue also knew that the battalion leadership genuinely cared about their welfare and career.

A problem I had as a Team Leader was that I inherited an obese Soldier. This was in the beginning of 2001 and the Soldier had sustained a back injury during a field training exercise. He had a profile that exempted him from running, although he only used the profile during PT or training. During "his" time, he had no issues violating the profile. I counseled the Soldier both on the Army's view of obesity and how to lose weight but it was clear that the Soldier simply wasn't interested in losing weight. One time, during lunch, he stood in front of me with a 20 oz Mountain Dew in one hand and a Snickers bar in the other and told me that he didn't

think my PT plan for him was working. I wish I could say that I reacted maturely. I took this problem as seriously as every other Infantry Team Leader. I wanted an excellent team, and I knew that failing to assist the Private in losing weight was going to reflect negatively on me. I spoke with my chain of command, talked to the Nutrition Counselor, and worked with the Private to create a diet and a PT plan that we could agree on. As time went on, it was very clear that my methods were ineffective but the First Sergeant was unwilling to chapter the Private for failing to meet the body fat standards. My First Sergeant believed the process was untenable and told me I would continue to have to deal with the Private. I was at a loss. It was clear that my First Sergeant did not support releasing the Soldier from service but he wouldn't provide any useful input for getting the Soldier in shape. Fortunately, I had excellent leaders in the company who provided quality mentorship. We decided to give the Private a PT test as he was still allowed to do sit-ups and push-ups. I had noticed during PT that due to his obesity, the Private could not complete a sit-up because his stomach prevented the base of his neck from passing over the base of his spine as is part of the standard for the sit-up. Six weeks and two PT tests later, the Private was released from service. The Army's standards were maintained and I believe the best interests of that Soldier were also taken care of. He would never be promoted, could not perform his job, and was unable to meet the body fat standards. Soldiers in the company knew that the standards were not optional and they no longer had to look at an obese Soldier and wonder why they were held to a higher standard.

These problems are relatively straight forward, but they are ones that required mature and experienced leadership. In the first case, the science of leadership was in identifying the problem, coming up with, in this case, one valid solution, communicating the solution to our leadership, and agreeing on the best course of action. The art was in having a leadership style in which my Sergeant knew that his problem was his to solve and mine to support, and further to have established a trustworthy relationship with both my Sergeant and my CSM which enabled an open conversation regarding developing an NCO at the expense of the Battalion. In the second case, the science was in knowing the pertinent regulations, support services, and in not sticking with an untenable solution. The art was in knowing I needed mentorship and support, and remaining closely involved with those leaders and my Soldier throughout the entire process.

So, problem solving and leadership are closely linked. As we gain responsibility, we also inherit more problems. We do not have to solve all the problems that are presented to us, but we must ensure that we are

involved in the solutions, and that our subordinates take ownership of their problems under our coaching in order to maximize these development opportunities as they are presented to us. I look back on my experience to leaders who have made it clear to me that they would not accept poor performance but who were willing to coach me through my issues. Those leaders stand out as examples for me to compare my own actions against. As we encounter problems, we should always keep in mind that we have also encountered a leadership opportunity and find a way to develop a subordinate or our team while facing the adversity.

If you would like to learn more about this topic, I recommend you take the time to read Army Doctrine and Doctrine Reference Publications 6-22, *Army Leadership* and the Army Tactics, Techniques and Procedures 5-0.1, *Commander and Staff Officer Guide*.

Problem Solving: Shaping the Cognitive Domain

Master Sergeant Lawrence Payne

As Non-Commissioned Officers, we are confronted with an array of problems on a daily basis. Each problem that we encounter requires a degree of thinking and reasoning that ultimately informs our decisions. In business psychology, problem solving involves the mental construction of courses of action to manage outcomes and achieve a desired end-state. Problem solving, much like decision making, involves transforming mental conceptualizations of knowledge to characterize and assess possible courses of action. The tenets of this process are informed by philosophy and firmly rooted in the cognitive sciences. This iterative process defines who we are as leaders and shapes every facet of our National Military Strategy.

There are a myriad of problem solving models and strategies that can be utilized by Army leaders to assess issues within an organization and facilitate practical solutions to common problems such as Army Physical Fitness Test (APFT) failures, disciplinary problems, or low morale. Although prescriptive strategies are useful, one cannot forget to shape the most important instrument related to any problem solving process or strategy—ourselves. The leader/decision-maker is the ultimate lens through which the problem will be assessed and addressed. As we move towards the concepts of NCO-2020 and NCO-2030, one thing is clear, we will need to increase our ability to self-regulate and enhance our critical problem solving acumen in order to succeed in a complex future security environment, where the ambiguity of the environment and the execution of mission command collide.

A clear understanding of one's cognitive/mental faculties enhances a leader's problem solving acumen, which enables more efficient and sustainable solutions. In the context of problem solving, one's cognitive/mental faculties include critical thinking, reasoning, emotional intelligence, and self-regulation/meta-cognitive awareness. Leaders often dive head first into decisions without considering how one's cognitive faculties and experiences shape and distort reality. Often, this results in decisions that may be inept or fail to fully address problems holistically. Much like resiliency, in order to truly address personal and professional problems, one must have an understanding of how his or her experiences and patterns of thought may introduce cognitive bias and distortion into the situation. This is a component of meta-cognitive awareness and emotional regulation that is infrequently addressed by some leaders before making decisions that may have tactical, operational, and even strategic consequences.

First, a thorough understanding of one's worldview and leadership philosophy may be indicative of how he or she conceptualizes the world based on their past experiences and social determinants. In the context of problem solving, one may choose to view problems from an idealist stance, assessing situations according to what could be and recognizing an infinite number of hopeful possibilities for success. Likewise, one may tend to address problems from a realist stance, rooted firmly in the unquestionable reality of the situation and accepting things in their current form. Do you look at a group of new privates and see a motley crew of individuals that are clueless or do you see the future leaders of the NCO Corps that require your mentorship? Neither of these polarized views is absolutely true or false; however, they may inform how one addresses problems as a whole based on his or her world view. Considering our predominant philosophical orientation may help us to better understand our cognitive biases and increase our problem solving acumen.

So what are cognitive distortions and biases and how do they affect our problem solving faculties as leaders? Simply put, cognitive distortions are illogical patterns of thought that inhibit problem solving and distract individuals from resolving the root cause of an issue and cognitive biases are patterns of thought which can inhibit one's judgment and reasoning. Cognitive biases are not always detrimental; however, one's ability to recognize how his or her cognitive biases influence problem solving can be problematic. In the military domain, *splitting* or *all-or-nothing* (black-or-white) thinking is possibly one of the most debilitating cognitive distortions that our leaders must confront in order to enable holistic problem solving. We are taught as young leaders that standards-are-standards, regulations must be followed with strict adherence, and that failure is not an option. Although this type of thinking embodies the grit and dependability of the NCO Corps, it often pervades our logical rationale and better judgment in complex situations that require critical reasoning. In effect, all-or-nothing thinking detaches leaders from the reality of a problem and requires little to no effort in terms of problem solving.

For example, culturally it is very easy to dismiss or label junior Soldiers as "ate-up" or "dirt-bags" based on their failure to pass the APFT or height and weight standards. Instantly, one failure can cast a Soldier into an abysmal standing in his or her unit, regardless of his or her previous performance, accomplishments, work ethic, and professionalism. This type of cognitive distortion discounts previous success by remanding an individual's overall performance to polarized categories, successful or unsuccessful, rather than assessing the totality of his or her performance

and holistically examining the root causes of the purported failure. Often we find that problems regarding an individual's failure to maintain or obtain a standard involve a degree of leadership/organizational failure that goes unresolved based on our all-or-nothing thinking. Yes, standards-are-standards; however, it is necessary for NCOs to recognize personal, professional, and systemic problems that inhibit a Soldiers' job performance and adequately address any issues, while keeping the totality of a Soldier's performance in context. From this perspective, the reality of the situation/problem can be holistically assessed and resolved. Holistic problem solving enables leaders to be vigilant in their thinking and ensure that the context of a situation is not distorted by simply reducing it to illogical this-or-that thinking.

Confirmation bias, actor-observer bias, framing, and curse-of-knowledge bias are four of several cognitive biases that can inhibit an NCO's ability to resolve problems. Confirmation bias is the tendency to focus on information that supports one's view, while discounting valid information that contradicts one's perception. Actor-observer bias, in terms of problem solving, refers to the tendency to attribute one's own negative behavior to external causes, while attributing the negative behaviors of other individuals to internal defects. An example of this bias is a leader that is quick to label a subordinate as categorically undisciplined for arriving late to a formation/meeting but conversely rationalizes his or her own tardiness as being acceptable because he or she was busy. Framing, generally involves utilizing a narrow lens to analyze a situation in support of one's view. This type of cognitive bias is self-serving and inhibits root cause analysis based on a leader's entrenched perspective. Being aware of one's tendency to frame situations may be helpful in discovering the gray areas that pervade most problems and enable a holistic assessment of the situation.

Curse-of-knowledge bias is quite possibly the one bias that every leader deals with regularly. From our foxhole, everything generally seems fine and dandy; however, we often find it difficult to understand why our subordinates have difficulty assessing and solving problems at their level based on our guidance. One hears these sentiments in phrases like "*It is like they just don't get it*" or "*that's so simple.*" This may cause leaders to view subordinates as incompetent, unmotivated, or complacent. The reality is that as a leader, your premium of knowledge and information regarding organizational issues is intentionally superior to that of your subordinates by hierarchal design. It is absolutely imperative that we assess problems not only from our perspective, but from the perspective of our potentially

less informed subordinates and communicate according to the context of their situation. As a First Sergeant, it may be seemingly intuitive as to how one might resolve issues dealing with platoon sergeant and platoon leader trust; however, for the new platoon sergeant, he or she may find it difficult to cultivate the circumstances that will enable a successful and solid command team relationship. The first sergeant has "been there and done that;" however, a platoon sergeant's knowledge and experience may not be congruent with that of his or her First Sergeant, causing him or her to make poor choices regarding NCO/Officer relationship issues. As leaders, we must recognize that problems which can be easily analyzed and resolved by us are not necessarily viewed or experienced in the same manner by our subordinates.

One integral method that can be utilized to recognize and avoid cognitive biases and distortions is to holistically perform a root cause analysis, rather than evaluating symptoms of a problem. This can be accomplished by applying the Socratic Method to analyze problems and reflect on one's own thinking. The Socratic Method is helpful to determine one's beliefs regarding a particular problem and discover root causes, rather than determinations informed by biases, distortions, and fallacies. Unlike some prescriptive problem solving methods, the goal is not to teach one what to think but how to think.

We must increase our ability to self-regulate and enhance our problem-solving acumen to succeed in a future complex security environment. Avoiding cognitive biases and distortions will help to hone a leaders' problem solving acumen. Accordingly, self-regulation will facilitate holistic problem solving that better interrogates the reality of the situation, rather simply addressing symptoms of a larger problem. Although most philosophers and cognitive psychologists agree that one's mental capacity is innate, failure to nurture and enhance one's God-given/innate mental capacity is generally the cause of illogical patterns of thought and reasoning, to include biases and distortions. Every NCO should seek to nurture and enhance his or her mental abilities similar to daily physical fitness and nutrition. This requires NCOs to truly become life-long learners, educators, and practitioners that can quickly assess and resolve any tactical, operational, or strategic problem.

Long gone are the days where we might have operated in "NCO and Officer lanes." The lanes will continue to merge based on the commander's intent and mission command. Our doctrinal hierarchies of knowledge, authority, and responsibility will continue to flatten as we move toward the Army of the future. The ever-increasing cognitive capacity of the NCO

Corps will be an integral part of our Army's success in future conflicts and security environments.

The following is a list of recommended resources concerning problem solving, philosophy, and cognitive psychology: *Army Tactics, Techniques and Procedures* 5-0.1, *Commander and Staff Officer Guide (Problem Solving)*, Jim Benson, *Why plans fail: Cognitive bias, decision making and your business* (2011), Keith J. Holyoak and Robert G. Morrison, *The Cambridge Handbook of Thinking and Reasoning*, and Peter Kreeft, *Socratic Logic: A Logic Text using Socratic Method, Platonic Questions, and Aristotelian Principles*.

Physical Readiness Training

First Sergeant Jason Hutson

Thousands of men enlisted into the Army ranks to fight in World War II; clear evidence reflected many were not physically fit for the physical demands of combat. To further prepare Soldiers for the physical demands of combat, the Army introduced a physical fitness program as part of the Combat Basic Training course. In 1942 the first formal fitness test, named the Army Ground Forces Test (AGFT), was designed to evaluate whether the program was successful in producing a physically fit Soldier. The test consisted of five events: squat jump, sit-up, pull-up, push-up, and the 300 yard sprint. This program was structured toward combat functional fitness and the strength, mobility, and endurance required during combat operations.

The Army established its first Physical Training School at Fort Bragg, North Carolina in 1946 with the mission to expand the concept of physical fitness among all troops. The training and tests developed by the cadre were codified later that year and published in a field manual, FM 21-20 the Army Physical Training manual. In 1953, the training school was closed. The combat focused readiness was lost. In the coming decades, the Army started to concentrate more on general fitness with a focus on aerobic exercises. The emphasis on anaerobic exercise was not as needed because we were no longer in combat. The Army experimented with different fitness tests during the 60s and 70s. With the constant development of the physical fitness test, the Army adopted a sliding scale to evaluate the standards for age and gender.

In 1984, the Army developed the Army Physical Fitness Test (APFT); this test is still used today. The APFT consists of three events: sit-ups, push-ups, and a two mile run. By 1987, leaders became concerned because the results were indicating that only 5% of Soldiers had the ability to achieve the highest score on the test. These concerns led to more flexible standards; additional provisions were made for age and gender. Soldiers who had failed the APFT were being discharged; to keep Soldiers in the ranks this rule was relaxed. For the past two decades people have commented that the physical standards for today's troops have been too easy. More importantly, the standards do not assess the skills Soldiers need in today's combat environment. As the Army continues to enhance Soldier survivability, body armor has increased in weight and Soldiers carry heavier loads for longer distance and duration. In our current combat environment, Soldiers are more likely to crouch and sprint for cover and

concealment over arduous and unstable terrain requiring greater focus on their core.

The progression to Physical Readiness Training (PRT) allows Soldiers to place emphasis on core and enhance functional fitness. Primarily designed to improve physical fitness and mitigate injuries, PRT progressively trains our Soldiers. Today, our Army must handle the rigors of wearing over 40 pounds of operational equipment and still function as an agile and lethal Soldier. In my experience, PRT more adequately prepares our Soldiers for the rigors of combat. NCOs must embrace PRT and teach the fundamentals in accordance with FM 7-22. If the NCO does not know or understand how to conduct the exercises in PRT, the NCO needs to conduct the appropriate research and execute to standard the exercises and drills required. When you don't understand something you can't just improvise and do what you have always known and just knock out push-ups, sit-ups, and then go for a long run. This mentality will hurt your organization in the long run; Soldiers will start to break down because their bodies are not used to this kind of physical strain. I regularly hear in unit meetings that we have to be at a set combat ready percentage, but that is not happening because of the lingering medical issues largely as a result of PT not being conducted properly. We as NCOs need to address this issue and work to ensure our Soldiers are getting the most from what we are trying to teach them.

The Army's fielding of the PRT program initially polarized many of our NCOs in the operational Army charged to execute the program. Instruction of PRT was mainly focused at the institutional level like Basic Combat Training (BCT) and Advanced Individual Training (AIT). Drill sergeants and AIT platoon sergeants received formal training on PRT before they instructed new recruits. Outside of the institutional Army many NCOs had no formal training and were expected to obtain their proficiency through TC 3-22.20, later becoming FM 7-22. The lack of formalized training in the operational Army fostered a situation where many NCOs were uncomfortable leading their formations and teaching or utilizing the new PRT program. Exacerbating the problem was the fact that recent graduates of the institutional Army had migrated into the operational Army ultimately causing an impact on the credibility of the NCO Corps. Across many formations, junior Soldiers understood PRT more than the NCOs who led them. The feeling of not leading a program to standard and face a loss of credibility led many NCOs simply to continue conducting physical training in accordance with FM 21-20. As a former AIT Platoon Sergeant, I received formal training on PRT. Upon completion of my assignment

and entering the operational Army, I would regularly see NCOs teaching PRT incorrectly. I would routinely ask NCOs who were conducting PRT if they had received formal training on PRT; the resounding answer was no. I believe this was the case in most units across the Army. The integration of PRT into our NCO Education System has enabled many NCOs to receive formalized training and has most certainly enhanced the NCOs ability to conduct PRT to standard.

As leaders, it is vital that we review our unit Mission Essential Task List and ensure we are training to meet our commander's intent, not just doing it to "check-the-block." We must remember that today's Soldier is tomorrow's leader and we should train them as such. As our creed states, "No one is more professional than I." This is not just another statement that we make at ceremonies; we must live by it as NCOs. Our Commanders look to the NCO Corps to be subject matter experts and conduct training to standard all of the time. We have to make a PRT plan that supports our unit tasks then execute this plan correctly. Upon completion of each training session, the instructor needs to conduct an after action review to learn from their subordinates on what they did right and what they need to work on for the future. If we do not challenge our Soldiers they are just going to do enough to get by and that is not what we want for our Army. As we reduce the Army end strength, Soldiers unable to meet the physical demands of their position are at risk of being separated.

When a Soldier gets hurt they cannot conduct PRT the same as a healthy Soldier. NCOs also need to learn how to conduct Reconditioning PRT so they can get that injured Soldier healthy again and back into the fight. The FM does not expect our NCOs to be physical therapists or certified personal trainers but it will teach them how to give the Soldier with the limited profile just as good of a workout as the healthy Soldier. That was the problem in the past with the old physical training: the NCO had little to no guidance except what the profile stated a Soldier could do. This made it difficult for Soldiers to recover in a reasonable time frame and so they would just sit on profile and when it was time to start regular PT, they couldn't easily get back into the practice or they would hurt themselves again by pushing too hard. With the reintroduction of the Master Fitness Trainer (MFT), the Army has given the commander a subject matter expert that can teach PRT from the top down and ensure all leaders are properly trained. By placing an MFT in charge of the Reconditioning PRT, this will ensure that those Soldiers are getting the proper training to get back into the fight.

In the past several years, the Army has started to change with the times to concentrate more on combat fitness and is currently working to develop a new fitness test for the future that will incorporate elements such as sprinting and long jumping. While I was an AIT Platoon Sergeant, I started to see what I was constantly hearing from fellow NCOs about the new Soldiers coming to their units. Because all we did was PRT, the Soldier would struggle in their first unit as they only did push-ups, sit-ups, and go on a run. Many of the Soldiers would not be able to do this and they pushed themselves to the point where they would get hurt. The hesitance of unit leaders to transform to the new standard because of their personal beliefs placed Soldiers at risk for personal physical injury. In my experience if you do PRT correctly, you will use muscles that you didn't use in the past, and that would actually help you for the APFT. I have learned over my 20 year career that if you don't adapt to change, you will be left behind; just as the old adage states, "you may not like change but I guarantee you will dislike being irrelevant a whole lot more."

NCOs should fully embrace PRT and use Field Manual 7-22 as their primary reference. There are also many great training videos to use by going to the Army Physical Fitness Files channel on AKO. You can also get the most current news and information on PRT by going to www.armyprt.com. This site breaks down each individual exercise so you can print out a quick reference guide for each session. Always remember that as an NCO, we are training our replacements and that we are responsible for doing it correctly. We have to strive to make them fit, skilled and disciplined in every way possible. The first step in their development starts with that morning physical training session based on the correct fundamentals. Always remember "I will not forget nor will I allow my comrades to forget, we are Professionals, Non-Commissioned Officers, Leaders."

Physical Readiness Training In the United States Army

Master Sergeant Owen Smith

> All Army training is based on the principle "Train as you will fight:" therefore, the primary focus of PRT goes far beyond preparation for the APFT. Soldiers improve their physical readiness capabilities through PRT. For Soldiers to achieve the desired standard of physical readiness, every unit-training program must include a well-conceived plan of PRT. Training must be both realistic and performance-oriented to ensure physical readiness to meet mission/METL requirements.
>
> - *US Army Physical Readiness Training*
>
> Field Manual 7-22

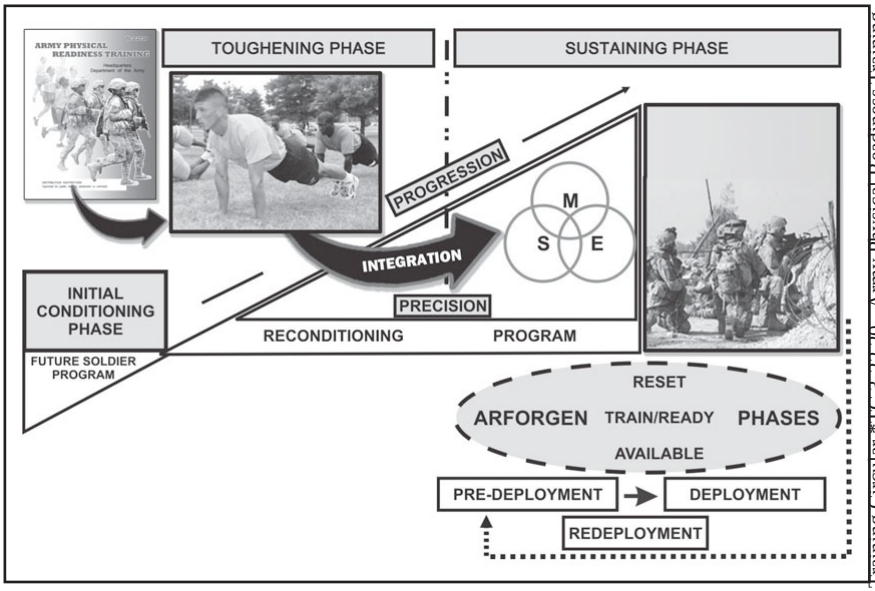
In *A Historical Review and Analysis of Army Physical Readiness Training and Assessmen*t, author W. B. East stated, "Soldiers that are not physically prepared to fulfill all of their duties will generally not be as effective as Soldiers with a good level of physical fitness and are not prepared for full spectrum operations." Physical Readiness is just as important today as it was in past generations. Soldiers must be ready for a complexity of worldwide missions with the ability to fight and win against any adversary with little notice. Soldiers that are physically well trained will enhance their unit's ability to perform its peacetime and wartime missions more effectively, which increases the overall readiness of any organization.

The Continental Army largely adopted it tactics and techniques from its European roots. The Army trained with artillery and was much more mobile than it had been in the past; however there still was no formal plan to ensure its Soldiers were physically ready to fight and win in war. Leaders in the military during the colonial time period developed varying special units based upon a Soldier's previous physical condition instead of training the Soldier to meet the requirements of a special unit. Although leaders in the Army used "Minutemen" to fight using guerrilla tactics, those men with the physical capability required for the job were not in abundance, as they had to be physically strong and possess the endurance to withstand many difficulties throughout any mission in harsh weather conditions. In February 1778, Frederick von Steuben arrived at Valley Forge, which could arguably be the official start to physical readiness training in the US Army. Von Steuben committed himself to an Army that was in every sense defeated and trained them to be mentally and physically tough despite the harsh weather and their own ailments.

Years later the leaders in America decided that they needed a trained corps of Officers and in 1802 opened the United States Military Academy

at West Point. Within the first year the superintendent of the Military Academy developed the first physical training program. President Thomas Jefferson authorized The United States Military Academy to add a fencing instructor (Pierre Thomas) to its ranks to begin instruction with the troops. Physical Readiness continued to be disjoined across the US Army throughout the early years of the 1800s. Over the next several years the Army went through several iterations of physical readiness training which ranged from gymnastics, to fencing (Master of the Sword) but finally published the first Manual of Calisthenics Exercises in 1892, written by Herman Koehler. Today the Army uses Field Manual 7-22 *Physical Readiness Training*, which provides our Soldiers with guidance on how to implement a good unit physical readiness program.

Our current physical readiness manual utilizes three training phases, which directly link the Army's physical readiness training to our Army's Force Generation Model. The phases of training are initial conditioning, toughening, and sustaining. Prior to a Soldier attending initial military training (IMT), they are trained on pre-basic training physical readiness training as future Soldiers by their US Army Recruiter. Figure 1.0 illustrates the phases of physical readiness training and how those phases are linked to the Army's Force Generation Model (ARFORGEN).



Training Circular *TC 3-22.20 - Army Physical Readiness Training
Available at Army Knowledge Online (www.us.army.mil)
*Supersedes FM 21-20, dated 30 September 1992.

Figure 1.0- Army PRT System and relationship to ARFORGEN.

In today's operating environment physical readiness is key because it has been proven to reduce stress, build cohesion among units, and foster an overall discipline across the force. As previously stated, physical readiness contributes to our Army being agile, mobile, and ready to win America's wars. In today's environment there are many extremist countries that study our tactics and procedures in an effort to determine how they can defeat or demoralize the American Soldier both at home and overseas. The Army must also be able to attract qualified applicants from the American population to fill its ranks for the Army of the future. As the environment continues to change daily, many applicants that apply for enlistment or commission in the US Army cannot meet the physical requirements necessary to join the ranks of today's Army. The Army will enhance physical abilities that an applicant already has and make them more effective, however the basic standards must be achieved prior to entry into the Future Soldier Training Program. Applicants must meet a certain height and weight for their age and not be over their body mass index in accordance with Army Regulation 600-9.

As the American population continues to struggle with obesity, the condition has a direct impact on the recruits the Army can choose from. Currently there are US Army Soldiers stationed around the world on recruiting duty that are responsible for telling the Army story in their communities. These Soldiers not only process applicants for enlistment but they also conduct physical readiness training with future Soldiers prior to them attending basic training. These Soldiers also serve as educators in schools across America talking about physical readiness, among other topics. If we as leaders in the Army are reluctant to invest an interest in physical readiness not only among the Soldiers already serving but also the civilian communities, we could likely see a decline in the qualified applicants available for our recruiters to select from, which in turn will degrade our Army.

When I was a young sergeant in charge of a squad, I took my Soldiers tactical training and physical training personally, based on the fact that my Soldiers were a reflection of myself and my leadership. My personal goal was to ensure all of my Soldiers were able to meet the unit's mission requirements or mission essential task list (METL). Although there is a requirement to pass the Army Physical Fitness Test (APFT), our unit's physical readiness training program addressed both our METL and the APFT. There were two of my Soldiers that would routinely not show up for physical training formation or show up late and miss most of the training. I developed a plan to ensure they were not only counseled, but they were also required to conduct physical training that day with myself usually after duty had ended for the day. Needless to say that fixed two problems: the Soldiers knew to show up on time for formation and they had a clear understanding of how serious physical training was.

My career management field (CMF) was military police and like many other fields, often required heavy lifting and other physical, performance-oriented tasks. As a detailed US Army Recruiter, I found myself stationed hours away from the nearest US Army military installation. I had no one telling me to get up and do physical training, no formation in which to stand, no unit runs, and I did not see my unit leadership on a daily basis. I understood it to be my professional obligation to ensure that I conducted physical readiness training daily and to keep myself ready to perform any task in my CMF and pass the Army Physical Fitness Test. Personal accountability played a large part as to why I continued to stay on top of my fitness. As a senior leader in the Army, it was than easier for me to demand the same from my Soldiers regardless of mission requirements based on the fact that I had been where they currently are within their careers. If I did it they could too.

As I continued to grow through the ranks, I have assigned peer mentors to Soldiers who were having difficulty on one or more areas of their physical fitness or just outright failed to meet the standard on the APFT. Soldiers assigned as mentors were given the opportunity to develop their leadership and training skills. The Soldiers being mentored or trained were allowed to train hard with a peer while developing more confidence in their own ability to succeed. As a First Sergeant assigned to a recruiting company, I ensured that I not only led from the front during Physical Readiness Training but I also instituted what I called leader physical training, in which all of my leaders (Sergeants First Class) conducted physical readiness training together with myself and the commander once a week. This was key due to the dispersion of my unit across many miles; it was impractical to conduct PRT at the company level. Lastly, for Soldiers who continually failed to meet the standard, they were recommended for separation from the Army, which in itself served as a deterrence to other Soldiers ensuring they would not follow along that same path.

What I have learned over my career is that not all Soldiers will achieve a 300 on the APFT or be at the same level of fitness simply because everyone's conditioning and genetics are different. However, with leader involvement at every level, personal accountability, and with systems (unit PRT, counseling, administrative actions) in place, you can ensure your force is physically ready to meet your unit's METL requirements, pass the APFT and remain a healthy and ready force.

If you would like to learn more about this topic, I recommend that you read Army Field Manual 7-22, *Army Physical Readiness Training*, Army Regulation 600-9 *The Army Body Composition Program*, and Whitfield B. East, *A Historical Review and Analysis of Army Physical Readiness Training and Assessment*.

Resiliency in Counseling

Master Sergeant Daniel Yunghans and First Sergeant Jason Payne

Resiliency is a big word in today's Army. The resiliency program has extended to envelope and shape the core of the Ready and Resilient Campaign, Comprehensive Soldier and Family Fitness program (CSF2), our Sexual Harassment and Rape Prevention program (SHARP), our Equal Opportunity program, suicide prevention and numerous other programs. It has helped Soldiers deal with post-traumatic stress and stress disorders, multiple deployments, and family related issues. Commanders and their senior enlisted advisors are required to attend abbreviated, executive level courses to promote acceptance and understanding across their organizations in order to place training emphasis on the program. Resilience training is a quarterly requirement whereby certain modules are discussed and recorded in the digital training management system (DTMS). Resiliency skills are key to improving Soldier physical and emotional well-being and performance. Soldiers today need resiliency tools in order to deal or cope with a myriad of challenges and adversity they might face that face today's Soldier. Resiliency not only helps Soldiers cope with "road blocks" but also enhances their performance. Performance enhancement is an important aspect of the resilience model because enhancement not only improves job performance but also improves all of the core competencies of resiliency.

We can't lose sight of a tool that the Army has always had long before Master Resilience Trainers (MRT), CSF2, and The Ready and Resilient Campaign. That tool is counseling. Counseling provides a means to address Soldier issues and enhance performance. The basic tenets of counseling and its significance/impact are lost to many of our young mid-grade and junior NCOs. They don't understand how to set the conditions for an effective counseling session which will accurately records events and sets goals. Below are two separate examples from two leaders that demonstrate the importance of effective and engaged counseling in order to enhance performance and overcome life's challenges.

As a Squad Leader, I was responsible for fourteen Soldiers, including three KATUSAs (Korean Augmentation to the United States Army), during my tour of duty at Camp Humphries, South Korea. A KATUSA is a qualified Korean draftee who demonstrates a high level of English fluency and aptitude. A KATUSA is a conscript and, in most cases, their motivation and output are low. When I arrived and assumed my duties, I took note of the strength and weaknesses of the KATUSAs assigned to my squad. I gave them their initial counseling and we started our year of working together. The KATUSAs routinely accomplished their assigned

mission and did everything I asked of them but their performance was lackluster at best. I couldn't blame them considering their circumstance but I could see potential in them and I wanted to tap into that potential for their benefit and for the benefit of our organization. I quickly realized that counseling would be a key way to tap into that potential. I simply annotated their APFT score and my squad PT goal on a counseling statement and explained my goals for the squad and for them. I didn't start big, but started small. I asked them to raise each event score by only one to three of points and broke down how many more repetitions that they had to do and how many seconds faster they had to run in order to do so. I placed a mark on the wall with an APFT score that was only six points higher and explained how that improved their performance, showed how that score helped the squad PT average, and explained how they could directly contribute to the overall success of the squad. The results from the first APFT were very good. Each KATUSA raised his score by a minimum of 30 points and I ended that Korea tour with an overall PT average raised by twenty points. This is but one example of how counseling impacted our organizational performance.

My second example also took place when I served as a squad leader; one of two married Soldiers enrolled in the Married Army Couple Program was assigned to my squad. The Soldier brought it to my attention that she and her husband were strongly contemplating getting a divorce due to irreconcilable differences and the associated stress was beginning to negatively affect her work performance. During a subsequent counseling with the Soldier regarding a divorce from her husband, I referred the Soldier to the installation's Department of Social Work which had trained counselors who specialized in providing family therapy, marriage counseling, and a myriad of other family-related wellness topics. A few weeks later, I conducted a follow up counseling to assess how effective the plan of action was. After the couple attended several counseling sessions with one of the counselors, they elected to not get divorced. More importantly, the partnering and life skills that the Soldiers learned from attending marital counseling provided them with tools and techniques to eventually resolve their issues and strengthen their relationship. The immediate impact to the mission and the unit was that the Soldier's work performance dramatically improved; however, the ultimate measure of our successfully executed plan of action cannot be quantified. Today both Soldiers are senior Non-Commissioned Officers and are able to impart similar guidance to their subordinates based on their own life experiences. Rather than becoming "problem children" within their unit, they were able to continue serving as combat enablers and eventually force multipliers during a time of war.

Both experiences present examples of the effective use of counseling and how counseling promotes resiliency and the development of well-

rounded, self-sufficient Soldiers. As leaders, we recognize the essential fundamentals of counseling – identify the need for counseling, prepare for the counseling, conduct the counseling, and conduct a follow up. Although we occasionally have to deal with or impose forcing functions to ensure that our subordinates are being counseled, one of the more systemic problems that we endure is losing sight of the desired end state. Whether a counseling session is event-oriented, performance-oriented, or targeting professional growth, the goal and end state should be aimed at increasing Soldier performance and turning identified weaknesses into strengths. Resiliency techniques allow a leader to use many methods to help Soldiers cope with personal and professional obstacles, but directly engaging the problem or issue through counseling enhances Soldier readiness at the individual and unit level if done properly.

Ensuring that our junior leaders demonstrate the ability to counsel effectively is the responsibility of senior leaders who should evaluate, train and mentor the subordinate leader. The Organizational Inspection Program (OIP) allows senior leaders a mechanism to formally inspect and evaluate the quality of counseling within their unit. The inspection program can address and allow senior leaders to determine if subordinate leaders within the organization are maintaining up-to-date counseling packets, that the appropriate type of counseling is being used to address the problem and to determine what approach and counseling techniques are being used to counsel their Soldiers. Through this evaluation and assessment of the counseling program, senior leaders can identify trends at the individual or unit level and establish training to correct deficiencies. The OIP is only one method for senior leaders to assess their organization; senior leaders should constantly engage their subordinate leaders by more informal means such as conducting random inspections of their counseling files. Training opportunities exist in the form of leader professional development sessions and/or direct mentorship. Senior leaders create the culture of success by setting the example and counseling their subordinates. As a First Sergeant, I counseled each of my Platoon Sergeants, thereby setting the standard and example for counseling. Ensuring that suspense dates were set for random counseling packet reviews, establishing templates for promotion counseling, explaining the reason for each block of counseling, and, most importantly, explaining the importance of follow-up are all ways in which I was able to influence the counseling processes of my organization.

Counseling provides a resiliency tool to promote Soldier enhancement. Quite often our junior NCOs and leaders lack the knowledge and experience to apply the correct counseling fundamentals, applicable techniques, and utilize the four-stage counseling process. It falls on the senior leader to establish a way to assess and evaluate subordinate leaders through random inspections and the OIP process while also establishing systems for training such as professional development sessions and mentorship.

Senior leaders need to aggressively address this issue and help develop our next generation of leaders by providing them with an understanding of the ability and functionality of counseling.

If you would like to learn more about this topic, I recommend that you take the time to read Army Doctrine Reference Publication 6-22, *Army Leadership*, Army Techniques Publication 6-22.1, *Counseling*, and Karen Reichvich and Andrew Shatte, *The Resilience Factor: 7 Essential Skills for Overcoming Life's Inevitable Obstacles* (2003).

Sexual Harassment Assault Response Prevention (SHARP)

Master Sergeant Jamaine Chambers

"Get on board, or find you a new line of work." So said the Chief of Staff of the Army (CSA), General Ray Odierno, as he addressed his most senior leaders, letting both his leaders and Soldiers know his thoughts concerning the integration and increased role of women in the Army, and particularly their expanded role within the combat arms.

During the summer of 2013, I had the honor of attending a Sexual Harassment and Rape Prevention (SHARP) panel discussion with the CSA, along with other Non-Commissioned Officers and Soldiers from other installations CONUS and OCONUS. If one was not already aware, it became quite clear that the problem of sexual harassment and sexual assault is not acceptable and as leaders we must enforce the standard of zero tolerance in order to maintain a positive work environment for all Soldiers so that the physical state and readiness of our fighting force is maintained.

The SHARP program was established in order to integrate the principals of both the Army's Sexual Assault Prevention and Response program, (formally known as SAPR) and the Prevention of Sexual Harassment (POSH) program in order to reinforce the commitment of the Army and its leaders to eliminate sexual harassment and sexual assault. This merging of the two programs has since led to the Army's "I. A.M. STRONG" campaign. By combining the two already existing programs, a greater emphasis was placed on the inherent relationship between incidents of sexual harassment and sexual assault. A great deal of focus has since been placed on awareness, prevention, training, victim advocacy, reporting, and accountability.

Let us recall some of the events that led up to this point in time. In 1991 the Navy scandal known as "Tail Hook" cast a light on the culture of "acceptance" not just in the Navy, but across our entire military. In 1997 the Aberdeen sex scandal placed the spotlight on the Army and in 2003 the Air Force Academy experienced its own sexual assault scandal. These historical instances are reminders of why we are where we are today, and what we must not forget as we move forward in the effort to combat this problem.

As we work to bring back or simply enforce the "old Army" standards of conduct and discipline, after over 12 years of fighting abroad, we must

not bring back all of our old culture. Years ago as a young Soldier, "locker room" talk and antics were tolerated as acceptable practices as they were part of the culture in the infantry and other combat related fields. Working side by side with women was not the norm. In fact, most Soldiers in a combat-related MOS would have to travel across their installation, visit their local hospital or another support agency before they might come in contact with a Soldier of the opposite gender. In today's fighting force, this is clearly not the case. The environment has changed and all of our Soldiers, both men and women, train, work and fight side by side more so now than ever before. With this in mind, there must also be a cognitive shift with the way in which our Soldiers think and interact. Our culture must reinforce the significance of building a cohesive unit, establish an environment that does not tolerate misconduct; particularly that which is sexual in nature, and we must hold all violators accountable.

Our Army values certainly articulate the expectation of commitment to our institution. However, it is only a template of what leaders must physically do: live, enforce, be, and hold accountable themselves and every member within arm's reach of their "circle of influence." The discussion on sexual harassment and sexual assault should not be viewed as taboo. It must in fact, be a routine part of your dialogue on a daily basis. However, it should not just be part of your staff meetings; annual SHARP training; awareness month campaigns, or merely part of your end of the week safety briefings. In order to affect the prevention of sexual harassment and sexual assault, it must be addressed daily. Perhaps you can mention the topic when covering the risk assessment, or ACS (action, conditions, and standards) prior to conducting your morning physical training? Perhaps, it is part of your in-brief before conducting a weapons range? The bottom line is, as leaders we have to take every available opportunity to address the issue in order to prevent the crime of sexual assault and sexual harassment.

I know, it sounds a bit over the top, right? Consider this: the definition of a thief is a person who steals, especially using secret means or without open force. It is important to understand that by that very definition, anyone who has the propensity to commit an act such as sexual assault may be secretly hiding in our formation. He or she is camouflaged in ACUs, waiting to capitalize on the fact that we who wear the uniform have the proclivity to trust and believe that our fellow Soldiers would not commit acts such as these. No one can know who will be a perpetrator of sexual harassment or sexual assault. However, in the effort of prevention and combating this crime, the more that the formation and those hiding in it know about the issue - that this crime will not be placed on the back

burner, that it is a priority, that the subject is not taboo, and that any incident will be dealt with swiftly - then perhaps the commission of that crime will become less likely.

From a leadership perspective, we must set the conditions for the successful expanded role of women in the force. The climate of a command is paramount to prevention in several different ways, and must be carefully balanced in order to maintain a healthy environment. In addition, it is important that leaders keep a careful and informed open-minded approach in regard to their responsibility for both the men and women in their organization as both can become victims of sexual harassment or sexual assault. In other words sexual harassment and sexual assault have no predisposition regarding gender, for either the perpetrator or for the victim. For the potential perpetrator, the command must be tough and take an active role in reinforcing a zero tolerance policy as previously described, which sends the message that any such conduct will be dealt with immediately and punishment will not be given lightly. Soldiers and leaders will be held accountable. Simultaneously, the command must be relaxed or approachable enough as to encourage the reporting by any potential victim of sexual harassment or sexual assault, with absolutely no fear of reprisal or ostracizing. Leaders must be visible and vocal! Leaders that are invisible and not vocal often create in their absence and silence, an environment of both tolerance of behavior, and fear of reporting. Army Regulation 600-20 states that the chain of command (commander, CSM, SGM, 1SG, civilian supervisors, and others) will be present and participate in unit sexual assault sessions. Sexual assault/harassment training is not the time for leaders to be in their office. It is one of the most important times where they should be with their Soldiers, placing a command emphasis on these subjects, as well as ensuring that the training is properly conducted.

Leaders must know what the training requirements are, and that fully qualified and properly credentialed personnel are conducting that training. Training should not be merely a "check-the-block" session, and the training must be deliberate; therefore it should be forecasted and placed on the training schedule as outlined in chapter 8-7 of AR 600-20. Commanders should allow flexibility, yet provide oversight on training and resources, such as role playing, the use of vignettes, and video media presentations. Trainers must be creative in their training approach in order to encourage critical thinking and constructive dialogue with his/her audience. DoDI 6495.02 outlines at a minimum what points should be included in training sessions. Leaders should make themselves familiar with this instruction manual as well as AR 600-20. DoDI 6495.02 contains valuable information

and specific details on program management, conduct of training and an explanation in regard to what commanders should and should not do.

Commanders must understand what actions must be taken in the event of sexual harassment and sexual assault, to ensure that re-victimization does not occur. For example, in a formal case of sexual harassment, the commander will, among other steps, establish and implement a plan to protect the complainant and any witnesses, to include the subject from acts of reprisal, (detailed in appendix D-4, AR 600-20). Also in a formal harassment case, time is absolutely critical; from the moment a formal report is made, through the investigation process, appeals process if necessary and the follow-up assessment, speed is essential (outlined in Appendix D, AR 600-20). In the case of a report of sexual assault, commanders must understand that details will be limited based on a victim's reporting option. If a victim chooses the restricted reporting option, the details of the report to a commander will be limited to being informed that a restricted report of sexual assault was made. However, the commander must not conduct any inquiries or investigations of his/her own! (Enclosure 2, DoDI 6495.02). If a reported case is unrestricted, any investigation must be left up to the military criminal investigation organization. The Sexual Assault Response Coordinator (SARC) or Victim Advocate (VA) is only required to report non-Personal Identification Information concerning sexual assault incidents (without information that could reasonably lead to personal identification of the victim or alleged assailant, (see Enclosure 4 DoDI 6495.02). However, the actions for a commander of an unrestricted report will be to:

- Ensure the physical safety of the victim.
- Determine if the victim desires or needs emergency care.
- Notify (investigative authorities).
- Limit knowledge of facts or details.

It is certainly understandable for a commander to be concerned and naturally desire details of a sexual assault in his/her command. However, there are legal left and right limits that are put in place to protect the victim's right to privacy as well as keep an overzealous commander out of trouble. The understanding of disclosure of confidential communications, protecting victim privacy, and privileged communication is covered in enclosure 4 and 10 of DoDI 6495.02 referencing military rule of evidence (MRE 514). Commanders must have an understanding of this reference to MRE 514 directly from the judge advocate, as it is outlined in Enclosure 5 para 3b. Commanders should communicate often with their appointed victim advocates and utilize their expertise in the regulatory guidance and procedures.

Therefore, candidates for selection to serve as a Victim Advocate or SARC should be carefully vetted at all levels of command, from company/troop commanders, all the way to the brigade commander. Beware of Soldiers who may want to "pad" their ERB for promotion purposes and be careful in "volun-telling" or "volun-sending" someone in order to fill the additional duty book/requirement. This is a position of significant trust and responsibility and should be occupied by personnel who don't just meet the qualification criteria by passing a local background screening. They must truly desire to meet the need of a victim of sexual harassment or sexual assault and want to make a difference. In addition, commanders must develop a professional relationship with his/her SARC and VA in order to foster a climate of clear and un-impeded access, communication, and dialogue. This will build a level of trust in which a victim advocate will not be in fear of his/her commander or 1SG/CSM. Consequently if a Soldier's character causes him/her to have the inability to communicate in a direct manner with the command, they will likely not make good candidates for the position of SARC or VA and should not be considered to fill the position.

It is important that in the conduct of training and prevention, Soldiers understand the effects that sexual harassment and sexual assault have on not just the victim of the crime, but also the family of the victim, alleged perpetrator, and the entire unit. In regards to prevention, commanders must ensure for the following:

- Publish and post written command policy which must include statements for both sexual harassment and sexual assault.
- Be aware and assess the command climate as it pertains to sexual harassment and assault.
- Never wait to take action to investigate complaints of sexual harassment.
- Ensure all training is conducted IAW current Army policy and local command requirements.
- Rapidly process convicted offenders for administrative separation
- Place emphasis on sexual assault risks and prevention response in safety briefs.

Soldiers must understand the definition of sexual harassment and sexual assault and fully understand who and what their reporting options are. I cannot count the number of times that I have gone around and randomly asked a Soldier the basic difference in the reporting options for sexual harassment and sexual assault and either got an answer that was totally off base or mixed up, a combination of the two, and/or silence with

the “deer in the headlight look.” This also includes and is not limited to, junior and senior leaders alike, both Officer and NCO. This is why it is critical that leaders take training seriously and ensure that our Soldiers are armed with the right information.

Leaders must establish a working environment in which their Soldiers understand what behavior is not acceptable in order for us to make the progress we need to make in our Army. We must visualize the change of culture and act on it appropriately. We must extinguish “locker room” talk, sexual innuendos, as well as vulgar and sexually related language, inappropriate outside of professional training and development. We need each and every Soldier, and the talents they possess, both men and women in increased roles across all of our military occupational skills as we further develop our force for the future fight, in order to defend freedom and our nation’s interests. We are an organization of professionals and each and every one of us must support the fight to prevent sexual harassment and sexual assault in our formation. As leaders, we own it; we’ll solve it together!

If you would like to learn more about this topic, I recommend you take the time to read Army Regulation 600-20, *Army Command Policy*; DoDI 6495.02 “Department of Defense Instruction”; or visit the Army SHARP webpage at www.preventsexualassault.army.mil.

The Role of SHARP with Engaged Leadership

First Sergeant Michelle J. Crittendon

When I joined the Army, some 19 and a half years ago, sexual harassment and sexual assault cases were dealt with very differently than they are today. As a young Soldier in the mid-90s, there wasn't a big emphasis placed on sexual harassment or sexual assault. We had a program called POSH (Prevention of Sexual Harassment) and it was really just a class that no one took too seriously. It was just "check-the-block" training and our leaders at that time supported the program, but by their behavior they did not seem committed to the program and its values. Soldiers at the time did not have a hotline or advocates to turn to when an incident did occur, all we had was one another and anyone who might believe what happened. All too often, leaders of all ranks would blame the victim for being harassed or assaulted, letting the victim know that it was their fault for being in that situation because they were too drunk, that they were wearing "inappropriate" attire, or that they wanted to be harassed or assaulted.

For example, there was a female Private that the First Sergeant had "taken a liking to" very quickly upon her arrival to the unit and everyone in the company to include many leaders in the battalion were aware of how much this First Sergeant was "into" this Private. As the Private felt the pressure of the First Sergeant's advances, the Private became overwhelmed due to the fact that the Private had never been approached by someone who was in a senior leadership position. The Private tried to avoid the First Sergeant, but that became quite hard to do since the First Sergeant was always showing up to training where this Private was. The rumors started flying around that the Private was sleeping with the First Sergeant, because the Private was shown favoritism. So, the Private surrounded herself with a group of NCOs in order to try and protect herself from the advances/favoritism of the First Sergeant. When that did not work the Private confided in her family. Little did the First Sergeant know that the Private's father was a retired Sergeant Major. Once the Private's father got word, he reached out to a buddy of his who was still serving as a Command Sergeant Major for one of the Cavalry Squadrons in the division. The Command Sergeant Major made a phone call to the First Sergeant and the advances immediately stopped. What would have happened if the retired senior NCO didn't get involved? Where was the leadership? If the Sexual Harassment/Assault Response and Prevention (SHARP) program had been in place in 1995, would that Private have had the opportunity to confide in someone confidently without anyone knowing or seeking help in dealing with the situation?

In 2004, the former Secretary of Defense, Donald H. Rumsfeld directed the former Under Secretary of Defense for Personnel and Readiness, Dr. David S. C. Chu to address the "treatment and care of victims of sexual assault in the Military Services" while in combat. Had the programs for sexual harassment and sexual assault which have been developed since 2004 been available at that time, then the Private mentioned above would have had opportunities and outlets in dealing with her First Sergeant. As a Soldier you can see the difference made over the last decade and how the Army has established a program for engaged leaders to deal with victims and offenders in our ranks. As we encourage our complainants or victims of sexual harassment and sexual assault to come forward in reporting the incidents, we as leaders have to be engaged in their treatment ensuring we maintain the appropriate level of dignity and respect of the reporting Soldier. Leaders have to know their Soldiers, so that they do not stereotype or pre-judge the complainant or victim in a sexual harassment or sexual assault case. When leaders are not engaged, complainants and victims don't feel comfortable in reporting to the Chain of Command, because they often feel as though they will be labeled or judged, in essence re-victimized. Soldiers feel more comfortable when they know that their leadership truly cares by taking the time out to get to know everyone in their formation. Leaders must continually foster an environment where all Soldiers are treated with dignity and respect. We must recognize that as the Army continues to recruit America's sons and daughters, some of those sons and daughters come from our own community within the Army. That means as leaders we want our own sons or daughters to be treated with the same dignity and respect we are fostering in our ranks. No one wants a loved one to be sexual harassed or sexual assaulted regardless of where they work, but especially if they serve in an organization like the Army, in which we all proudly serve.

As of June 2013, the SHARP program has undergone a total transformation due to high profile cases that took on a life of their own in the media. Some of those cases include the arrest of the Air Force's lead officer in charge of Sexual Assault Prevention and Response for allegedly grabbing a woman's breasts in a parking lot. Others involved cadets being assault at the various Military academies. Still another involved an Army General having a relationship with one of his aides and then forcing her into an alleged non-consensual sexual relationship. There have been several cases involving recruiter and drill sergeant misconduct. And there have been various victims testifying in front of Congress asking for help in the fight against sexual assault. During this time, the Armed Forces

Committees in the House of Representatives and the Senate started to look into how the military as a whole handle the punishment of sexual harassment and sexual assault cases and how the military dealt with the treatment of the victims or complainants.

In response, the Army published an ALARACT message (ALARACT 147/2013- HQDA EXORD 161-13 Sexual Harassment/Assault Response and Prevention Program Stand-Down) dealing with the rescreening, recertification, and training of all recruiters, drill sergeants, leaders, Victim Advocates (VA), and Sexual Assault Response Coordinators (SARC). There were various messages published by President Obama, Secretary of Defense Chuck Hagel, and countless Generals within the military. The "2013 DoD Sexual Assault Prevention and Response (SAPR) Strategic Plan" directed that we must employ a multi-disciplinary approach in prevention, investigation, accountability, advocate/victim assistance, and assessment in order to achieve unity of effort and purpose across the department. As a Sexual Assault Response Coordinator (DSARC) in Afghanistan during this timeframe, I can recall our Division Commander telling his subordinate commanders and DSARCs his philosophy on the treatment of victims or complainants of sexual harassment and sexual assault. He expressed how all victims or complainants will be treated with the upmost dignity and respect regardless of the situation. He said as leaders, it is our responsibility to handle all cases of harassment and assaults with the upmost respect. He shed light on the situation in such a way that we could see the victim or complainant being our son or daughter and as a parent, you would not want anyone treating your son or daughter disrespectfully. As leaders we are responsible for protecting America's sons and daughters - men and women who have joined our ranks voluntarily- by being an engaged leader and knowing our Soldiers. We must combat the predators in our ranks.

How do we combat those predators? One way of looking at addressing this issue is to make an environment where we treat our Soldiers with dignity and respect. Since becoming a First Sergeant, I have worked hard to foster this type of environment within our company. We wish to have an environment where all Soldiers are able to approach leaders with any problem that is bothering them, so we are able to listen to the Soldier and come up with an understanding of what it is going on and how can we help them resolve any issues. I just don't limit myself to female Soldiers, I am approachable for all Soldiers in my company, the battalion, and the brigade. Being a mentor and remaining available to all Soldiers allows them to seek advice no matter the topic or issue. Another way the SHARP

program continues to combat the predator is by developing a mentorship/focus group program for female and male Soldiers using the concept of zero tolerance of sexual harassment and sexual assault. As we educate all Soldiers on what a predator is and how a predator preys on his/her victims, Soldiers are able to seek the necessary help for dealing with the potential predator. As time has revealed, predators can come in many forms, in all positions regardless of their rank. When leaders are engaged and foster an environment free of sexual harassment and sexual assault, Soldiers will be able to seek the help they need without being stereotyped or labeled, and without fear of reprisal or re-victimization.

The SHARP program needs all leaders to remain engaged. From the Commanding Generals to the lowest Private; we must all be committed to fostering an environment of dignity and respect without pre-judging complainants or victims. Our biggest problem is pre-judging the complainants or victims, based on our perception of the individual. Even if the complainant or victim has a reputation, leaders must not hold that perception against them. No one deserves to be harassed or assaulted within our ranks.

If you would like to learn more about this topic, it is recommended that you read:

Army Doctrine and Army Doctrine Reference Publications 6-22 *Army Leadership*; the "2013 DoD Sexual Assault Prevention and Response (SAPR) Strategic Plan", at

http://www.sapr.mil/public/docs/reports/SecDef_SAPR_Memo_Strategy_Atch_06052013.pdf

"Sexual Assault Prevention and Response", at

http://www.sapr.mil/public/docs/news/SECDEF_Memo_SAPR_Initiatives_20130814.pdf

"Department of Defense Care for Victims of Sexual Assaults," at http://www.sapr.mil/public/docs/laws/d20040213satf.pdf

"New sexual assault, harassment program emerging", at

http://www.army.mil/article/60756/

"Mission & History," at

http://www.sapr.mil/index.php/about/mission-and-history

and "ALARACT 147/2013 HQDA EXORD 161-13 Sexual Harassment/Assault Response and Prevention Program Army Stand-Down." I also recommend that you visit the Army Sexual Assault Prevention site at

http://www.sapr.mil and http://preventsexualassault.army.mil

Sexual Harassment/Assault Response and Prevention (SHARP)

First Sergeant Aaron L. Stone

When people think of sexual abuse, they automatically think of a woman being raped or a young female being sexually assaulted. But there is also the unknown and taboo world of men committing these vicious crimes against other, often younger men. American men face a unique challenge after being sexual assaulted. Buying into the myth that it does not happen in our society must be dispelled. Males have the same reactions as females do and sometimes even more so when it is perpetrated by another male. If most of our society, especially loved ones close to the victim, denies that boys and men can be molested or sexually assaulted, this will only make the victims feel unwelcome, unloved and alone.

Everyday news reports include stories of gang violence, wars and conflicts throughout the world, stories about which celebrity is going to jail today, but rarely do we hear of young boys or male adolescents being raped by another male. It is just as damaging as any other attack or sexual abuse case yet Americans have not been able to openly acknowledge that this may be going on right under their noses. When an adult or older adolescent uses a child for their own sexual gratification, it is commonly accepted as child sexual abuse. Usually reports of this abuse involve an adult male molesting a female child or adolescent. This can be seen almost daily on any news show and sometimes will make the national headlines due to its heinous nature. Sadly, male on male sexual abuse is rarely reported to the authorities because the victim feels as if he was the initiator, somehow responsible or should have been able to protect himself from unwanted advances. They are shamed into questioning their sexual orientation and eventually their masculinity. Our sons do not need to grow up in fear thinking there is no one out there to support them when sometimes all that is needed is someone who is willing to sit down with them just to listen to their thoughts and feelings. One out of six boys under the age of 16 is sexually molested by an older male, but only one of them will report their assault to an authority figure. Most simply go through life keeping their dark secret bottled up while battling depression and confusion simply because society has taught them they will otherwise be considered weak, unworthy, or unmanly.

Quite often these sexual offenders are not regular criminals nor have they necessarily had a hard life; they are family members or friends, religious leaders, teachers, coaches, scout leaders and countless others who hold respected positions in their communities. Many are in a heterosexual relationship at the time of the offense and are likely to have known their victims for quite some time. Offenders will wait for the right moment to strike looking for the perfect opportunity. These men stalk their prey with

precise cunning and later have no remorse for their victim or the hardships they have unleashed in their lives.

Our society has been built around various myths involving the molestation of young men by male pedophiles, so much so that it is engrained into the male psyche since birth, especially in this age of fear of being an outcast from what we are taught is the norm. Boys are taught they cannot be real men, will become a homosexual, or they too will become a pedophile. These myths, coupled with today's macho culture, place fear in a victim's mind that could create lifelong social and personal problems for the rest of their life. The victims of abuse think there is no help for them and no one would be able or willing to understand what they are going through, so these issues are bottled up until no healthy release can be made. Various temporary escape methods may be used to dull the world around them such as heavy alcohol use, drugs, and violence against others or themselves. These boys or teenagers grow up and as men they need to know that there are people out there who are trained to help with these situations and in facilitation of support groups, which are forming all over the United States every year.

Also, believing these myths only makes this a more dangerous society for young males because it teaches them at an early age that if they are sexually assaulted, it will either change their sexuality/sexual activity or it is merely a true reflection of their real sexual being. They become so ashamed that they do not seek assistance to recognize their problem in order to receive the help they need. Boys need to learn at an early age to be able to speak freely about what is on their mind without the fear of punishment or being chastised for "being less than a man" or "not being man enough" to handle his own problems. Conveying this message early teaches them that asking for help is not an indication of weakness. But instead of teaching them this simple truth, they go through life feeling confused, ashamed, ugly, and angry due to the teachings of our society. Molesters know how to manipulate their victims into believing these false myths thereby using them to their advantage. This helps them continue to abuse the same young men, move on to other teenagers and of course, to not get caught. If we as a society spoke more openly and honestly about this issue, our young males would not be such easy prey to the manipulations of sexual predators. If others spoke out about their own experiences, than these young men would not feel so alone and would understand that there is help available.

There is hope, though and it starts with education. Educating not only young men but also their parents, teachers, and other authority figures will help highlight the signs associated with sexual assault and how to prevent these vicious attacks before they occur. Male sexual abuse victims need to be made aware of the agencies now available to help them, both

emotionally and physically, with discretion and respect without judgment. As with any type of sexual abuse, whether it is rape, molestation, or forced advances, assault on boys and young men knows no racial, economic, or social boundaries. We are well into the 21st Century, but Americans still refuse to accept that anyone can be a victim of a sexual predator, even their big and strong boy. This needs to be changed. These young men will continue to suffer if those they depend on will not or simply cannot recognize the early signs and symptoms of a possible abuse situation. When it is still possible, work must be done to prevent escalation to assault and provide them the means to find the help they need.

Due to the cultural restraints, most young men do not have the knowledge or ability to cope with the aftermath of a sexual assault. Without the emotional support they need, these boys and young men will often find less healthy ways to release their true feelings or seek help and instead, they routinely engage in violent behavior, perform poorly in their studies, or simply withdraw from the world they used to enjoy. Sadly as they grow older, such behavior can have dire consequences. One only has to look as far as the nearest hospital, behavioral health ward, or shelter to see the results of these types of situations.

It is time for Americans to wake up and face this issue, to stop ignoring the problem that is often happening under our noses. Simply put, this is a topic we cannot let die. There is no reason any victim, male or female, should go through their life with the pain of being raped, especially when there are numerous resources one can turn to for help. I can personally endorse these services because I am a survivor of male on male sexual assault. With the right attitude and help, I believe anyone can lead as much of a normal life as possible without affecting their ability to be an excellent asset and leader within their community by becoming a survivor instead of staying a victim.

If you would like to learn more about this topic, I recommend you take the time to read Adrienne Crowder, *Opening the Door*; Lauren Book, *It's OK to Tell*, or visit the Rape, Abuse, & Incest National Network (RAINN) at www.rainn.org.

Development of Social Awareness in the Army

First Sergeant John E. Peterson Sr.

Comprehensive Fitness, as we know it today, began with the Battle Mind program nearly two decades ago. The need to grow mentally tougher Soldiers became glaringly apparent as suicides grew 500 percent over the same period of continuous conflict. The first message, ALARACT 097-2010, once executed, brought in a new paradigm of thought to the forefront of military living in that it is okay to ask for help. The program stressed that the real strength of character was acceptance that even the best Soldiers face obstacles in their career and life challenges. Often the opportunity cost of military success and successive deployments was social isolation and the disintegration of the family unit resulting in a measureable increase in domestic violence and a significant increase, as stated earlier, in suicide rates. The idea of social awareness as an important aspect of Soldiering is not new. During WWII, General of the Army George C. Marshall was quoted in the resilience training program as having said, "When you are commanding, leading [Soldiers] under conditions where physical exhaustion and privations must be ignored, where the lives of [Soldiers] may be sacrificed, then the efficiency of your leadership will depend only to a minor degree on your tactical or technical ability. It will primarily be determined by your character, your reputation, not so much for courage–which will be accepted as a matter of course–but by the previous reputation you have established for fairness, for that high-minded patriotic purpose, and that quality of unswerving determination to carry through any military task assigned you."

Comprehensive fitness was founded on four dimensions of strength and later added the fifth dimension – family - to become what is now know across the Army as Comprehensive Soldier and Family Fitness (CSF2). The Five Dimensions are:

a. Physical. Performing and excelling in physical activities that require aerobic fitness, endurance, strength, healthy body composition and flexibility derived through exercise, nutrition and training.

b. Emotional. Approaching life's challenges in a positive, optimistic way by demonstrating self-control, stamina, and good character with one's choices and actions.

c. Social. Developing and maintaining trusted, valued relationships, and friendships that are personally fulfilling and foster good communication, including the ability to comfortably exchange ideas, views, and experiences.

d. Spiritual. Understanding one's purpose, core values, beliefs, identity, and life vision. These elements enable a person to build inner strength, make meaning of experiences, behave ethically, persevere through challenges, and be resilient when faced with adversity. Participation in the spiritual dimension of the CSF2 program is strictly voluntary.

e. Family. Being part of a Family unit that is safe, supportive, and loving which provides the resources needed for all members to live in a healthy and secure environment.

In the Army Directive for CSF2, Honorable John M. McHugh stated that the Army needs to "embrace the concept of building and sustaining resilience as a fundamental part of our profession and as a key component of readiness."

Born from this effort were the Master Resilience Trainers (MRTs). The training of MRTs was administered and monitored by one of the most prestigious institutions of education in the world, the University of Pennsylvania, through Dr. Karen Reivich and her team of highly trained professionals in the Department of Positive Psychology. The course material was developed by some of the greatest minds in the country: Christopher Peterson, Marty Seligman, Carol Dweck, Dr. Karen Reivich, and many others.

Resilience is a process that consists of six competencies: self awareness, self regulation, optimism, mental agility, strengths of character, and connection. Self awareness harnesses the skills of the Activating Event-Thought-Consequence (ATC) model for how our interpretation of activating events or thoughts control our consequences which consist of emotions and reactions: what we do or do not do in response to our "heat-of-the-moment" thoughts. Embedded in those thoughts are "rigid patterns of thinking" called "thinking traps." Thinking Traps will cause us to miss critical information and takes away from our ability to remain open minded and accurate. The understanding of this skill provides a self awareness that can help build stronger relationships. Resilience we now know is not just about the individual, it's about relationships with family and all others in our sphere of influence. An even deeper self-awareness is derived from our deep core values and beliefs which are influenced by our thoughts. Our thoughts in turn can radically modify our consequences to either achieve a goal (positive consequences) or create counterproductive behavior (negative consequences). The MRT program calls this form of self awareness, 'detecting Icebergs,' (because of the depth of self-awareness

that is needed to look beyond what we can see in order to identify a deep seated core value or belief), icebergs influence our consequences. Problem solving further defined as problem understanding is a process for root cause analysis that encompasses all of the earlier resilience skills to gain objectivity, greater depth of understanding in regards to our thoughts about the problem, flexibility, accuracy, influence, and control which all lead to positive change through an IDEAL model. This form of emotional regulation can also create an atmosphere for building stronger relationships through a skill called connection.

The idea of true mastery of the resilience skills is the ability to connect the dots between the resilience competencies which have a primary target and to demonstrate the other associated competencies after each one is thoroughly exercised in training. Put-it-in-Perspective (PIIP) allows catastrophic thinkers to regulate their negative counterproductive thoughts through a jolt of positive energy to enable the individual to make purposeful action meeting the targets of both self regulation and optimism. Real time resilience is a competency at the top of the pyramid for mental toughness which deals with counterproductive thoughts that may creep into one's mind prior to an event taking place. We call it "in the now." This skill takes practice because the bug of self doubt is sometimes hard to squash especially if driven by a rigid pattern of thinking or deep corps value and belief. The competency of strength of character has the skills of identification and application in leadership styles when enduring life challenges. The final competency of connection is one we describe as particularly important to building strong relationships. Influenced by all of the other competencies it is indeed the show stopper of competencies.

The ability to communicate clearly while in control and confident of the material known to the MRT world as assertive communication teaches the IDEAL model of communicating with someone when there is a need for change. The skill of active constructive responding is a game changer that has a powerful influence on relationship building by teaching the best response to a person who wishes to share their good news with you. Because of a term we call the negativity bias, we are well adapted to respond to negative information in a certain manner while we tend to devalue the information presented even when it may be about something special which just occurred for a variety of reasons. This includes everything from your operational tempo, to a strong sense of concern about the information shared, to possible complications with active listening when the receiver of the good news hijacks the conversation. MRTs are taught to communicate actively by engaging the conversation with authentic interest and the

desire to increase the person's joy over what was shared because in the end, it is not the information that matters. We are taught that it is the person that chose you out of all other people to share their good news with that are important in this process. The program ends with an understanding of how to be effective and disciplined with our praise so that the person does not misunderstand your intentions and truly understands why they are being praised or disciplined.

Emerging from the initial resilience guidance and follow-on material were the campaign strategies which included the proper identification and preparation of your unit MRTs. The Ready and Resilient Campaign "Quick Wins" directed units to set conditions at each installation where prevention programs were centralized into various forms of "Campuses of Resilience" where an installation's various activities might act in unison. As a preventive element of services already available for treatment, their mission was to become "kinetic," by engaging units on their terrain gaining the trust of their Soldiers, by becoming something more that a name on an index card used only in time of crisis. The Ready and Resilient Campaign which encompassed CSF2 linked many of the other preventative medicine measures on the installation such as the work conducted by the installation Community Health Promotion Council (CHPC) chaired by the senior installation commander.

The R2C Campaign Strategy was developed with four platforms:

- Integrate resilience training as a key part of the Army's professional military education throughout a Soldier's career from induction through separation or retirement.
- Synchronize and integrate key Army programs to reduce or eliminate suicide and suicidal ideations, sexual harassment and sexual assault, bullying and hazing, substance abuse, domestic violence, and any stigma or barriers associated with seeking help.
- Develop improved methods to provide leaders and commanders timely and accurate information and metrics to aid them in better identifying "at risk" and "high-risk" Soldiers, enabling early intervention.
- Continue to improve the Integrated Disability Evaluation System (IDES) to shorten processing times and improve the services provided to Soldiers and their Families.

The programs were developed under the auspice that they would be enduring with key leaders at all levels engaged through program managers tasked to ensure quality training and relevance. The future of resilience

is in the hands of leaders at all levels of the Army starting with the Army Chief of Staff and working its way down through the company MRT and finally to the individual Soldier. The challenge will be to maintain a force of competent trainers capable to maintaining these perishable skills. Because of this challenge the Executive Resilience and Performance Course (ERPC) was created which was designed to educate key leaders on every Army installation. Most of this training would be directed through the CSF2 Training Centers (CSF2-TC).

As this training community took a deeper look at the competencies for resilience, it was understood that the effective use of these skills helps to build relationships, optimism and social awareness which in turn greatly impact the prevention of suicide and suicidal idealization. A person who has an appreciation for the previously mentioned resilience skills often have an increased sense of optimism in their lives and therefore they are less likely to think about suicide. We also learned that by understanding the "always" and "everything" thinking traps, rigid patterns of thinking that lead to helplessness and hopelessness can be stopped. A person that finds a way around helplessness and hopelessness could also find purpose in their life. Although there are no specific scientific studies yet to confirm these principals, the theory makes practical sense on many levels. Many factors can help prevent suicide by promoting physical, mental, emotional, and spiritual wellness. These protective factors include problem-solving skills and social support that can help individuals cope with emotional distress. The use of these tools should be the norm rather than the exception. They should be taught at early ages to strengthen the resilience of individuals and communities in order to overcome challenges and crisis. Policies and programs that foster social connectedness can help promote mental and physical health and recovery.

Although the education and application of resiliency skills and competencies can alter path and reduce the likelihood of them committing suicide, these skills have not replaced ACE (Ask-Care-Escort) or ASIST (Applied Suicide Intervention Skills) training. ASIST is the primarily practice for intervention while other programs are centered on prevention through education. The annual requirement for suicide awareness coupled with our behavioral health care compliment this training.

When discussing quality of life there are many things to consider. First, quality of life varies across the force. What quality of life means for a senior leader is not necessarily defined in the same way for a Private. The fact that the concept is so diverse based on demographics and social stratification, the definition of quality of life must be understood as living

which promotes career growth and stability; a true balance between profession and personal values supported by all agencies responsible for resourcing morale welfare and recreation programs. Programs that enhance a Soldier's military experience have been an integral part of military living since the beginning of the Army. General George Washington realized at Valley Forge that military success in the deprivation of that time would rest on his ability to convince these patriots that their sacrifice would lead to a life never before seen, the birth of a democratic republic free of repression and tyranny: "one nation under God indivisible with liberty and justice for all."

In today's Army, large amounts of money are spent in order to provide Soldiers with an exceptional standard of living which has become a norm, an entitlement for an all volunteer force. Sequestration, furloughs, and fiscal uncertainty brought back the reality that one should never take quality of life for granted. As a basic fundamental, Soldiers need to be reminded of their personal responsibility for creating a stable platform for social and professional growth. The platform for growing resilient, mentally tough Soldiers is not that of entitlement but should be based on a powerful education which enables the ability to grow from adversity and thrive in any environment in order to ultimately protect our freedoms and the American way of life. All Soldiers must renew their professionalism and do what is right for the nation and each other regardless of the cost.

If you would like to learn more about this topic, I recommend you take the time to read Dr. Karen Reivich and Andrew Shatte, *The Resilience Factor*; Robert Brooks and Sam Goldstein, *The Power of Resilience*; Gina O'Connell Higgins, *Resilient Adult: Overcoming a Cruel Past*; Christopher Peterson, *A Primer in Positive Psychology*; Carol Dweck, *The New Psychology of Success*; Martin Seligman, *Learned Optimism*; Tom Rath and Barry Conchie, *Strengths Based Leadership, Great Teams, Leaders, and Why People Follow*; and the following websites:

https://armyfit.army.mil

http://www.authentichappiness.sas.upenn.edu/Default.aspx

http://wrair-www.army.mil

www.army.mil/Documents/PDF%20ONE%20PAGERS/Resilience%20Training%20Research.pdf

http://hprc-online.org/files-1/totalforcefitness-pdf

The Soldier's Creed

"Credo" (Latin) = "I believe"

First Sergeant Kermit Harless

Throughout history, in one form or another, there has always been a Soldier's Creed. At times, it may not have been written or spoken. Regardless of its form, it has always been present and guided Soldiers since the very beginning. The Soldier's Creed is a powerful and necessary statement of shared beliefs. Within the Army, it is part of the foundation from which doctrine is derived and sets our direction and tone. In order to ensure the Army thrives and maintains its purpose and relevance, we as Leaders must adhere to the Creed and enforce its concepts.

How much of the Creed do you embrace? Honestly, ask yourself. It wasn't until I broke it down and thought of it in sections that I truly understood the depth of what the Creed says, and to whom the Creed really applies. Having served on active duty, in the Army Reserve, and the Army National Guard, I have had the opportunity to witness how the Soldier's Creed reached different Soldiers and how the different versions of the Creed have evolved and helped shape those Soldiers. The Soldier's Creed is not something that can be donned and doffed with the uniform. It is an oath that I live by in or out of the uniform, on or off post. I challenge you to revisit the Soldier's Creed and make an honest assessment of your commitment to it. This is what the current Soldier's Creed means to me. It is how I teach it and mentor its applicability to others.

WHO I AM

I am an American Soldier.

I am a warrior and a member of a team.

I serve the people of the United States, and live the Army Values

I am not any Soldier. Nor am I just a Soldier. I am an American and I am a Soldier. As such, I make this declaration to the American people. This is who I am; as an individual I am a warrior. However, I am not alone, nor do I act alone. I am a member of a team, and that team adheres to the same creed as I. The last stanza is the most moving to me and serves as a constant reminder of the role and profession I have chosen: "I serve the people of the United States." Not only the citizens. Not only the civilians. Rather, all of the American people: "We the People." There have been times in my career when doubt and questions of purpose caused me to lose sight of my relevance. Reciting this stanza aloud reminds me of my role as a servant and steers me back on course every time I might stray.

THE VALUES BY WHICH I LIVE

Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, Personal Courage

Much has been written and discussed about the Army Values. I will simply say to you, believe in the Army Values and personify them in all aspects of your life. They must permeate your life and interactions; thusly, you cannot earn respect without first being respectful, nor can you expect personal courage from others if you are not yourself courageous. Each value must be given in order to be received. The values must be witnessed, not merely spoken.

WARRIOR ETHOS

I will always place the mission first.

I will never accept defeat.

I will never quit.

I will never leave a fallen comrade

The Warrior Ethos is the core of the Soldier's Creed. It stands by itself and like the field of blue from our Nation's Flag, it must remain intact even when all else is taken away. The Warrior Ethos defines the American Soldier. It must be the basis for all leadership decisions. I apply the Warrior Ethos in my personal life as well, again never doffing it simply because I am out of uniform or "off duty."

Very early in my career, I witnessed a group of NCOs from another unit who occasionally gathered in a circle appearing to be digging a hole. Once I gained enough courage, as a young Private First Class, to approach one of them, I inquired as to what they were doing. The Sergeant held up an old mess kit spoon and said, "This reminds us that we must sometimes eat the unsavory things, that we must sometimes dish out the unsavory things to our subordinates, and that if we ever see a fellow Soldier digging a hole for themselves, we will help them dig themselves out. This implement is never to be used for our own personal comfort. It is a reminder of the oath we took to help others in need." To this day, I carry a spoon of some type in a pocket of my uniform. I also give the same type of spoon to the NCOs assigned under me and they carry it as a mandatory uniform item. The spoon serves as a tangible reminder of the values and beliefs that have become the Warrior Ethos and the Soldier's Creed.

MY QUALIFICATIONS

I am disciplined, physically and mentally tough, trained and proficient in my warrior tasks and drills.

I always maintain my arms, my equipment and myself.

I am an expert and I am a professional.

The American people need to know that I am capable of fulfilling my promise to them. This section speaks clearly to my physical and mental fitness. It means more than simply passing the APFT. It means I am able to perform my duties in whatever climate or austere environment to which I am called. It means I practice and hone my individual skills, Warrior Tasks, and the collective tasks, or drills, as a member of a team.

"I always maintain my arms." The Army is a Profession of Arms. I will ensure that my weapons are serviceable, clean, and ready at all times. They are the tools of my trade and I will ensure I am proficient in their use.

"I always maintain…my equipment." I am entrusted with equipment provided to me by the people I serve in order to perform my duties effectively and efficiently. I will care for any and all pieces of that equipment, from my issued individual equipment to the vehicles, tents, and other items for which I am responsible. Bottom line, this means PMCS and proper use based on the operator's manuals. It also means proper supply discipline and accountability.

"I always maintain…myself." Beyond the APFT and physical fitness training, I must take care of myself. I receive the proper vaccines and regular medical and dental checkups. I eat healthy. And I get rest and take time to decompress and recuperate when needed.

As an expert, I must study and train in order to keep up with changing doctrine and new technologies. The people must trust and believe in me when I am called to assist or defend them. An expert is rarely the person who only has knowledge. An expert is someone who knows the strengths and weaknesses of him or herself and the team, and the capabilities and limitations of the available equipment and personnel. An expert makes authoritative decisions based on the breadth or lack of information tempered with experience.

As a professional, by association I am a member of a profession. Make no mistake, the Army is a profession. And as such, I must adhere not only to the Army rules and regulations, but also to the expectations of the people I serve. A professional is sometimes difficult to describe.

I know one when I see one, and so does the American people. There is a certain air of confidence and authority. The tone and volume of the voice is commanding yet reassuring. The uniform is clean, fitted well, and worn properly.

Remember, one of the reasons American Soldiers exist is because at some point our predecessors stood in the town squares and declared that they would defend the people and their way of life. The townsfolk did not come running to them at random and demand protection. Those three sentences above make a very powerful statement and are the reason I can make the following declaration.

DECLARATION OF PURPOSE

I stand ready to deploy, engage, and destroy, the enemies

of the United States of America in close combat.

I am a guardian of freedom and the American way of life.

I am an American Soldier.

This is the purpose of my profession and the reason I am a Soldier. It is for what all of my training, discipline, Warrior Tasks, Army Values, and Warrior Ethos has prepared me. Short and simple, as a Soldier my duty is to protect the American people. I will put myself in harm's way so that others will not have to. When I am not actively engaged in combat, I will return to training and practicing my Warrior Tasks and maintaining my arms, equipment, and myself in preparation for my next mission.

We have been in deployment mode for more than a decade. If you think about it, that is a generation of Soldiers and NCOs who may have never had a Class A inspection, or marched elements with any regularity, or carried a leader book, or been taught many of the Army's customs, courtesies, and traditions. It is up to us to inspire these Soldiers and return them to an Army of preparation. The Soldier's Creed embodies these aspects of professionalism, purpose, values, and relevance. I use it as the cornerstone of my counseling and as my philosophy during mentoring.

I strive to live these tenets in my civilian and family lives. A fellow NCO taught the Soldier's Creed to his son when he was failing in school. Through some creative bridging strategies and perseverance, this eventually motivated his son into "attacking" his grades and homework assignments.

While the Army Values and Warrior Ethos stand on their own, and the Soldier's Creed could be written without mention of either, each is interconnected and quite complementary of one another. You cannot be a professional without, loyalty, duty, respect, selfless service, honor, integrity, and personal courage because a profession demands these qualities. Without the drive to never accept defeat and never quit, a Soldier will not become disciplined and physically and mentally tough in order to ensure that he or she has the strength and motivation to carry them through. As written, the Soldier's Creed exemplifies the old adage, "the whole is greater than the sum of its parts."

If you would like to learn more about this topic, I recommend you take the time to read Army Doctrine Reference Publication 1, *The Army Profession*, Army Doctrine Publication 1, *The Army*, Robert Strassler, *The Landmark Thucydides: A Comprehensive Guide to the Peloponnesian War*, and US Army Research Institute for Behavioral and Social Sciences, *Warrior Ethos: Analysis of the Concept and Initial Development of Applications*.

The Soldier's Creed

First Sergeant Shane A. Hutchins

> Yours is the profession of arms, the will to win, the sure knowledge that in war there is no substitute for victory, that if you lose, the Nation will be destroyed, that the very obsession of your public service must be Duty, Honor, Country.
>
> - General of the Army Douglas MacArthur

> Discipline must be a habit so ingrained that it is stronger than the excitement of battle or the fear of death.
>
> - General George S. Patton, Jr.

Throughout history, "rally cries" have been fundamental in providing motivation and direction to those who follow. Most commonly seen in war movies, there always seems to be a large group of warriors who congregate around and follow one particular leader, the one who has a vision. This leader issues his followers a simple statement, or rally cry, that provides meaning and a sense of purpose which than motivates his/her warriors to accomplish the task. Such as the bold statement made by the Spartan King Leonidas, "This is where we fight! This is where we die!" This example motivated his warriors even in the face of a larger opposing force. His troops responded with courage and exceptional results. Rally cries have developed into mottos and creeds in more recent times. The business world has developed mottos that are simple statements about the product created, a statement that society can tie to a product and company. "Like a Rock" is a commonly heard motto that tells the consumer they are dealing with Chevrolet. Certain organizations have also developed creeds. A creed is an idea or set of beliefs that guides the actions of a person or group. The Army has long since had a creed. There are MOS Creeds, Officer Creeds, The Creed of the Non-Commissioned Officer, The Drill Sergeant Creed, and various other creeds for various subcultures within the Army. One specific creed that all Soldiers rally behind, regardless of background or rank, is the Soldier's Creed.

Matt Larsen is the author of the current Soldier's Creed. It was first presented to Army leaders on 7 June 2003 and approved by Army Chief of Staff Peter Schoomaker on 24 November 2003. The Soldier's Creed is recited at most formal Army ceremonies and one can often hear formations sounding off with the Soldier's Creed as you travel around any Army installation throughout the day. It is a comforting and moving experience, witnessing a formation sound off loudly with the Soldier's

Creed. Knowing that we have the strongest and most resilient military force in the world, our Warriors do not just say the Creed, they feel the Creed, embody the Creed, and live the Creed. The Soldier's Creed, along with the Army Values, has become the set of shared attributes, beliefs and values that every Army Soldier, past, present and future has or will use as their guiding principles that drive, inspire and motivate their daily actions. Our nation and Army, expect each of us to be model citizens representing our country as Soldiers. Our nation and Army expects its Soldiers to endure and prevail through stressful times and unconditionally serve our nation and its people. The Soldier's Creed is the root of what a United States Army Soldier is, and when Soldiers lack guidance, they can always recite the Soldier's Creed to inspire motivation to continue the fight and succeed. The few words of the Soldier's Creed are packed with purpose, direction, and motivation. The importance of the Soldier's Creed is one of the few exceptions when words or statements cannot do it full justice. When you believe in something so thoroughly, so completely and stand behind it so firmly, than Soldiers begin to recognize the significance of their actions and the actions of their peers and feel it deep down inside in the roots of who they are.

I AM AN AMERICAN SOLDIER.

I AM A WARRIOR AND A MEMBER OF A TEAM.

I SERVE THE PEOPLE OF THE UNITED STATES AND LIVE THE ARMY VALUES.

I WILL ALWAYS PLACE THE MISSION FIRST.

I WILL NEVER ACCEPT DEFEAT.

I WILL NEVER QUIT.

I WILL NEVER LEAVE A FALLEN COMRADE.

I AM DISCIPLINED, PHYSICALLY AND MENTALLY TOUGH, TRAINED AND PROFICIENT IN MY WARRIOR TASKS AND DRILLS.

I WILL ALWAYS MAINTAIN MY ARMS, MY EQUIPMENT AND MYSELF.

I AM AN EXPERT AND I AM A PROFESSIONAL.

I STAND READY TO DEPLOY, ENGAGE AND DESTROY THE ENEMIES OF THE UNITED STATES IN CLOSE COMBAT.

I AM A GUARDIAN OF FREEDOM AND THE AMERICAN WAY OF LIFE.

I AM AN AMERICAN SOLDIER.

When I joined the Army, there was a different Soldier's Creed. However, the creed did not have the power that it possesses today. It was not part of my daily life in Basic Combat Training or Advanced Individual Training. The Soldier's Creed was not part of life when I went to military schools or formal functions and it was not part of normal day-to-day activities within my first couple of units. The fundamentals of the current Soldier's Creed, however, were always a part of life for Soldiers; these fundamentals were often seen but not necessarily heard. Speaking to younger Soldiers in my formation, The Soldier's Creed is just there. It is a norm; a norm that they could not picture living day-to-day without. We recite the Soldier's Creed every day because we want to ingrain its meaning deep down inside every Soldier. We are an Army of constant change and one change in our current force is a deep belief in our Creed and Values, almost as deep as religion is to many people worldwide.

Serving as a Battery First Sergeant, I witness many acts that make me proud to be a Soldier and a leader of Soldiers. As a "member of a team," I know that I can rely upon my peers and fellow First Sergeants for whatever I may need. I also know that I can rely upon any Soldier within my formation and throughout the force. As a "member of a team," I am ready to help, guide and combine efforts for the benefit of accomplishing the mission. There is competition within our ranks and there always will be competition, but all Soldiers understand that at the end of the day, we all wear the same uniform and support the same cause. "I serve the people of the United States" every day and I love every minute I serve. Many of the Soldiers from my unit are recipients of the Military Outstanding Volunteer Service Medal (MOVSM). These Soldiers enjoy giving to their community. First and foremost, they are all Soldiers who have taken an oath of service and they have chosen to volunteer and serve even in the face of personal sacrifice; I commend them for that. The Warrior Ethos is known as the heart and soul of the Soldier's Creed.

I WILL ALWAYS PLACE THE MISSION FIRST.

I WILL NEVER ACCEPT DEFEAT.

I WILL NEVER QUIT.

I WILL NEVER LEAVE A FALLEN COMRADE.

In my opinion, the most important aspect of the Warrior Ethos is the phrase "I will never leave a fallen comrade." I believe this infers an unsaid meaning and importance to our warriors. We know that regardless of the situation they will never be left on the field of battle. This is a comforting thought, a thought that allows us to fight harder and with more spirit in

the face of our enemies. The thought of knowing that if the worst happens to one of us, we will still go home to our final resting place with a hero's honors, is an entitlement that few armies ensure. I volunteered for service before Operation Enduring Freedom. I was a member of a unit that trained relentlessly, prepared tirelessly, and thought endlessly about the rigors of combat. We were a band of brothers that wanted nothing more than to show our leaders and our country that we fully intended to meet every challenge head on, even if the challenge were a deployment to an unknown location against an unknown enemy. We welcomed the possibility. Being "disciplined, physically and mentally tough, trained and proficient" were the building blocks and fundamentals of our daily regime. After multiple deployments with many of the same Soldiers, I began to really understand why this was so important. While on deployment, expecting the unexpected is how to live. However, if you and your Soldiers are "disciplined, physically and mentally tough, trained and proficient," you will encounter the unexpected as an audacious, disciplined and violent force of a well-trained, professional fighting unit. Such units operate silently and with ease as they assess, process, and dispatch the enemy's weak attempts to bring harm to what Soldiers have sworn to the nation and its people to protect and uphold.

If you desire to continue research on this topic, I recommend the following publications: Army Doctrine Publication 1, *The Army*, Field Manual 7-21.13, *The Soldier's Guide*, Army Doctrine and Doctrine Reference Publications 6-22, *Army Leadership*, Field Manual 7-22.7, *The Army NCO Guide*, and the website http://www.goarmy.com/

Standards and Discipline

First Sergeant Alan J. Muilenburg

[1]stan·dard *noun* \ˈstan-dərd\ : a level of quality, achievement, etc., that is considered acceptable or desirable

[1]dis·ci·pline *noun* \ˈdi-sə-plən\ : a way of behaving that shows a willingness to obey rules or orders

Looking back to the birth of our Nation and actions at Valley Forge in 1778, it is readily apparent that our Revolutionary Forces were little more than civilians fighting against a highly disciplined British Army. General Washington's men had endured many hardships and losses at the hands of the British. Washington recognized the need for a more disciplined force in order to defeat the British and enlisted the aid of Baron Friedrich von Steuben. Von Steuben developed drill movements and regulations at night and taught them the following day. In writing, he clearly outlined the standards which governed the movements regarding company drill. In his teaching the very next day, he instilled discipline by training the men to respond without hesitation. The history of standards and discipline and the relationship with The Army Profession were forever joined in the first Army Field Manual "The Regulations for the Order and Discipline of the Troops of the United States," which we now refer to as the "Blue Book."

As the Army Profession and the NCO Corps moves toward the year 2020, the importance of standards and discipline will be paramount. The ability of the NCO Corps to quickly digest new doctrinal manuals and terms and teach them to their subordinates in a timely manner will allow the entire force to speak in the "same language" regardless of their specialty. This will require the personal discipline of the NCO Corps to spend the time reading these new manuals and the professional discipline to enforce the standards outlined by our senior leaders.

Far too often, in today's force you may hear the following from our junior leaders, "that is how we have always done it," setting a standard that cannot be referenced in any regulation. A simple statement such as this leads our next generation down the path of "we do it that way just because we were told to." We as leaders should not tolerate our peers or subordinates conducting any activity without the appropriate reference on hand. All training must be conducted in accordance with our doctrine and regulations. This requires a little more time. However, you can rest assured, when your Soldiers know you have prepared to train them to a describable, measurable, and achievable standard and they are expected to perform to that standard every time, even if left to perform the task

on their own, than they will see the value in your training. Be present to certify them on accomplishing the task no matter how small. Letting your subordinates know they have met the standard is a stepping stone for them to pass along the standard to their subordinates. A great example of this is preventive maintenance, checks, and services of equipment. Without the manual how do we ensure the equipment we use to fight and win our Nation's wars will be ready and capable of executing when called upon? Disciplined Soldiers know the standard and adhere to it even when no one is watching. These Soldiers have had leaders in their career that have given a task and made the time to check to ensure the standard was met.

If we, as an NCO, continue the lessons learned from our basic training days where the task, condition, and standards are clearly outlined and taught, and every Soldier knows exactly what is required to achieve excellence, then there will no questions about the tactical and technical proficiency of our next generation of NCOs. If you use this thinking in the execution of all of your daily activities you will become a more proficient and doctrinally sound leader for your Soldiers. Research before you speak; it is okay even if it takes you extra time in order to find the right answer. It is better to be correct than to face the consequences of going back and having to start from the beginning. Skirting the standard with your initial effort will only create more work for you and all involved in the long run. There is a set of directions for everything you will encounter in the Army. As a leader these directions are the regulations and they cover things as simple as how to put a uniform together, to more detailed items such as how to write an NCO evaluation report. All you have to do is research. How many times do we as leaders have to "red ink" the work of our subordinates but fail to follow through with mentoring them on what the standard is and ensuring that they have the discipline to execute correctly after they understand the standard?

The most difficult person to enforce standards on is you. For example, making those on-the-spot corrections in the PX, when all you want to do is eat your lunch, requires discipline and personal courage. The on-the-spot correction is the most basic way to enforce standards and discipline. To execute, you must first know the standard. The Soldier you are correcting may be of a higher rank than you and having knowledge of the regulation will demonstrate your professionalism. Take responsibility for when you as a leader fall short of the standard. Learn from your seniors, peers and subordinates. Everyone has something to bring to the table and you may learn from another perspective on the regulation.

NCOs at all levels must accept the responsibility for developing the Officers within their organization in regards to standards and discipline. There are many ways we as an NCO corps can do this. In- ranks inspections, conducting counseling, performing long weekend checks, and visiting Soldiers in their living space all demonstrate a positive way in which they might contribute in enforcing the standard and instilling discipline. Young Officers will long remember the NCO that took the time to sit down and explain the task, condition, and standards. They will soon forget those that take short cuts just to get the task off their plate. Your professionalism starts at first call and continues long after retreat. Being a bearer of standards and an enforcer of discipline is not easy but it starts with one and quickly permeates throughout a unit.

A good experience of mine that reinforced the importance of standards and discipline came during a rotation to the National Training Center (NTC) in March of 2012. I was serving as a First Sergeant in an MLRS firing battery with support attachments to provide general support artillery fires our brigade. My Battery Commander had been in command for less than 90 days and quickly identified and communicated his intent to the entire unit. The platoon leaders were fresh out of the Basic Officer Leadership Course and had only received minimal training on the employment of the MLRS weapon system. The platoon sergeants were seasoned Staff Sergeants, competent in the employment of the weapon system and eager to perform at the next level of leadership. As a newly promoted First Sergeant, having two years as the First Sergeant of this unit, I sought the guidance of my Battalion and Brigade Command Sergeants Major on the challenges my unit was facing with a new leadership team. In concert, they both told me that in order to be successful at NTC it takes strict adherence to standards and discipline. Units go to a training center to identify their training weaknesses but if the unit has a solid grasp on standards and discipline they can focus on their combat skills. Control the tasks you can control and you will be successful. Daily leadership tasks such as accountability of sensitive items, keeping Soldiers in uniform, maintaining perimeter security, providing for the health and welfare of our Soldiers, and placing the proper emphasis on safety during convoy briefings, etc. demonstrated the discipline of our unit. My commander laid out what he wanted to accomplish during the rotation before we departed home station. In addition, I felt it was important to include standards and discipline in order to fully support the Commander's intent which defined our path to success. We had complete buy in from our battery leadership on our defined standards prior to departing our home station. We integrated the

standards from the unit we were in support of by gathering this information during a leadership exercise the battery command team attended prior to our rotation. At the end of the rotation, we were the only company-sized element not to lose a sensitive item and we did not experience a safety incident or an injury to a Soldier during the entire rotation. The entire junior leadership of the battery held up the standard placed before them and had the discipline to self police while achieving and exceeding the commander's intent.

To me, as a leader, the phrase "Back-to-the-Basics" means falling back on standards and discipline. In the annual survey of the Army conducted in 2012, we as a force asked for the return of standards and discipline. As leaders we need to ensure our subordinates have defined standards that are describable, measurable and achievable. Our subordinates must have the discipline to achieve and enforce these standards and regain our position of trust with the people we defend as a profession.

If you would like to learn more about this topic, I recommended that you read the following publications and references: ADP 6-22, *Army Leadership*; ADP 1, *The Army*; FM 3-21-5, *Drill and Ceremonies*; The Center for Army Profession and Ethic Pamphlet, "Senior Leader Guide Standards and Discipline"; and Michelle Tan, "Soldiers Seek Return to Traditions, Discipline" in *Army Times*, 3 April 2012.

Supply Discipline

First Sergeant Andrei Williamson

The supply system in the Army has greatly evolved throughout the history of the Army. In the beginning the supply system was not very effective or efficient. Not a lot of focus was placed on the way in which the system was run and everyone just expected to always have what they needed to do the job. They just didn't realize or sometimes care, what the supply system was really about. As time went on, individuals noticed that supplies were not always available and started to see how it affected their job. It was soon realized that if everyone took responsibility for their property and equipment, they would have what they needed. As technology became more advanced through the years the supply system has become more efficient, which clearly enabled the success of the mission. Through the years a great supply system was born largely out of individual discipline. Supply discipline is the key to ensuring that the supply system will work. One of the best ways to maintain a great system is to support and enforce the Command Supply Discipline Program (CSDP) within your unit. From the beginning, responsibility – individual, leader and organizational – has always been at the forefront of what makes the supply system truly work. The responsibility of supply discipline starts from the command all the way down to the individual. The commander is ultimately responsible, but every individual needs to be aware of their own responsibility within the supply system and that starts with discipline.

In today's operational environment, supply discipline is a crucial part of the effectiveness of the force. Whether in training or a real world mission, if you do not have the equipment and supplies you need, you will have a difficult time training to the standard and accomplishing the mission. One of the big reasons why supplies and equipment are not always readily available is because individuals are not held accountable for the equipment for which they are currently responsible. The commander and leaders must ensure that everyone in the unit understands what supply discipline is and how it impacts everyone in the unit. The best way to make sure everyone understands the system is by making sure CSDP is working in the unit. In today's operating environment we are heavily dependent on teamwork and as a team every individual must do his or her part to ensure the mission is successful. If we cannot be successful today then we will not be successful tomorrow.

Tomorrow's operational environment is nearly unforeseeable but one thing is certain: sustaining our force in future operations will require a lot

of resources. Funding is always changing and will not always be there but many behave as though our Army has an infinite amount of money and they simply do not worry about being responsible for the equipment they use. All leaders need to ensure that supply discipline is being enforced at all levels so that the Army will remain the preeminent fighting force on the planet. Leadership involvement is a must to ensure that the unit is combat ready. Not only do leaders need to ensure that the individuals in their unit are ready for the task, they must also make sure that their equipment is ready as well. If there is no supply discipline, supplies and equipment will not be available and the unit will not be ready for the task. The second and third order effect of this is that in order to make the unit ready, more money and time is needed. This vicious cycle can be avoided if responsibility, accountability, and discipline is enforced within the unit. To be ready for tomorrow's mission, units need to be ready today with the limited resources and equipment they may be provided.

Over the course of my career I have seen both good and bad examples which highlight the importance of supply discipline. As a section chief, I can recall the first time I did not have a piece of equipment I needed to train my Soldiers. I didn't have the equipment to train because I failed to keep accountability of the equipment. I noticed how it not only impacted my ability to train but also the ability of my peers to train their Soldiers as I had to borrow their equipment in order to accomplish my own training mission. At that point my platoon sergeant pulled me aside and said I had failed my Soldiers and hurt the platoon. After talking to the platoon sergeant and receiving a statement of charges, I realized how serious keeping accountability of my equipment is and why supply discipline is such an important part of the unit's success.

During my career I have also seen how well supply discipline works within a unit. It all starts with enforcing standards and holding individuals accountable. When I was a platoon sergeant, I would make sure I followed the CSDP and ensured my platoon leader was adhering to the regulations that govern supply. I made sure that all hand receipt holders knew how important responsibility of their equipment was so they would not make the same mistake I had made. They also knew that I would hold them accountable for any piece of equipment they might lose. There were times when I knew my section chiefs hated that it was equipment layout time for our monthly inventories but they soon realized why it was so important. During a change of command inventory they noticed a few other individuals in the unit receiving a statement of charges for equipment but when it came time for our platoon to be inventoried, the process went smoothly and all of our equipment was accounted for.

In conclusion, the bottom line is that it is all about leader involvement and doing what is expected. There are regulations, policies, and programs that we all must follow to ensure that we are mission capable at all times. Without leaders enforcing the standard and holding people accountable, the system will fail and so will the unit and the Army. I am not saying that this is an easy endeavor. But by putting in the appropriate amount of time and effort into your Command Supply Discipline Program you can go a long way in making sure that your Soldiers are effectively trained and the unit is combat ready for any task they are given.

If you would like to learn more about Supply Discipline and the Command Supply Discipline Program, I recommend you read Army Regulation 735-5, *Property Accountability Policies*, Army Regulation 710-2, *Supply Policy Below National Level*, amd Handbook 10-19, "Small Unit Leaders Guide to: The Command Supply Discipline Program Handbook" found at http://usacac.army.mil/cac2/call/docs/10-19/10-19.pdf

Training and Leader Development

Master Sergeant Michael C. Bonds

> The training Soldiers receive leads to the flexibility and adaptability the Army needs both now and in the future. The Army's number one priority will be leader development because the strength of our Army is our Officer and Non-Commissioned Officer Corps.
>
> - Chief of Staff of the Army General Raymond T. Odierno

Training and leader development occurs at every echelon of our profession. Training is one of three pillars the Army uses to meet both its operational and institutional mission. The primary mission of every Soldier is to be trained, ready to fight, and win our Nation's wars. Training and leader development is shaped by the Army principles of unit training:

- Commanders and other leaders are responsible for training.
- Non-Commissioned Officers train individuals, crews, and small teams.
- Train to standard.
- Train as you will fight.
- Train while operating.
- Train fundamentals first.
- Train to develop adaptability.
- Understand the operational environment.
- Train to sustain.
- Train to maintain.
- Conduct multi-echelon and concurrent training.

There are several factors you should consider that can impact training and leader development:

- Create Realism. Ensure training and leader development is realistic so Soldiers receive the maximum training effect and quality development. Explore ways to replicate combat operations. We must remain tactical and technical proficient. Soldiers know when they receive low quality effort. It is leaders' responsibility to ensure training is the best it can be. Lives depend on it! The unit's training plan should be practical in application and forward thinking. Keep it simple, concise, complete, professional, and relevant. Always consider safety in training plans by identifying risks and applying the appropriate action to mitigate those risks.

- Incorporate commander's intent, guidelines, policies and regulations. Know and understand the commander's intent and the unit's mission in order to develop effective training. ADP 7-0 gives commanders the flexibility in shaping training plans. The process begins by identifying the unit's Mission Essential Tasks Lists (METL) and reading the commander's training guidance. Published training guidance's document the unit's long-range training plan. The training guidance sets the condition for leaders to develop unit and individual training. Another training source is the accessibility and central repository of all applicable training regulations and publications. Regulations and publications outline the Army approach toward training. For example, Army Regulation 350-1 lists the mandatory training for Soldiers and Civilians along with the Army training and leadership development model.
- Be deliberate and purposeful. Training should be purposeful and conducted with the direction and motivation to maximize its effectiveness.
- Embrace technology and new ideas. There are innovated ways to conduct training. As a planner, welcome technology and new ideas. There will be times new technology and/or ideas will come from external sources and/or through subordinates. New ideas coming from external sources and/or subordinates should not discredit the possibility of its use for training. If briefing-style training is considered, look at additional ways to maximize the training event rather than merely relying on the use of PowerPoint. Although PowerPoint is a popular software application heavily used for briefings, there are other ways to brief the necessary talking points and still meet the desired training objectives. Check the Army inventory for equipment that can be incorporated into training. Consider using available training tools and aids before using external technology. The approved use of technology helps develop leaders. Master web-based training management and resourcing systems such as: Army Training Requirements and Resources System (ATTRS), Army Career Tracker, (ACT), Digital Training Management System (DTMS), Army Training & Certification Tracking System (ATCTS), Career Acquisition Personnel and Position Management Information System (CAPPMIS), Human Resource Command (HRC), Total Ammunition Management Information System (TAMIS), Army Learning Management System (ALMS), Center for the Army Profession and Ethic (CAPE), etc. Continue to explore Live, Virtual,

Constructive, and Gaming (LVCG) exercises on any occasion regardless of physical location. Understanding how these systems function and interconnect assists in the developmental process. The U.S. Army Training and Doctrine Command (TRADOC) have been working on a central training database that can be tailored according to a unit's mission.

- Expect Top down/bottom up interaction. The top-down/bottom-up approach to training is a team effort in which senior leaders provide training focus, direction, and resources. Provide feedback on unit training proficiencies, identify specific unit training needs, and execute training to standard in accordance with the approved training plan. Subordinates know when leaders are not physically present during scheduled training or leaders who do not fully participate. Remember that leaders operate in a glass house. Soldiers are watching, learning, and witnessing how leaders react to training. If training is important to leaders, it will be important to subordinates. The opposite is true regarding the importance of training. You must lead the way! Prioritize leader development and understand you and your subordinates constantly require leader development. The Army has principles of leader development that assist subordinates and leaders throughout the developmental process.
    - Lead by example.
    - Develop subordinate leaders.
    - Create a learning environment for subordinate leaders.
    - Train leaders in the art and science of mission command.
    - Train to develop adaptive leaders.
    - Train leaders to think critically and creatively.
    - Train your leaders to know their subordinates and their families.
- Enforce standards vs. manage time. Ensure standards are met. As training and leader development is executed, treat it as the last opportunity to train your Soldiers before combat. Training is serious and time is a factor. We trained to standard not time, but time is still a factor. Soldiers' time should not be wasted. A progressive approach is needed toward training and leader development. Training breaks should be incorporated in lengthy training events. Training events should have a begin time,

and more importantly, an end time if possible. Standards are enduring and should always be enforced during training. Aim toward professional excellence in all training endeavors. Always remember: Quality in, quality out.

- Understand funding. Now more than ever leaders have to think critically and creatively when planning training. The Army is being asked to do more with less. This requires leaders to be innovated in the way we train, continue to meet Army standards and objectives, and be fiscally conservative. Know and understand what equipment the Army has in inventory and maximize its use at every training event. Plan to spend according to the commander's training objectives, but be receptive to new ways in reducing training costs. Field exercises should focus on unit's Mission Essential Task List (METL) and objectives while training to standard. Cost analysis should be conducted prior to training and reviewed during After Action Reviews (AARs). Understand the Planning, Programming, Budget and Execution (PPBE) process and how to fund Soldiers and Civilians school endeavors and other professional military education programs. Understanding how funding work assist in developing leaders.
- Build and manage an effective team. The training planning team consists of Soldiers and Civilians who have different jobs and/or skill sets. Build your team to compliment the commander's training objectives. Members of an effective team vary depending on the organization, the cost, the type, and the duration of training. Building an effective team requires you to look internally and externally. Each member of an effective team should know their role and responsibility, and the importance of the training event. They should understand that the success or failure of their mission affects the goals of the overall team and the planning process. Most importantly, team members should be held accountable for their performance and evaluated accordingly.
- Utilize subject matter experts (SMEs). Building a team require professionals who can provide maximum training within the prescribe time while conserving resources. As you identify SMEs, gain an idea of the proposed trainer's knowledge on the subject. Prepare an opportunity to train-the-trainer or identify external trainers. Training-the-trainers are a critical step in preparing for training. Soldiers must be trained to standard if the training event is to be executed to standard. Rank should be immaterial, but

whoever assigned to be the trainer should be held accountable for their performance while training to standard. The Military Occupational Specialty (MOS) of a Soldier should be an initial consideration based on the training topic, however do not limit the possibility of another Soldier or Civilian being a trainer regardless of their MOS or job. Another way to determine the qualification of proposed trainers is identifying any applicable certifications, Special Qualification Identifiers (SQIs), and Additional Skill Identifiers (ASIs). Use all previously trained experiences to enhance current training requirements. Establish internal and external relationships. If you do not have the SME internally, consider external trainers. Always attempt to get the best qualified trainers for your Soldiers and/or Civilians.

- Continually communicate. Communication should always be encouraged throughout the training process and through leader development. Training should be consistent once the commander approves the training concept. Expect changes to occur and broadly communicate any changes at every echelon to ensure mission success. Minimize assumptions and guessing, and ensure all members of the unit know when and where training is available. There are many ways to disseminate training information such as: training guidance's, Standard Operation Procedures (SOPs), training schedules, formations, Semi-Annual Training Briefs (SATBs), Organization Inspection Programs (OIPs), AARs, alert rosters, etc.
- Encourage higher education. Higher education is beneficial for Soldiers and the Army. The unit gains an educated Soldier who can contribute to the success of the organization, and the Army has an educated Soldier to further develop for increased responsibility. An educated Soldier does not guarantee that they will immediately know and understand how the Army functions, but it does give leaders an indication that an educated Soldier has the capacity, discipline, and motivation to learn. Education is an important pillar for leader development.
- Always rehearse, rehearse, and rehearse. Conduct site visits, surveys, and walk through at every opportunity. Allow team members to become comfortable with the layout. Knowing the layout and rehearsing the training event increases the confidence of trainers and leaders. Make any necessary adjustment to the layout. Incorporate safety precautions and any other risk

assessments. What is shown in rehearsals should be identical to the actual training event. It is always recommended to get an independent assessment of the training event to ensure there is not any oversight. If you did not achieve the desired result, continue rehearsing until it is met. Do not shortchange this process. It is the last opportunity prior to the actual training event. Take it seriously.

- Conduct training assessments, lesson learned and AARs. Assessments occur at the end and the beginning of the training management cycle. Include the entire team when conducting assessments. Everyone should have an opportunity to assess training. Rank should not influence the importance of conducting assessments. Team members should be held accountable for their performance and it should be reflected in their professional counseling statements and evaluations. The quality of training is a direct reflection of the quality of leadership. Conduct AARs. The AAR provides feedback for all training. Lessons-learned during training and/or exercises are valuable tools that can be added and shared on the Center for Army Lessons Learned (CALL) website or retained and assessed locally. Lessons-learned and AARs completes the training cycle and transitions to the next training cycle. Leaders must incorporate lessons-learned early in the training cycle to increase the quality of the training.

If you would like to learn more about this topic. I recommend that you read Army Doctrine Publication (ADP) and Army Doctrine Reference Publication (ADRP) 7-0 *Training Units and Development Leaders*, Army Regulation 350-1 *Army Training and Leader Development*; Department of the Army Pamphlet (DA Pam) 350-58, "Army Leader Development Program," and Field Manual 7-22.7, *The Army Non-Commissioned Officer Guide*.

Army Training

First Sergeant Ian Trowers

> Make your plans fit the circumstances. Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity.
>
> - General George S. Patton, Jr.

Every Soldier, Non-Commissioned Officer (NCO), Warrant Officer, and Officer has one primary mission-to be trained and ready to fight and win our nation's wars. Success in battle does not happen by accident; it is a direct result of tough, realistic and challenging training. Training is the process that melds human and materiel resources into required capabilities. The Army has an obligation to the American people to ensure its Soldiers go into battle with the assurance of success and survival. This is an obligation that only rigorous and realistic training, conducted to standard, can fulfill.

We can trace the connection between training and success in battle to our earliest experiences during the American Revolution. General Washington had long sensed the need for uniform training and organization and during the winter of 1777-1778 while camped at Valley Forge, he secured the appointment of Baron Von Steuben, a Prussian, as inspector general in charge of training. Von Steuben clearly understood the difference between the American Citizen-Soldier and the European professional. He noted early that American Soldiers had to be told why they did things before they would do them well and he applied this philosophy in his training. It helped the continental Soldiers understand and endure the rigorous and demanding training he put them through. After Valley Forge, continentals would fight on equal terms with British Regulars. Von Steuben began the tradition of effective unit level training that today still develops leaders and forges battle-ready units for the Army.

The Army is renewing its focus on the basics of war-fighting. After more than 10 years of war in Iraq and Afghanistan, where the Army honed and sharpened its counterinsurgency skills, Soldiers can soon expect to spend more time on more comprehensive training to meet a hybrid threat that could span guerrilla, insurgent, criminal, and conventional forces all in one environment. Called decisive action training, these new rotations are already underway at the Army's combat training centers and they are designed for units that are not identified for a specific deployment. The new training rotations are part of what the Army calls the Decisive Action Training Environment (DATE). Developed by the Training and Doctrine

Command's (TRADOC) Intelligence Support Activity, DATE is a notional operational environment that consists of five fictional countries named Ariana, Minaria, Atropia, Donovia, and Gorgas.

For some Soldiers, DATE and decisive action rotations may seem familiar or even appear to be a return to the training conducted prior to the attacks of 9/11. Over time, as the Army executes more decisive action rotations, more lessons learned, insights, and observations will be added to DATE. Those will then give commanders a larger library of training scenarios and training support packages to draw from.

DATE itself — and the five fictitious nations within it — will be continuously updated as real-world threats develop and evolve. Meanwhile, the combat training centers will continue to provide deploying units with training to prepare them for their upcoming missions. For example, in 2013, the National Training Center (NTC) conducted three counterinsurgency mission rehearsal exercises for deploying units in addition and five decisive action rotations. As deployment demands decrease, the rotations will slowly shift to more decisive action rotations. In 2014, 19 of the 21 scheduled combat training center rotations involved decisive action training. With decisive action training, BCTs will train on all their mission essential tasks even if they don't know where they might be needed next. It is really looking to the future and fighting against what we call a hybrid threat, an enemy that has a lot more capability than they've ever had in the past.

On today's battlefield, initiative and adaptability are paramount. Victory in war has always required that our individual Soldiers and junior leaders possess these traits, but the burden has never been heavier on the shoulders of our young warriors. The immediate actions by a single private can have consequences that may reach well beyond their formation, all the way up to the theater commander or even the President. Although the enemy that we face today has difficulty matching us toe-to-toe in direct tactical engagements, it adapts quickly and confronts us asymmetrically. When the enemy does choose to engage us directly, it strikes hard at a detected weakness and then fades away like a ghost. The enemy is adaptable, flexible, and smart and we must overmatch him. Of course, training is the key. This is how we prepare to fight, both individually and as a unit. The way in which we train goes a long way in determining how our Soldiers and leaders will perform when confronting the complex problems of the battlefield. Even as we continue examining wartime lessons, transitioning to an army of preparation and realizing the digital revolution's potential, we are confronting a number of crucial decisions. What we already know

is that any future progress rests upon inspiring this young generation of Soldiers. The Army is a profession. Competent and confident leaders are a prerequisite to the successful training of ready units. It is important to understand that leader training, development and certification are integral parts of unit readiness. Leaders are inherently Soldiers first and should be technically and tactically proficient in their own basic Soldier skills.

While advances in the science of human learning and training help us train Soldiers faster, the truth is that it can barely keep up with the expanding list of training requirements. The Army is working on giving commanders the tools which will help them train more tasks quickly in almost any training environment. The potential for simulations in training cannot be overemphasized. Moreover, the use of simulations is grounded in our history. Thousands of hours in tank and aircraft simulators produced the best armor and Apache crews and teams in the world. Live training remains essential. However, in a busy training schedule, simulations provide commanders with options for certifying leaders, building fundamentals and training on tasks that may be too expensive or dangerous for live training. While some lean toward live training, this generation understands the potential of simulators, simulations and games. Their combat experience, coupled with their instinctive understanding of technology, enables them to blend live, virtual, constructive and gaming events in order to train faster and achieve greater proficiency than we ever imagined possible. The future of digital training lies in low overhead drivers at the point of need, not large simulation centers. Furthermore, experienced trainers know that unit assessments and training preparation are often the hardest and most labor-intensive aspects of training.

Prior to arriving here at Fort Benning, I was assigned to 2d Cavalry Regiment in Vilseck, Germany. When the Army conducted the first two DATE events in October 2012, one was executed at the NTC and the other at the Joint Multinational Training Center (JMTC), which the 2d Cavalry Regiment was a part of. I saw how untrained our Senior NCOs had become on certain tasks that my Platoon Sergeant, when I was a private, was quite proficient at. Now we can say it was all due in part to 12 years of conflict but the fact of the matter is, the DATE rotation showed how untrained at the more senior level we really are. I saw young First Sergeants who did not know how to conduct a logistics package (LOGPAC) and they did not know how to feed their company in the defense or set up an ambulance exchange point (AXP).

After serving as an Instructor/Writer and Drill Sergeant, I saw the full circle of the training of our new Soldiers. As the Drill Sergeant you are

constantly in training mode, meaning you use every second of the clock training your Soldiers. I would bring out barriers and train the Soldiers on Buddy Team movement or break out engineer tape and set up a "glass house" and train them on entering and clearing rooms. As a Drill Sergeant, I was expected to be the subject matter expert on all the skill level 1 common tasks. As an Instructor, you were the SME of a specific task. For me that was training troopers on the M203 grenade launcher, its uses and application. I enhanced the training by adding a competitive event at the culmination of the program of instruction (POI) materiel. After training them on both the leaf and quadrant sights, I would have them engage targets with five rounds at various distances alternating from the standing position to the kneeling, all in two minutes. The Soldiers always seemed to welcome the challenge, that extra bit of training.

In conclusion, as today's Army faces challenges on a level similar to those we faced in the post-Vietnam era - reduced size, budgetary uncertainty and domestic priorities - our environment demands that all leaders in the US Army find more creative and cost effective ways to prepare our Soldiers. We must also continue to develop doctrine that will enable us to understand and conduct unified land operations and its two components of combined arms maneuver and wide area security.

If you would like to learn more about this topic, I recommend you take the time to read Army Doctrine Publication 7-0, *Training Units and Developing Leaders*.

Section 2
Competencies

Adaptive Leadership

Master Sergeant Craig A. Collins

Commitment is what transforms a promise into reality.

- President Abraham Lincoln

Leadership in the post "War on Terror" age will be a challenge for future Non-Commissioned Officers in many ways. The previous threats of the Cold War have faded to a distant memory since September 11, 2001; replaced by a stateless enemy that uses terror as its main weapon system. Conventional warfare has been replaced with asymmetric battlefields that require huge investments of time and manpower to adequately secure indigenous populations and enable free and democratic governments to establish themselves. The nature of warfare has evolved in the 21st century and in order to meet an ever-changing adversary the nature of NCO leadership must also evolve.

"The Army's primary mission is to organize, train, and equip forces to conduct prompt and sustained land combat operations and perform such other duties, not otherwise assigned by law, as may be prescribed by the President or the Secretary of Defense." (ADRP 3-0) With this broad mission statement in mind, the need for outstanding leadership has never been more apparent. Our force has met the challenge of al-Qaeda and neutralized its most influential leaders such as Osama bin Laden, but the threat to our nation and our way of life still remains. The need to take a good hard look at our force and the leadership needed to shape the future of the Army has become abundantly obvious with our projected draw downs and limited financial resources due to economic uncertainty and recent budget constraints.

There can be no question; the future of our Army will not resemble our past. This would seem to be a fairly generic statement but don't let its simplicity fool you, the Army is rapidly evolving and with that evolution the need for the individual leader to evolve with it has never been greater. Society as a whole is driven by generations, that is, generations of individuals that define the very nature of the social, political, intellectual, and spiritual interaction that occurs on a daily basis in our nation. World War II gave us the "Greatest Generation" or as some historians like to call them the "Silent Generation". This was the generation that met one of the greatest threats the world has even known in the Axis Powers, led by Nazi Germany, and defeated them on the field of battle. This is the generation that embodied the "suck it up and drive on" mentality to its fullest. The "Baby Boomers" followed and thrived in the utopian dreams

of the 1960's only to become more realistic as the 1970s and 1980s hit them with the cold hard facts of responsibility and accountability. Generation X followed and ushered in the "MTV age" and the beginning of the video game revolution. Generation X also saw the advent and wide scale embrace of the computing age. The age of communications began to blossom with the Gen Xers. All of this led to the coming of age generation that is presently beginning to populate society, Generation Y or as they are more widely known, the "Millennials." This is the current group of young Soldiers in our formations, and the young Lieutenants and Captains that are just beginning to take command of platoons and companies throughout the force. This generation, by its place in the hierarchy, must be our focus in what I will refer to as, the adaptive leadership strategy.

If we have clearly identified the target audience then it becomes important to clearly identify the ways and means of molding this generation to meet and defeat not only the current threat but the future threats to our nation. The answer lies in adaptable leadership; leaders that are inspired, informed and flexible enough to meet the demands of a new generation while remaining committed to the principles that have made our Army great. In order to defeat this generational enemy we must bring all available weapons systems to bear and apply overwhelming firepower to ensure we are preparing for the future while meeting the current operational requirements.

Our most effective weapon in this battle will undoubtedly be education. We, largely members of Generation X, must understand what motivates and inspires Generation Y to want to excel, to build that same desire in their future that was invested in each one of us. Our education will have to begin with what makes Gen Y or the Millennials as I will refer to them, tick. The Millennials are often viewed as the video game generation. Many of them live in the "first person shooter" world where they are interconnected in ways that were unheard of 20 years ago. Social media has revolutionized the way Millennials communicate and interact, this is a system, a tool or even a weapon that we as leaders can exploit in order to mold these future leaders so that we meet both their and our own leadership development needs. In my opinion, social media may be one of the most significant changes to human life in the last 20 years. It has led to revolutions in the Middle East such as the Arab Spring. It has led to the up-to-the-minute situation reports (SITREPs) that characterize the daily interaction of today's youth. It has also led to what I will call a "shrinking society" concept. This concept can be applied equally to our country or on a global scale but the simple fact that communications are real or near-

real time in this age is a significant difference from when Gen X grew up. This type of interconnectivity is a unique form of communication that must not be feared but must be leveraged to its fullest extent to ensure the most effective and efficient utilization of our most precious resource, the Soldier.

Social media quite possibly may be our most important tool in closing the generational gap. Connecting with the brightest young men and women in society must be made a priority to ensure we are recruiting and retaining the highest quality Soldiers necessary to ensure the future of our Army and our Nation. Social media sites such as Facebook, Twitter, and Linked In are important resources that must be utilized to their fullest in order to attract our future warriors, scholars and statesmen.

Video games are a resource that will become more and more important as we move into the future. Virtual battlefields with leaders immersed in tough, realistic scenarios will be a vital asset in training as we move forward. The current fiscal restraints appear likely to become the norm as we scale down and ultimately close-out our operations in support of the War on Terror but the need to train and maintain a smaller, more lethal force has never been greater. Leveraging virtual reality simulation technology will be a way to enhance training and maintain the warrior edge while reducing the cost of Field Training Exercises and deployments to the National or Joint Regional Training Centers. Virtual, constructive and gaming style training events will never fully replicate or replace the live training events but they can be used as a way to compliment and reinforce a fewer number of live training events in order to sustain the warrior's edge while practicing good stewardship of our limited resources.

Understanding the motivations of today's youth, who will be tomorrow's leaders, is vital to how we educate our force. Some will suggest that these Millennials have an "everyone gets a trophy mentality" which if true, is not consistent with the combat operations our nation asks us to perform. While it may be impossible to erase from their collective consciousness the underlying indicators and subconscious behaviors that reinforce this notion it might be preferable to overwrite it so to speak, by consistently instilling and reinforcing the Warrior Ethos. The Army Values and Warrior Ethos are what fundamentally set us apart from the rest of our society and will ultimately set us up for success as we train and mentor our next generation of leaders. Through training and education we can instill within our future warriors and leaders the will to fight and win. To quote one of my former Brigade Commanders, "Skill + will = kill." War is not a glamorous job but must be respected for the vital role it plays in our

national security and our way of life. The ability to adequately convey this to the next generation will be instrumental in our recruiting and retention efforts in the years to come. Education is the key. Education on the part of the current leaders, not only about current and future threats but education in regards to our interpersonal skills so that we might better relate with and to our current junior and future leaders. Knowing what makes them tick will be key in effective communications. If the essence or factors of communication are the leader, the led, the situation and communication then education on the attitudes, beliefs and expectations of our future leaders must be addressed by our current leaders in order to ensure we are effectively communicating the importance of our current missions, while respecting the sacrifices made by our past warriors thereby enabling the future keepers of the flame. Education will form the bedrock for our ability to prepare for future endeavors and meet the needs of our Nation. This is about stewardship of our profession.

Change is not the enemy. Change in thinking, change in the way we train, change in the way we interact with our junior Soldiers is imperative to forward movement in the current and future operating environment. Many people fear change but change in the way we do business is vital to meeting the challenges on the future battlefields our Army will be called upon to conduct operations. The change required to span the generational gap between Gen X and the Millennials is not as great as some might imagine, in fact, that gap is being closed each and every day. For example, the new Physical Fitness Manual, FM 7-22, incorporates the lessons learned from over 10 years of combat operations in Iraq/Afghanistan to maximize the physical potential of our Soldiers by incorporating exercises and workouts that increase operational mobility while decreasing the risk of injury. The changes were made due to the staggering number of combat related injuries that were not inflicted by the enemy but due to the necessity of wearing improved body armor and conducting dismounted patrols in extreme conditions. We also faced the challenge of how we might best prepare and protect a population of young men and women who have not received the same conditioning and physical preparation that we might have as we grew up. This type of change was an operational necessity driven by conditions on the ground; the real challenge will be to anticipate the operational necessities of the future before they manifest themselves in injured Soldiers and destroyed equipment. We must be creative in how we approach training in order to maintain our tactical advantage in a fiscally constrained environment. As previous mentioned, an example of forward thinking in training would be the use of virtual simulations and gaming

systems to maximize training while minimizing financial considerations. This technology is not necessarily new but will have to be embraced by Gen X, encouraged by Gen X, and maximized by the Millennials to maintain our Warrior edge.

In short, the old way of doing things, going to the field for weeks at a time in order to prepare for combat operations may soon become a thing of the past. That does not mean we need to lose the advantage we have gained in our War on Terror, that advantage being our tactical and technical competency. If applied judiciously we can actually turn this change in our business practices into an opportunity. The incorporation of technology can diversify our Soldiers' skill sets much in the same way the diverse missions performed by our combat forces have improved the overall skills of Soldiers in every MOS. What was lost in core competencies by each branch during the non-standard missions required during the COIN fight could potentially strengthen the overall mission readiness of every MOS. By getting back to basics, simplifying our training plans and incorporating technology we can not only strengthen our force but we might also improve on the pre-War on Terror capabilities of our individual organizations.

The Way Ahead – our Corps of Non-Commissioned Officers will need to meet this challenge much like they have in all others by embracing change, promoting the Profession of Arms and reaffirming our commitment to our Army; seniors, peers, and subordinates alike. "I will never forget nor will I allow my comrades to forget that we are professionals, Non-Commissioned Officers, Leaders!"

If you would like to learn more about this topic, I recommend that you take the time to read Army Doctrine Publication (ADP) 1, *The Army*, Army Doctrine Reference Publication (ADRP) 1, *The Army Profession*, ADRP 3, *Unified Land Operations*, ADRP 6-22, *Army Leadership*, Field Manual (FM) 7-22, *Army Physical Readiness*, and William Strauss and Neil Howe, *Generations: the history of America's future 1584-2069*, 1992.

Behavioral Health

First Sergeant Shawn M. Roberts

When military personnel experience death, destruction, and other hostile experiences, mental health problems often occur. Warfare in general can have a lasting impact on a Soldier's mental health and their overall well-being, therefore, it has been the goal of medical service system personnel, specifically psychiatrists, to conserve the fighting strength of the military through behavioral health support. The military's goal of maintaining manpower and decreasing the effects of psychiatric issues is evident in the use of screening programs as a preventive measure, early interventions, and long-term treatment.

Screening Programs were introduced during World War I and II and included forward psychiatry, which identified factors that made individuals susceptible to mental disorders based on genetic makeup, temperament, or effects of early childhood. The screening would detect traits that indicated vulnerability for mental health problems during deployment. Thomas W. Salmon, the medical director of the National Committee for Mental Hygiene, was the main founder of the US program of military psychiatry during World War I. He advised the US armed forces to screen individuals and exclude individuals who had conditions that would limit their ability to provide adequate service. Approximately 2% of individuals were rejected on this basis. During World War II Harry Stack Sullivan, a psychoanalyst joined the Selective Service as a consultant to develop a screening program and his screening program rejected 12% of individuals. The screening programs were not as successful in identifying traits of vulnerability for mental health problems from World War I to World War II and neurosis doubled for military Soldiers. This failure of screening programs led to its elimination by General George C. Marshall in 1944.

As psychological issues were evident during deployment, Early Intervention Programs were created to offer an opportunity for management of psychological distress. Thomas Salmon's research from the United Kingdom in surveying methods of shell shock provided the basis for early intervention programs in the U.S. where Soldiers suffered shell shock during World War I and were unable to fight. Intervention programs such as psychotherapy provided rest, sedation, and adequate food. Specific techniques included optimism, persuasion, and suggestion. Psychiatric and neurological wards were available in the hospital, offering up to 3 weeks of treatment. There was also severe types of shell shock were psychotherapy treatment lasted up to 6 months. There was the addition of injecting traumatized Soldiers with sodium pentothal to encourage the patients to re-experience their traumatic event. Outpatient treatment was the primary clinical approach provided after World War I instead of placing Soldiers in mental health hospitals. Our "GI Bill of Rights" (the

Servicemen's Readjustment Act) included funding for higher education and easier access to mortgages in order to support returning Soldiers as they reentered society. If the patient was left untreated, the mental illness became ingrained and there was resistance to later treatment. Immediate treatment provided high recovery rates and prevented long-term psychiatric treatment. Soldiers in Vietnam War were limited to a 1 year tour of duty with frequent periods of rest and relaxation. This was in an effort to reduce the factors associated with mental breakdown.

Long-term treatment provided psychiatric disability support for military after deployments. Research conducted after World War II concluded that 40% of nervous breakdowns took place overseas. 60% took place within the United States meaning psychiatric disorders were not mostly related to extended frontline duty but to a variety of other factors including lack of morale. It was identified that motivational and social welfare was maintaining the emotional bond between Soldiers and their commanders, training, and their weapons, not by hatred for the enemy or the ideals of liberty and democracy.

Today's behavioral health system is much different than that of any other time in our Army's history. Post Traumatic Stress Disorder (PTSD) and the clinical approach to treatment has lessened the significance of the original traumatic event and places more focus on a variety of other factors, such as social support, pre-existing anxiety or depression, and a family history of anxiety.

Recently there has been the acceptance of the diagnostic category of post-traumatic stress disorder in the 3rd edition of the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders. Delayed onset was included, which included psychiatric symptoms could appear several years after the initial trauma. The Persian Gulf and Iraq Wars indicate that Soldiers were not taking full advantage of the medical and psychiatric resources available because of the much held military view that psychiatric symptoms are indicative of weakness in character and/or cowardice. Mental health teams are now a part of the US Armed Forces called combat stress control teams or mental health advisory teams. These teams provide a theater-wide assessment of Soldier mental health and well-being. They examine the delivery of behavioral health care and provide recommendations for sustainment and improvement to commands. They do so by conducting surveys of the interpersonal climate within units, educating unit command, provide briefings on suicide prevention, and reintegration advice for those returning. Their purpose is to retain manpower and to maintain operational efficiency.

It wasn't until I became a drill sergeant that I became routinely involved with sending individuals to be seen by behavioral health. Over those three years, time and time again, most of those cases were because

individuals were looking for time away from training. I would always talk to my trainees to conduct my own "after action review" and ask them thought provoking questions. I would also tell them about upcoming training and cover what we would be doing for the day. I would require them to conduct physical training for any and every mistake, but I would also do the exercise with them in order to build the team. Once I gauged that they were becoming a team, I would occasionally lessen my approach and become more "down to earth" with them in order to reduce stress. I found that these practices would keep my trainees mentally and physically in the game and eager for whatever was next. This was my way of keeping them from getting what I call a "case of the stupid head."

That is where an individual gets stuck mentally in a place that their point of view becomes skewed and out of perspective. In little to no time that individual will cause all sorts of problems for him or her and the team and could eventually become a hazard. Years later as a First Sergeant, things were the exact opposite, now all of my Soldiers needing to be seen by behavioral health had legitimate problems. All of them joined the Army during a time of war and have done nothing but deploy over and over again.

I can relate to a lot of what our Soldiers are going through being that I too have experienced trauma which have had a lasting impact on me. I have learned a lot by my own experiences and also from what behavioral health personnel have told me about how our brains work. Knowing what I now know, I attempt to combat anything negative from arising. I let everyone know that it's fine to come forward if they need help and continue to reiterate that we all handle things differently and that is completely ok.

I regularly tell our Soldiers if they find themselves needing to talk to someone that they can call me at anytime. Some of them have taken me up on that offer and I reassure them that I am not bothered at all whether it's talking on the phone or coming out to where they live. I also stop them throughout the day and talk to them about some of the hobbies they enjoy. I keep a rotation throughout my company of Soldiers attending the comprehensive Soldier fitness course. I figure with them being young it's a great resource that will give them skills to cope. This course teaches things like how to counter the negativity bias, create positive emotion, and notice and analyze what is good. They also learn how to build mental toughness, build character strengths and strong relationships. I reiterate to my subordinate leaders to inform me immediately if someone starts to display high-risk behavior. I ensure that the appropriate counseling takes place and I talk about their experiences when verbally counseling. I never attempt to address any behavioral health issue as though I were the subject matter expert.

Based off of the situation and how the individual responds to counseling while dealing with what they are going through, I assess how to best approach their situation and whom we might need to refer the individual to. Throughout the process I continue to talk with them in order to demonstrate my support and show them that no judgment has been passed on them. Some of the more routine places that we might refer a Soldier, outside of behavioral health is to our Chaplain and to our Military and Family Life Consultant Program.

The MFLCP helps greatly for those times when you cannot wait until a couple of weeks later for an appointment and need to speak to someone immediately. Another positive for many of our Soldiers is that the details of their discussion are not released unless they appear to pose some sort of threat or danger. We also have ensured that Soldiers were referred to Family Advocacy, the Army Substance Abuse Program, and the Emergency Room. These are most of the primary gatekeepers; lastly there are the medical/dental health professionals.

Secondary gatekeepers include the Military Police, Trial Defense Lawyers and Legal Assistants, the Inspector General, DOD School Counselors, Red Cross workers, and first line supervisors. Either of these by themselves or a combination will greatly help the Soldier. They will also ensure that the chain of command is informed to the fullest extent possible regarding the Soldier's disposition and the appropriate course of action to take. Knowing your Soldiers, their needs and who might best suit those needs can help out greatly and ensure that everything is being handled soundly ensuring that the Soldier receives all of the help and attention that they may need for themselves and their family.

If you would like to learn more about this topic, I recommend you take the time to read the H. Pols and S. Oak, *Master Resilience Training Participant Guide*.

The Impact of the Erosion of Trust on Command Climate

Master Sergeant Sean L. Beebe

Although the term is relatively new, command climate has always been a critical factor in the proper functioning of militaries. Leaders throughout history recognized that the morale and motivation of Soldiers were key factors in success on the battlefield and the overall atmosphere of the unit played a huge role in establishing the proper attitude. One struggle for leaders has been maintaining morale and motivation in the midst of societal change, while staying true to Army traditions and ideals. While this phenomenon has been true throughout history, modern Army leaders face modern problems. The concept of command climate as we know it in today's Army originated in the early 1980s. Morale issues and changing societal mores revealed in the 1970s caused Army leaders to reevaluate the meaning and application of leadership; and command climate became a large part of the equation. In his article, "Leadership: A Return to Basics," General Edward C. Meyer said, "Today's Soldiers seek to become capable citizens across the four critical dimensions of man. The Army, through its leaders, can assist their development mentally, physically, spiritually, and socially, equipping them for survival in and out of uniform". General Meyer wrote this in 1980, but his words ring true in today's leadership environment.

The Officers and NCOs formulating theories about command climate and leadership in the 1980s were predominantly products of the Vietnam War and the subsequent decade; a decade, that was tumultuous for the Army on many levels. In some ways, the issues we face today bear similarities to those faced by the leaders of the 1980s. I imagine Army leaders in the late 1940s and 50s, the 1920s, the 1870s, and many other eras following periods of war faced many of the same issues. However, there are some unique aspects faced by today's leaders. Modern Army leaders are the recipients of a relatively smaller, less patient world, in which media outlets stand ready to publish and expose all perceived problems and errors. This is not a bad thing; indeed, the rigors of transparency tend to benefit both the Army and American society as a whole, but there are costs. The problem with transparency is that it also tends to be unforgiving to leaders and in our current environment where every unfortunate action or problem has become a failure of leadership resulting in negative consequences to command climate, professional careers, and individual relationships that can be, many times, out of proportion to the incident. Perhaps the action is a failure, or perhaps it is not a failure, but the focus of this essay is *not* on the debate of leadership failures. The focus of this essay is on

the unintended consequences of our current environment on trust between leaders and Soldiers, and its impact on command climate.

It seems obvious that trust has been damaged at many levels in recent years. Examples from the Abu Ghraib prison scandal, sexual assault statistics, and preventable death statistics highlight the deficiencies in trust between the Army and the American people. Trust can be undermined at many levels. Every time a Soldier commits a war crime, a rape, or some other act damaging to the Army image and every time a leader takes shortcuts in Soldier or family care, mishandles government funds, or commits a crime it degrades the environment of trust in the Army and more specifically, in the individual units within the Army. However, leaders must recognize that the necessary and crucial policy reactions to these events can have unintended, negative consequences. The unfortunate side effects of some of these policy reactions are that they can also lead to a corrosion of trust between leaders and Soldiers at the junior levels. We must take care as leaders to guard against this phenomenon as it can potentially affect command climate, retention rates, and even enlistment rates in negative ways. The reaction to a negative event is necessary, but how we implement and enforce policy can make all the difference in whether trust is damaged or remains intact. In order to properly consider this corrosion of trust and avoid it, it is important to discuss the idea of trust itself, consider some realities of the current post-war environment (specifically as it pertains to the Soldiers of today's Army), and techniques for implementing policy.

Trust has been crucial in leadership probably since leadership began, but the concept of trust has taken on increased emphasis for Army leaders in recent years. Chief of Staff of the Army, General Raymond Odierno, stated that, "The trust between Soldiers and leaders is absolutely fundamental and critical to the profession." Leaders at all levels need to internalize this message and, more importantly, communicate the importance of the message to our Soldiers and ingrain in them the value of trust, how to gain trust, and how to lose it. The fact that the Army's principle doctrinal publication, ADP-1 (*The Army*) explores the subject of trust immediately following the Army's overall mission reveals the importance of trust to the profession. ADP-1 explains the concept in the following manner:

Trust is "assured reliance on the character, ability, strength, or truth of someone or something." It is the essence of being an effective Soldier. Trust is the core intangible needed by the Army inside and outside the profession. Our ability to fulfill our strategic roles and discharge our responsibilities to the Nation depends upon trust between Soldiers; between Soldiers and

their leaders; among Soldiers, their families, and the Army; and between the Army and the Nation."

Currently, it appears that much effort is going into reinforcing the trust relationship between the Army and the Nation. Our leaders are engaged at the highest levels of civilian leadership in order to ensure the Nation's trust is maintained and fostered. Colonel John A. Vermeesch, the deputy director at the Center for the Army Profession and Ethic (CAPE), explains in his article, "Trust Erosion and Identity Corrosion" the importance of this relationship and the impact should the relationship fail. In his words, "America's trust is the lifeblood of the profession. If the Army loses that trust then the profession could cease to exist." Army leaders are correctly placing the primary focus on the external relationship between the Army and the Nation, but we, as senior and mid-level NCOs, must understand that this emphasis could potentially have unwanted effects on the trust between Soldiers and leaders internal to the Army. It is important to understand the Soldiers of today in order to understand why one might affect the other.

First, a discussion about the millennial generation can shed some light on the subject of trust at the most junior level. A lot of talk around the force about the "younger" generation hovers around topics like indiscipline, distrustful and disrespectful behavior, dangerous behavior, and an, "everything's about me" attitude. I believe some perspective is in order. The millennial generation has many of the same qualities of our previous generations, but it also has some slightly different ideas about certain things. Working with younger Soldiers at both the foundational NCOES and ROTC levels revealed that the majority of our younger Soldiers and junior leaders are mature, respectful, and completely willing and able to function as contributing members of the Army. They can be extremely motivated, technically savvy, and generally more broadly educated than generations past. I realize that my experience differs somewhat from the evidence in the study done by the Josephson Institute of Ethics and quoted by Colonel Vermeesch, but I believe my experience to be a wide enough survey to adequately discuss valid assumptions, if not scientific evidence for concrete conclusions. I do agree with many of the study's findings about values in the millennial generation and think we have a lot of work to do in regards to reinforcing our Army values and further developing the character of our Soldiers, but I have also seen the potential in our up and coming generation and feel secure in their future capabilities. The best way to extract the most out of these Soldiers is to gain a better understanding of one specific issue. I have discovered that

one aspect of this generation, which leaders must understand, is that a majority were taught their entire lives to distrust and question. As leaders, we wonder why we need to explain things to this generation; we believe we should simply tell them what to do and the expectation is that they will do it. However, that may not be the best method with this generation (if it was ever a best method). The previous generation has taught him or her that almost no profession or vocation is completely trustworthy and that appearance, position of authority, or rank is *no* guarantee of trustworthiness. Consider that the generation of the 60s learned the lesson of *do not trust the government*; in the 70s and 80s it was *do not talk to strangers*. By the 90s and into the new millennium the lesson expanded into *do not trust priests, do not trust teachers, do not trust neighbors, and do not trust the police*. This generation is unique in that they were bombarded with messages about distrust of authority figures in almost every arena for most of their lives. The good news, I have found, is that while obtaining buy-in is much more difficult with this generation, they are hungry to find something or someone to trust and they desperately want to follow a leader worth following. Of course, the question then becomes, who is to say if a leader is worth following? That question is fodder for another article. The take away here is that what this generation needs is a good example, reciprocal trust, and inspirational leadership (as if that conclusion is different from any other generation). The difference is that in our struggle to repair or maintain the relationship between our Army and the Nation, we risk damaging the reciprocal trust at the junior levels. In addition, bad examples are communicated throughout the force at a much higher frequency and speed than good examples. Much of this may be simply skewed perceptions, but there you have it.

Another important consideration is the attainment of perspective in regards to our Soldier population. The following is *not* based on statistics or research, but is merely used to illuminate a point and provoke thought. Every unit is different, every Soldier is different, and generalizations can be dangerous, but consider how many Soldiers in your unit are truly *bad* Soldiers. In my experience, I would express the ratio approximately thusly; about 80-85 percent of Soldiers and junior leaders are mature and well adjusted to Army life. With occasional, normal mishaps or mistakes, this population needs minimal guidance when it pertains to *doing the right thing*, whether that be in their personal life or their professional life. Another 10-15 percent of Soldiers and junior leaders have maturity issues or personal issues to varying degrees and require significant guidance, but will respond favorably to intervention and engagement by their leaders,

eventually resulting in producing outstanding Soldiers. There also exist to varying degrees (the remainder, perhaps 1-2%), those Soldiers that joined for the wrong reasons, cannot adapt to Army life, or have experienced something in their short careers that turned them completely against the Army. This population cares little about career opportunities or rewards and punishment and have their own agendas and motivations. Obviously, this ratio will vary greatly between leaders depending on individual experiences.

The main point to consider is how actions directed toward one segment of the Soldier population impacts the other. Consider the previous discussion on the younger generation's views on trust and further consider the population to which we, as leaders, direct most of our attention concerning things like mandatory training, motorcycle regulations, and POV inspections. All these risk mitigation measures are beneficial to our Army, however they are mostly targeting the 10-15% of Soldiers that have problems, but react positively to behavior change. The "one-percenters" on the far right side most likely will do whatever they like and, for the most part, cannot be influenced by these measures; but they are also most likely the individuals violating the rules. Leaders need to make every attempt to reach this 1-2% of Soldiers and bring them back into the fold, but leaders also need to be prepared to accept failure with this small population and return them to civilian life. The biggest problem occurs with the 80-85% of Soldiers who do the right thing. We are taking a risk when we alienate that significant portion of the Soldier population by not communicating the reasons behind those measures. When a Soldier asks, "why do I have to do this?" The answer is generally, "do not worry about it, just do it". In essence, this tells the Soldier that leadership does not trust him or her. The Soldier is left with the feeling that they are a completely capable adult but being treated like a child. The message we are trying to send is that Army leadership cares for its Soldiers, but many times the message received is that Army leadership does not trust adults to act like adults. Moreover, almost every single Soldier in the Army is legally an adult (minus some 17 year olds). Make no mistake; in no way am I suggesting that certain populations in the Army are unimportant. Indeed, I agree that every Soldier is worth saving and every Soldier death is worth preventing, but leaders must understand the unintended consequences of their actions.

Now, I can almost see the eyes rolling as senior NCOs and Officers are imagining a scenario where we let Soldiers have the responsibility of adulthood, but take a moment to consider that in combat, we generally give them more responsibility than most adults do in civilian life. In

garrison, if we give too much responsibility, we envision a vast number of Soldiers making mistakes all over the place: more DUIs, more blotter reports, and more issues for commanders to explain to senior military and civilian commanders. Again, I am not suggesting that the Army remove all controls; that would be ridiculous. I am suggesting, however, that there is a cost to those controls and leaders need to understand these unintended costs and avoid being cavalier in their reactions. Ask yourself which population, from those posed above, *you* would like to recruit and retain in the Army, the 80-85%, the 10-15%, or the 1-2%.

Another important aspect of Soldier population is that of the "post-war" group. During peacetime, civilians from American society join the military for a large number of reasons. Some join for a job, some for training, some for excitement, others for discipline, and some for patriotic reasons and the list continues. During war, all those reasons still exist, but it is important to note that the civilian population that joins an Army at war is unique in a couple of significant ways. Generally, the patriotic population increases; but along with that, other, less desirable traits emerge. It is safe to assume that the number of individuals who desire excitement (adrenaline junkies) increases during wartime, which is not horrible; except that the tendency to engage in dangerous behavior goes way up and the Army tends to see an increase in adrenaline related incidents (speeding, fights, etc.). In addition, during war you will find individuals in the ranks that joined for the primal experience of combat. In and of itself, this is not a bad thing either, however, some will tend to take their desires to an extreme and create situations (in combat and elsewhere) that feed their desires. The last, and most dangerous, population that uniquely joins during war are those who desire to kill. This is a very small population, but for leaders, they are definitely worth consideration. It is a dark thought, but controlled and identified; the killers in the ranks can be advantageous in war. Rest assured that the enemy has plenty of killers at their disposal. The main problem with these individuals is that they tend to hide their desire while also attracting and influencing others with marginal tendencies to fuel their viewpoint with disastrous results. The drive to fill the ranks during wartime exacerbates the problems associated with these attributes. In an effort to increase numbers, our Recruiters and Drill Sergeants feel the pressure and the result is that individuals who perhaps should not be in the Army, enter and even thrive during wartime. I do not believe we can simply point to the war as the cause of many of these issues. Many issues entered the Army by way of the civilian population and now we must deal with them.

Situations exist where the trust between Soldiers and leaders comes into conflict with the trust between the Army and the Nation, and occasionally one or the other will suffer. For example, when Soldiers wreck their motorcycles due to high speed or reckless driving, the perception of the American public and senior lawmakers is that leadership is not doing enough to protect America's sons and daughters and in truth, sometimes that is true due to unengaged leadership. In turn, leaders respond by adding new and logical requirements for permissions, training, and paperwork. The unintended consequence is that those Soldiers who had been acting like mature adults all along are also targeted and this can lead to them feeling untrusted by their leadership and negatively influencing their desire to continue to serve.

Army leaders can mitigate these unintended consequences in three ways; awareness, communication, and engaged leadership at all levels. The first area begins with the contents of this article. Leaders must be aware of the Soldier populations in their ranks and be aware that leadership actions can have unintended consequences. Awareness will go a long way toward shaping the approach into the other two area. If considered properly, awareness feeds the ability to communicate and engage Soldiers seamlessly. A leader needs to communicate the current operational environment to their Soldiers in such a way that it fosters an environment of trust. Sometimes, simply letting a Soldier know about some of the issues faced by our senior leaders as explanation for their actions can go a long way towards alleviating feelings of mistrust. Of course, leaders must also communicate so that Soldiers do not believe the event or requirement is a "cover your butt" operation or mass punishment. Throughout the force, these specific concerns come up repeatedly among the Soldier and junior leader populations. Senior and mid-level leaders need to reinforce the utility of risk mitigation measures at every opportunity. Finally, awareness also allows for more engaged leadership. When a leader engages with their subordinates with a heightened awareness, that leader is better able to identify and isolate problems in the ranks. Leaders can deal with the Soldiers with significant issues more efficiently and leaders can *avoid* alienating those Soldiers that are generally doing the right thing. With diligent care and work, Army leadership at all levels can reinforce trust externally, between the Army and the Nation, while still maintaining trust at the junior levels between Soldiers and leaders, and thus steward our profession and ensure its existence well into the future.

The intent of this article is to supplement the already sizable body of knowledge surrounding leadership, trust, and command climate and

provoke some thought on the subject. For further consideration, I would first recommend reading the July 1980 issue of *Military Review*. Many of the articles offer surprising similarities between that era's issues and our own and may offer insight. In addition, the articles, "Trust: Implications for the Army Profession" by Colonel Allen and Colonel Braun and "Trust Erosion and Identity Corrosion" by Colonel Vermeesch found in the September/October 2013 issue of *Military Review* are valuable in understanding the current environment of trust in the Army. As referenced in this paper, I would also recommend reading "CSA: Trust is bedrock of Army Profession" prepared by Sergeant First Class R.J. Piper, *Leadership: A Return to Basics* by General E.C. Meyers, Army Doctrine Publication 1, *The Army* and Army Doctrine Reference Publication 1, *The Army Profession*. Finally, the Center for the Army Profession and Ethic (CAPE) offers a repository of training materials regarding the concept of trust found on their website at http://cape.army.mil/aaop/trust/.

Community Relations and Volunteer Service

First Sergeant James Walters

"Most Americans know 'precious little' about the military," said Admiral Mike Mullen, Chairman of the Joint Chiefs of Staff. "Few Americans have personal contact with members of the military. The disconnect between the civilian and military worlds is partially because only a fraction of the population serves and those in uniform increasingly hail from fewer, primarily rural, areas of the country." The United States has been at war for over a decade and since few Americans have contact with military members they often rely solely on media reports and what they hear from others regarding our military in order to inform their own personal opinion. Due to the stigma associated with Post-Traumatic Stress Disorder (PTSD), many military veterans experience difficulty when trying to find employment in today's economy. During an interview with the *Los Angeles Times*, Michael Butcher, a Soldier who served in Iraq, stated that he had applied for 25 jobs and was turned down for each one, including McDonald's. He even stated that he felt as though he was addressed as though he openly suffered from a mental disorder. Alexandra Zavis of the Los Angeles Times stated, "Many of these new veterans struggle to find and retain civilian jobs. Not only are they returning to the worst economy in decades, but many employers do not know how to accommodate for these invisible wounds and worry that they might 'go postal.'" When the military released their statistics on sexual assaults within our ranks, our status was once again reduced in the eyes of our civilian population. The disbelief in how this could happen to our returning heroes may stem from never truly understanding our service members and relying solely on the media's interpretation of the situation vice the word of a veteran. Have you personally ever said or thought something to the effect of, "They have no idea about the good things we do in the military?" There are ways in which each one of us can address that question and change the stigmas and bias associated with today's military by increasing our relations and volunteering in our communities.

Volunteering is a great way to interact with the local community and to build community relations. When Soldiers volunteer, they grow as leaders. It increases our mutual trust and general knowledge in the great things that our military accomplishes and reassures our civilian population that our standards and discipline are present and strong. Building upon the Army's image is important for not only its' recruiting mission but it is also fundamental for developing the public's belief and respect in our military at large. According to the Institute for Non-Commissioned Officer

Professional Development (INCOPD), an outcome of the Army Profession Learning Area for a Senior Non-Commissioned Officer is building trust in the platoon and with external stakeholders, meaning that Senior NCOs will work to build the trust in and with the people outside of the Army and their organization – our local communities. We work alongside of and for the civilians in our community to ensure that the Army's image is upheld to the highest standards and to maximize our trust with the American population. The more we work to interact with the communities surrounding our military organizations, the more relationships between our civilian and military populations will begin to mold into relationships of trust and confidence which will further build upon the Army's image. Volunteer service is a great way to simultaneously develop leaders, help your organization, and the United States Army.

As a Senior Military Leader, I have been afforded the opportunity to interact with a great many people from all walks of life ranging from senators and congressmen and women to everyday citizens who are currently down on their luck. Currently, my battalion sponsors a partnership with a local elementary school where Soldiers and Drill Sergeants volunteer to speak to students during class and eat lunch with them in order to provide them with a sense of familiarity with our military. This interaction allows our children who do not frequently see service members to interact with them while also helping to eliminate any stigmas associated with the military by answering their questions. This program does not only accustom the children to our service members but it also reaches their parents and staff as well. The Soldiers who take this opportunity to volunteer find a sense of pride and motivation from the children because they are viewed as heroes. Our community service does not only extend to elementary school children but it also reaches out to college students as well. Recently, we partnered with a community college to assist with their homecoming football game. Often the schools like to reciprocate by assisting us in our activities, like allowing us to use their football stadium for a new physical training venue. These small benefits do not take into account the personal reward that is garnered from the new relationships we have established from volunteering. Along with our school partnerships, we additionally volunteer once a quarter to serve dinner at a local shelter. While serving, our Soldiers sit with the less fortunate and discuss their stories with one another. Many Soldiers come away with a new sense of gratitude for their life because many of the people being served are veterans themselves. They see how fast their own homes, Families, and benefits could be lost and they take the time to appreciate what they can do for others who are not as fortunate as they are in that moment in time.

The volunteer opportunities that Soldiers perform demonstrate to our community that our Soldiers care for the fellow members of our community and for the missions of the organizations that allow them to volunteer. As a result, volunteerism increases the Army's outreach creating a positive image with the civilian population and builds relationships in the community. As always, there are Soldiers who desire to volunteer but simply do not have the time due to work constraints. As leaders, we must make the time to allow our Soldiers to volunteer and grow as future leaders. Challenge yourself to partner your organizations with local businesses, schools or charities and tie it all together by providing a command emphasis when discussing your volunteer events in training meetings which will further spark interest and spread the word to other Army organizations. In the end getting as many Soldiers as possible involved in the local community increases awareness and develops the leaders of tomorrow. So do your part and volunteer not only to develop your Soldiers and NCOs, but to help the community and build their trust in the military and the United States Army.

If you would like to volunteer in your area, I recommend you contact your local YMCA, United Way, Salvation Army, and the nearest homeless shelter. Volunteer opportunities can be found at www.volunteeringmatch.org and www.idealist.org. If you want to learn more about this topic I recommend these three books on community relations: *Corporate Community Relations: The Principle of the Neighbor of Choice* by Edmund M. Burke; *Families, Schools, and Communities: Together for Young Children*" by Donna Couchenour and Kent Chrisman-Wadsworth; and *The Millennial Generation and National Defense: Attitudes of Future Military and Civilian leaders* by Morten G. Ender, David E. Rohall, and Michael D. Matthews.

Customs and Courtesy

First Sergeant Daniel J. Hillburn

The United States Army can trace most its customs and courtesies all the way back to Baron Fredrick von Steuben's NCO "Blue Book." In 1779, his book was ready to be printed, but due to the shortage of paper brought about by the war it had to be printed on the only paper that could be resourced during such challenging times. This paper turned out to be blue, thus why the book is called the "Blue Book." This in my opinion is the origin of many of our customs and courtesies that we still recognize today. The title of the book said it all - *Regulations for the Order and Discipline of the Troops of the United States*. Over time our Army has developed into the most powerful force ever to be assembled. The United States Army has been able to evolve to this state by incorporating customs and courtesies. The United States Army customs and courtesies can be given credit for helping leaders across the Armed Forces with rapidly assimilating a group of civilians into the life and culture as a service member. The operational environment we perform in today makes this as relevant and vital as it was in 1779. As you may recall, the nation was at war then just as we are today.

Customs and courtesies are directly linked to military discipline. Simply put, military courtesy is the display of good manners and politeness when dealing with other people. Notice I did not say when dealing with other Soldiers. Army Regulation 600-20, paragraph 4-1a states, "Military discipline is founded upon self-discipline, respect for properly constituted authority, and the embracing of the professional Army ethic with its supporting individual values." Two paragraphs later the regulation also states how courtesy among members of the Armed Forces is vital in order to maintain military discipline. As professionals we must extend our courtesy to our civilian counterparts just as we do to our fellow Soldiers. After all, we are Soldiers twenty four hours a day, seven days a week. Whether you want to or not, you are a continuous representation of our profession. It will take self-discipline and the ability to fully commit to our way of life and culture in order to appreciate this point of view.

The second unit I had the privilege to lead and be responsible for was an organization I will never forget. I was assigned as the unit First Sergeant two months into our deployment. Soldiers in this unit had been together through tough times and had always pulled through as a team. They had seen good First Sergeants as well as those who needed improvements. Some of these Soldiers were advanced from the rank of private to Sergeant promotable while remaining in the same platoon. During my evaluation

phase of the unit, I noted that the environment was too relaxed and some customs and courtesies were non-existent. Soldiers were able to talk to NCOs without standing at the position of "parade rest." Mostly due to the fact that the NCO was their buddy a few months ago and the time honored transition had never taken place for the newly promoted NCO. The morale of the unit was low, but the overall consensus was that they were the best battery in the battalion. The only issue with that assessment was that it was their own; the ranking had not been validated by any metric assessment or test. After spending a few days in the organization I initiated a plan to get the unit back on the right track. The first thing I targeted was basic customs and courtesies. To me it was a no brainer; being a former Drill Sergeant I expected Soldiers to call a room to attention when an Officer walked in. The fact that they were deployed and worked out of tents should not and does not matter. To me the same rules applied as they did in a garrison environment. The next area I addressed was the expectations I had for my NCOs. They were held responsible for setting and maintaining high-quality standards and discipline. This also meant enforcing the basic courtesy of standing at "parade rest" when addressing senior ranking NCOs. This included having their subordinates pay them the same respect. Over time the enforcement of basic standards and courtesies led to a more disciplined unit that was showing additional improvements in all other aspects of soldiering.

After about sixty days I called for a NCO professional development session. In that session I discussed having NCO call once a month; I also presented the idea of having our meeting group titled the "The BACKBONE CLUB." The purpose of this was to have the NCOs understand that they were all one team and that they needed to maintain a professional separation between themselves and their Soldiers even during their free time. By calling our meeting the Backbone Club, younger NCOs related to it and actually became advocates of the overall program. The creation of this club wasn't anything new; it was something I had experienced as a young "Buck Sergeant" in this very same battery earlier in my career; I merely reverted back to what I was taught by my platoon sergeant during my time as a squad leader. The impact that those experiences left on me was something I wanted all of my NCOs to experience. The unit quickly became a close knit group and during our deployment it made a huge impact amongst our NCO cohort much like it is still making a difference in my current group of NCOs.

The last courtesy that I believe warrants addressing is near and dear to my heart. It has been portrayed in movies with comic relief but the

importance of its place in military life can never be replaced. This courtesy is the greeting of the day when passing someone while walking to your destination. When I say good morning to a Soldier I should expect a greeting in return; that is what professionals do. I intentionally give my greeting first when I am approaching a junior enlisted Soldier. I enjoy watching their reaction and facial expressions during my greeting. They have no idea that I am just displaying a basic trait that every service member whether they are Army, Air Force, Navy, or Marine should have. By observing their reaction I also pick up on other subtle indicators such as their level of morale, discipline, and their level of commitment to our service. Some Soldiers are shocked that I even spoke to them, which is somewhat frustrating and disappointing. Others will try to pretend that I didn't say anything and continue to walk on without replying. Those are the ones that afford me the opportunity to enlighten them on military customs and courtesies; they are my favorite. Finally there are those Soldiers that return the greeting and allow me to complete my "assessment." An observant leader can pick up on a Soldier's tone and body language. These indicators can sometimes lead you to stop that individual and just ask them how their day is going. Maybe you have stumbled upon a Soldier in need of assistance. All of this information can be gathered from something as simple as the greeting of the day. How much more basic, but complex can we get?

In my experience many NCOs and leaders within our ranks have grown up in an Army that has been driven by the Army Force Generation cycle and the ability to successfully accomplish combat missions. Basic soldiering concepts like customs and courtesies have taken a backseat to just surviving combat and doing everything humanly possible to get their teams home safe. By no means is this meant to be an excuse; I am merely acknowledging that the focus of leaders has been in other areas. As a profession of arms we cannot allow our next generation of warriors to take the torch without educating them on the basic fundamentals that made/got us to where we are today as an Army. Leaders must continue to correlate customs and courtesies with discipline and discipline with the victories we have fought on our nation's behalf. Our Army's legacy depends on where we go from here, and how our Soldiers carry themselves throughout life.

If you would like to learn more about this topic, I recommend you take the time to read Army Doctrine Reference Publication 1, *The Army Profession*, Army Regulation 600-25 *Salutes, Honors, and Visits of Courtesy*, Army Doctrine and Doctrine Reference Publications 6-22 *Army Leadership*, and Army Regulation 600-20 *Army Command Policy.*

Customs and Courtesies

First Sergeant Justin E. Shad

Customs and courtesies have always had a long history in the United States Army. There are many different customs that have evolved since the beginning of the Continental Army; from the hand salute to standing at parade rest when speaking to a Non-Commissioned Officer. A custom is an established practice while a courtesy is about respect amongst Soldiers, both of which are vital to the discipline and good order of a functional Army. The hand salute can be traced back to the Roman times. The Romans would raise their right hand to show that they did not have a weapon in their possession. In the late 1800s the salute changed to the touching of the hat when recognizing a superior officer. This custom has evolved into the current hand salute that is recognized by all branches of our military today.

The greeting of the day has always been an established custom in the Army. When a Soldier passes by an Officer or Non-Commissioned Officer they give the greeting of the day and/or render the hand salute. It is Army Regulation 600-20 which establishes that a Soldier must give the greeting of the day when passing a senior Officer or Non-Commissioned Officer. Customs and courtesies such as this example were established to ensure a disciplined, professional, and powerful Army.

Many customs and courtesies seem to have become lost, for many reasons, over the last thirteen plus years. Some believe it is due to the operational tempo that our organizations and Soldiers have experienced. Some will say it is as a result of a faster promotion system with leaders who do not possess the same "garrison skills" as their predecessors. For whatever reason, most leaders today would agree that we as an Army have lost some of our customs and courtesies along the way. Most Non-Commissioned Officer will still make the occasional on-the-spot correction and enforce the high standards that we are charged to up hold. However, as an example, if you were to ask a young Non-Commissioned Officer at the Sergeant or Staff Sergeant level about the importance of a Dining In or Dining Out, many will look at you with a "deer in the headlight" look as many of them often have no clue what the words even mean. Another indicator of a basic custom and courtesy that has eroded is that of standing at the position of parade rest for a Non-Commissioned Officer. Just think about how many times you see a Soldier talking to a Non-Commissioned Officer and not standing at the position of parade rest thereby not paying that NCO, our corps, and our profession the proper respect they deserve.

In my personal experience from serving as a first sergeant, I have come across several of these situations. What I, as well as several other first sergeants and senior Non-Commissioned Officers, have found to be true is that we have lost some of the basics we expect in our young NCOs. This may be contributed to a multitude of reasons but it is our responsibility to teach them what right looks like. Our current sergeants and staff sergeants were not raised in the same Army which provided our current senior Non-Commissioned Officers with the tools to conduct business in a garrison environment. We have outstanding, tactically proficient Sergeants and Staff Sergeants who have made great sacrifices, served in harm's way and have put in a great fight towards our country's war on terrorism. Many of the simple leadership traits that they are missing are those that uphold our professional customs and courtesies.

Senior Non-Commissioned Officers must be able to articulate to their young NCOs the importance of these small but significant details as we become an "Army of preparation" rather than an "Army of execution." Some of the tools that I have found most helpful are what I like to refer to as intrusive leadership, such as, getting them out of their "comfort zone" and the sometimes referred to as their "9 to 5" mentality. Understanding loyalty to the "guidon" and getting onboard with their unit's mission and objectives. If young Non-Commissioned Officers cannot explain to their Soldiers the importance of Dinings In, purchasing unit t-shirts, standing at parade rest, giving the greeting of the day, and getting truly involved with all aspects of their Soldier' lives, than we have failed. The days of when young sergeants and staff sergeants understood the importance of basic customs has changed; yet they are the future first sergeants, sergeants major, and command sergeants major of tomorrow's Army.

Nobody has the right, magic, or one-size-fits-all answer on how to change this culture shift and get back to the basics. However, some of the tactics, techniques and procedures which have worked for me all revolve around basic mentorship, such as implementing Leader Development Programs in your organization that give young Non-Commissioned Officers the basic skills they and their Soldiers need in order to be successful both personally and professionally. These types of basic steps help shape their mind-set and show them the significance of keeping customs and courtesies at the highest level of importance. Planning team- building events in your organization such as Dinings In, Dinings Out, Sergeant or Staff Sergeant days, and Soldier Day are more great examples of things you can do within your organization to help further develop our NCO Corps from within. We owe this to our young Non-Commissioned Officers

to ensure that they have the tools to be successful thereby instilling the same in their Soldiers for years to come.

If you would like to learn more about this topic, I recommend you take the time to read Army Regulation 600-20 *Army Command Policy*, Army Regulation 600-25, *Salutes, Honors, and Visits of Courtesy*, *Department of the Army Pamphlet* 600-60 "Guide to Protocol", and Field Manual 3-21.5 *Drill and Ceremonies*.

Engaged Leadership in Today's Army

Master Sergeant Edward Huffine

Throughout my life, whether it was personal or professional, one personality trait that always stood out among the rest was the engaged individual. I say this from the perspective of a son, grandson, nephew, student and leader. From each of these perspectives I learned different ways to be engaged with whomever I was interacting and I took those experiences and developed my own style of leadership. Each of these experiences taught me some of the simple rules in life like, "treat others as you wish to be treated," "you get more bees with honey than with vinegar," and "if you know it is wrong, don't do it." All of these simple values, pieces of advice or beliefs were engrained throughout my life by various encounters and relationships that have made me the leader I am today.

Growing up I was blessed with strong family values. My parents and grandparents understood and taught us things like an honest day's work for an honest day's pay and believing that if life were easy, everyone would be good at it. These simple statements have a specific meaning and intent, but without context or explanation they are simply left to the imagination of the receiver. As I progressed in life, with each of these tidbits of knowledge came an explanation of what it meant and how it applied to my life. If I encountered knowledge or advice without an explanation I would ask exactly what that person meant and how it affected me.

Simply getting the information is half of the puzzle, the other half is what or how it affects you as the individual. As the sender of that information, you must be prepared to explain what it is you are trying to impart on that individual in order to either modify behavior or simply teach a life lesson. It was always the engaged individual that had my attention. It didn't matter if that person initiated being engaged or if by my questions they became engaged, either way it was a two way conversation.

In the modern Army climate I see less and less of this type of personal engagement. We could chalk it up to operational tempo, mission, or simply lack of knowledge. Whatever the reason is, we need to change our way of thinking and doing. The simple fact that the human condition can be described as the irreducible part of humanity that is inherent and not dependent on factors such as gender, race or class, we all need to interact with one another on an intellectual level to truly affect change. Simply yelling at someone just doesn't work most of the time, although there is a time and place for doing just that. What I mean is for someone to truly get a point across all parties in that dialogue must be engaged in the conversation.

Merriam Webster's dictionary defines the word engaged in several different ways, two of which being "to bind (as oneself), to do something" and "to give attention to something." From these definitions we can base what type of engagement we need to strive for. As an example, most of the serious incident reports I deal with are predominantly from the grades E-4 and below and age range of 18 to 26 years old. This grade and age demographic represents approximately 49% of our active force. I'm not implying that all E-4 and below have problems all the time, what I am saying is that this is the time in a Soldier's career that requires engaged leadership. This also happens to be the formative years in a young Soldier's career which will set the stage for the remainder of his or her life in and outside of the service.

There are several ways to be engaged with our Soldiers. It starts with a Private-Specialist arriving at the unit. After he/she is introduced to the Command team and assigned a position in a squad or section they receive their reception and integration counseling. After being welcomed to the unit, expectations of them are spelled out, and they are informed as to how the unit operates. This counseling is what sets the foundation for a successful tour of duty. Engagement at this stage would be to give attention or pay special emphasis on key points in the counseling to ensure that the Solider understands what you as a leader are trying to teach them. For example, simply telling someone "you will be at all formations 10 minutes prior" is a direct order however, does the Soldier know why they need to be there 10 minutes prior? Yes, probably because he was told to but does he/she need to know why? In the case of most privates, they do need to know why. A simple explanation that they need to be there 10 minutes prior so we can account for them, put our notes together, etc. qualifies our directive and puts the reason into perspective for the private. Now they understand why they should do the right thing and they will be better prepared, not just on time. Sometimes simple explanations combined with osmosis (the process of gradual or unconscious assimilation of ideas, knowledge, etc.) are the most effective way to develop Soldiers.

In my experience as a leader the Soldiers who were my "go to" Soldiers were always the most responsible and oozed potential. These Soldiers were eager to learn, quick to advance and one common trait they all had was (for the majority) engaged leadership early on in their careers. This trait, coupled with a decent set of family values and belief in the Army values is what set them apart from their peers. As a junior Sergeant I realized that you simply cannot over explain anything to a private.

Let me clarify something about engaged leadership, I don't expect that we as Senior Non-Commissioned Officers are going to explain in detail every directive we give to our subordinates. What I am saying is that when it comes to leadership, development, mentorship and guidance, we need to recognize when we should be engaged beyond that simple directive, when we owe them more.

Every leadership style has a place in our modern force. Dynamic leaders are those leaders that constantly change or adapt and progress with a situation or problem to arrive at the desired end state. The days of "It's my way or the highway" are basically a thing of the past. This is usually a sign that a leader is unwilling or incapable of change. With technology and societal changes, we as leaders much change with it and adapt our personal style of leadership to a given situation. On a broad spectrum of situations or problems, any given style of leadership could work but one thing must remain constant, staying engaged.

Here is a scenario most NCOs have faced or been around. A Soldier goes out to a local bar with friends, gets drunk and some type of altercation takes place. The Soldier is forcibly removed by law enforcement and winds up in a local lock up on or off post. We are called to pick the Soldier up and take him back to the unit. The question most leaders will ask immediately is what happened and/or why did this happen. I pose this question: what did we do as leaders to prevent this from happening? I'm not siding with the Soldier; I'm simply making a point. In my experience, most engaged leaders don't get these phone calls at all because they have instilled an environment and a climate where these types of situations are few and far between.

If we look at all the factors revolving around most incidents that require company or battalion notification, we will find in most cases, we didn't check all the blocks in the leadership department. Knowing that each and every Soldier is responsible for his or her own actions is a given; the question is what values did we as leaders help develop in that Soldier to mitigate a problem in the first place? We've all heard similar rationales, "I'm not his mommy and daddy," "He's a grown man" or "What do you want me to do, babysit him?" I know we are not their parents or babysitters, we are their leaders and leaders develop Soldiers, not just for combat but for everyday life. A former brigade commander of mine once said "at the very least, once they have completed their tour in the Army, we should have developed a decent citizen". That statement resonated with me for one reason, once that Soldier left the Army, what I did with them would matter to others. This former Soldier would in some way be a reflection

of my leadership and I wasn't about to send that Soldier into the world all jacked up.

We see instances of great leadership every day. The NCO who not only does his oak tree counseling, really getting to know his Soldiers but knows that Specialist Ericson's baby had a doctor's appointment on Tuesday and wants to know how the baby is doing. He knows where his Soldiers hang out and occasionally strolls in on a weekend to see how everyone is doing. Not because he's nosy but because he is engaged and he cares. Our "give a crap meter" needs to be pegged constantly. Soldiers know when you're checking the block and when you're truly engaged.

We counsel our Soldiers regularly, good, bad or otherwise. A DA form 4856 is not just a piece of paper explaining what happened, it is a tool used by a professional to affect change, modify behavior or develop Soldiers. Counseling defined is "the provision of assistance and guidance in resolving personal, social, or psychological problems and difficulties, especially by a professional." The last line – "by a professional" - is the point I want to stress. It doesn't have to be a doctor or a lawyer, simply a professional Non-Commissioned Officer administering sound advice and counsel to someone who has done something to receive recognition, reprimand or development. ATP 6-22.1 describes in detail how we are to counsel our Soldiers. The problem as I see it isn't that most NCOs don't counsel correctly, the problem is that most junior NCOs don't know how to do it correctly. As a professional you are expected to know your skills and responsibilities. We learn these through professional military education, correspondence courses, professional development sessions, mentoring, experiences and self-development. If you don't get an answer you are looking for or it doesn't seem right, look it up yourself. I prefer to research an answer and get the facts before I profess an answer that could diminish my credibility.

As professionals, we must always do the right thing and the right way. We must teach our Soldiers to do the same and in turn they will continue the professional tradition of leadership in the future. What comes after you is up to you. Don't expect what you don't inspect. The next generation of leaders isn't born, they are developed and that is our responsibility to bear.

In closing, to truly affect change, maintain a unit's readiness and develop the next generation of leaders, we must stay engaged with our Soldiers and look out for their well-being at all times. Engaged leadership is the cornerstone of one of our basic responsibilities in the Army. Proper counseling along with taking the time to know our Soldiers will, in my

opinion and experience, develop a stronger force and the next generation of leaders to carry our Army forward.

If you would like to learn more about this topic, I recommend that you take the time to read Army Doctrine and Army Doctrine Reference (ADP & ADRP) 6-22, *Army Leadership*, Army FM 7-22.7, *The Army Non-Commissioned Officer Guide*, Chapters 3 and 5 in *Leadership and Counseling*, "Engaged Leadership" by Major Christopher H. Warner and Colonel George Appenzeller in *Military Review* (Sep-Oct 2011) at: http://usacac.army.mil/CAC2/MilitaryReview/Archives/English/MilitaryReview_20111031_art011.pdf, and Clint Swindell, *Engaged Leadership* 2nd edition (2011).

The Power of Engaged Leadership, as Seen through One Soldier's Eyes

First Sergeant James Shaver

General (R) Colin Powell once said, "Leadership is solving problems. The day Soldiers stop bringing you their problems is the day you have stopped leading them. They have either lost confidence that you can help or concluded you do not care. Either case is a failure of leadership."

Engaged leadership cannot be found in a dictionary as a whole but broken down is simple in terms yet difficult in mastering. The Merriam-Webster dictionary defines leadership as a noun with the definition of "the power or ability to lead other people." It also defines engaged as an adjective followed by the definition of "busy with some activity." While these two words by themselves are simple in understanding and for the most part simple in execution, it is when they are combined that some people cannot fathom the concept. Within the Army, schools such as Warrior Leader Course, Advance Leader Course, Senior Leader Course, Bradley Leader Course, and of course, Ranger School are established to teach leadership skills and attributes. All of these in fact do teach leadership, but none of them can teach how to become an engaged leader. Being an engaged leader requires the leader to see the Soldier as more than just a Soldier. The Soldier must be seen as a person and not just another uniform. A person that doesn't have the same experience as you, one that may have a problem in his life that he thinks is a significant emotional event to where you may see it as "not this again." This may be because you have seen this problem occur in the past or had it happen to you personally. Therefore, because of your experience you know exactly what needs to be done or at least you can guide the Soldier by sharing what has worked for you or other Soldiers in the past. By becoming engaged with your subordinates you get to know what makes them think the way they do, act the way they do, learn the way they do and execute things the way they do. Being engaged does not mean becoming "buddy-buddy" with them or being on a first name basis with one another; it is a way in which you can remove as many distracters from the Soldier's point of view in order for him to focus on his profession of arms. Therefore the power of engaged leadership has an immense impact on our Soldiers in the US Army of yesterday, today and tomorrow.

Leadership is inherent in the role of a Non-Commissioned Officer. As stated in the second stanza of the NCO Creed: "Competence is my watchword. My two basic responsibilities will always be uppermost in my mind -- accomplishment of my mission and the welfare of my Soldiers.

I will strive to remain technically and tactically proficient. I am aware of my role as a Non-Commissioned Officer. I will fulfill my responsibilities inherent in that role. All Soldiers are entitled to outstanding leadership; I will provide that leadership. I know my soldiers and I will always place their needs above my own. I will communicate consistently with my Soldiers and never leave them uninformed. I will be fair and impartial when recommending both rewards and punishment." Being a leader of Soldiers is one thing, being a leader of Soldiers willing to be led by you as their leader is another. Knowing your Soldiers will force you to become engaged with them and in turn they too will become engaged; engaged in things as menial as the latest "hey you" detail to a platoon qualification exercise, or the occasional routine patrol that goes badly.

We as modern Soldiers with every digital gadget known (and some unknown) to man can't forget that leadership is what inspires men to do what they do not want to do, what continues to push them forward when every ounce of logic in them tells them it is time to stop. A good example of this is General George Washington's surprise attack in December 1776 on Hessian troops encamped at Trenton, New Jersey. The Continental Army had little to celebrate that Christmas and seemed beat by hunger and cold. After crossing the rough winter river at night, Washington and his army landed at Johnson's Ferry, at the site now known as Washington Crossing State Park. At 4 am, they began their march to Trenton where they defeated the Hessian troops in the unexpected attack. Consider what drove the Continental Army to make that movement through that frigid night. While a dream of a nation free to govern their own weighed heavily in their motivation, doesn't it go without saying that General Washington himself inspired those men by being intimately involved from the planning to the execution because he understood that his men had needed a victory? Enlistments were soon to expire. The Soldiers' and the country's morale were low. Winter was upon them and they needed to end the campaign season on a positive note after surviving through a summer and fall filled with agonizing failures. This was the moment, a turning point, and a crossroads. Would the army survive to fight another season? Would this bring new hope or was it the end of a Revolution? Through all of this where was General Washington's location? With his men is where he was. How can any leader share these hardships with their men and not be engaged, not know what was needed to boost their morale, what they needed logistically to move them from point A to point B and be able to fight and win over a superior force?

Throughout the years and our evolution as the nation there have always been shining examples of engaged leadership within our ranks. Just consider the implementation of different techniques for teaching tactics in the Bradley Leader Course or the implementation of Comprehensive Soldier and Family Fitness (CSF2) into the Bradley Master Gunner School. It took the combined efforts of many engaged leaders at many levels to put these practices into place instead of just sticking to the Program of Instruction (POI). With the high attrition rate of the Bradley Master Gunner School, the instructors identified that many of the Master Gunner students had never experienced a curriculum as academically challenging as the J3 program and they were often mentally unprepared. While the student had meet the course prerequisites from the training and experience they had received from their current and previous units, they were ill-prepared on how to study, take copious notes, dedicate time for proper studying, etc. With this problem identified the POI was re-evaluated and four additional hours were dedicated to CSF2 training where a civilian instructor from outside the school provides tips, instruction and advise on how to develop resilience in regards to the academic rigor of the course. A side benefit is that this additional training isn't testable but it is beneficial and a slight increase in student performance on written exams has been recognized. This is just one of many slight modifications to the Method of Instruction (MOI) made by the instructors as they are actively engaged with their students.

Another example is in the Bradley Leader Course where changes have been submitted and implemented by instructors and the commander concerning the techniques and methods of teaching tactics. It was identified that the eight hour block of instruction on tactics given toward the end of the four week course lacked emphasis and was considered "too little, too late." With this recognized, it was determined that the eight hour block of instruction could be given in smaller blocks. During the first week an introductory hour could be conducted, followed by a day in the remaining weeks where Tactical Decision Exercises (TDE) can be used, leading into the Close Combat Tactical Trainer (CCTT) in the third week and culminating in the fourth week with an actual maneuver training and live-fire familiarization exercise. Knowing the primary class audiences are Second and First Lieutenants coming straight out of the Infantry and Armor Basic Officer Leader Courses (I-BOLC & A-BOLC), it was determined that the TDE would be better introduced and facilitated by the company commander.

As I look back on my years of service I recognized that I have witnessed numerous examples of both engaged leadership, unengaged leadership and I have witnessed the effects of both types of leadership on my men and my peers. I learned a long time ago that every Sergeant has a Soldier and every Soldier has a Sergeant. I also learned that from every Sergeant their Soldier takes something away, whether it is good, bad or indifferent; he takes and learns something from his Sergeant. As a young Sergeant stationed at FT Stewart, Georgia, I was fortunate to have a great NCO as my Squad Leader. This man took an active role in my career and ensured I did the same. At the time I despised computers more than any one human should but without my knowledge my NCO enrolled me into multiple basic computer classes which were being offered by Central Texas College. Unwillingly, but with a goal to never fail, I attended the two weeks of classes held there on base and returned to the unit. Only after I submitted my certificates of training to my NCO, did he inform me to visit the education center and have my military training transferred into college credits. This was the first of many times he took an invested interest in me which ultimately resulted in my promotion to Staff Sergeant.

During my two year tenure as an Infantry Platoon Sergeant at FT Benning, Georgia, I witnessed engaged leadership at the company level several times and how it affected my men at the platoon level. One primary example of this was with our company commander and first sergeant. They knew the potential they had in their company and knew how to make it come to the surface and often outshine the entire brigade. During our deployment to Iraq the company command team knew that upon our redeployment, after the reset portion of the Army Force Generation (ARFORGEN) cycle, the train/ready portion in which Bradley crew qualifications would occur. Upon our return, the company commander took a 25mm gun barrel, which had been coded out of the inventory, had it professionally powder coated in “infantry blue” and personally built a wooden display case specifically for it with the inscription “TOP GUN” “THERE CAN ONLY BE ONE.” On the barrel there was an area for small plaques that would list the names of the “Top Gun” crew of the company. During each crew qualification gunnery the blue barrel would be brought out to the range and displayed in the After Action Review (AAR) room in order to show each and every crew in the company what was up for grabs. The morning after the day and night qualification runs were conducted the Top Gun would be announced and the blue barrel would be awarded to the crew. The crew could then remove their enhanced 25mm barrel on their vehicle and install the blue barrel, signifying their accomplishment. From

that day until the next gunnery that crew would lead the company in every company movement out to and in from the field with their blue barrel installed. This simple thing enhanced the entire company and motivated them to be the very best crew possible.

Sadly, over my career I have also witnessed leadership that may have had good intentions but executed poorly. I learned firsthand that when a Soldier has problems at home, their minds are seldom on the task at hand. As an eager Private First Class stationed in Baumholder, Germany, my wife and I found out that we were about to be blessed with our second baby girl. Being that our older daughter was born in the same town as my wife, we wanted our younger daughter to be born there as well. But with our other daughter in kindergarten and my wife having a job, they didn't return home to the States until almost the eighth month. By this time my squad leader and platoon sergeant both knew we were having our second child and how we wanted her born in my wife's hometown. Most of all, they knew I had planned on taking leave and in the hopes of returning in time for the birth. All was going well and my wife and older daughter were back home waiting for that last month to pass while I was still in Germany waiting to go on leave. At the time I was serving as a Bradley Fighting Vehicle driver and knew gunnery was approaching and I assumed that I would be replaced in time in order for me to take leave and head back stateside. I knew there were other properly trained drivers in the platoon who were capable of replacing me. Just before rolling out to the field to gunnery I asked my Squad Leader about the status of my submitted leave request and that's when the Platoon Sergeant heard me. I was called into his office where he quickly explained to me that I would be going to the field with the rest of the platoon and would not return from the field until gunnery was complete instead of being replaced. Only when we returned would my leave request be reviewed and determined to be forwarded to the company for approval. I went to gunnery and qualified as a crew, during which time my second daughter was born. After returning from gunnery and conducting vehicle recovery I was allowed to visit my family stateside on leave.

Being a leader is much more than merely wearing chevrons and maybe a rocker or two on your chest and taking care of Soldiers doesn't necessarily translate into giving them time off. Engaged leadership begins with the reception and integration letter/e-mail the assigned sponsor sends prior to the Soldier reporting to the unit and doesn't end until we remove the uniform. It demands that you know your Soldiers and understand what motivates them to do what they do and how they do it. If they are untrained

it is our responsibility as their Sergeant to train them. If they are delinquent in paying their bills it is our responsibility to figure out why they have unpaid bills. As their Sergeant, we are responsible for what our Soldiers do, or fail to do. It is at the point when they see us taking responsibility for their failures that they gain a newfound respect for the NCO Corps. You must remember that the power of engaged leadership has an immense impact on Soldiers in the US Army of yesterday, today and tomorrow and every Sergeant has a Soldier and every Soldier has a Sergeant. You just have to decide what kind of Sergeant/impact you are going to be, good or bad.

If you would like to learn more about this topic, I recommend you take the time to read Field Manual 7.22-7 *The Army Non-Commissioned Officer Guide*.

Financial Management

First Sergeant David J. Hobbs

Financial Management is critical for individual and ultimately unit readiness. Due to the broad spectrum of this subject I felt that one starting point would be individual financial management through counseling, education and by utilizing a budget.

As leaders, we need to take a look at how we affect both our Soldier's financial stability and awareness and use of resources and programs available to us through our local installation Army Community Service Programs (ACS). Financial Management is but one of many facets making up a Soldier's readiness and directly contributes to the unit's collective readiness. Problems with personal finances can lead to issues at home, with his or her family, or in the case of a single Solider, affects his or her morale. As with many things in the military, it is the individual's responsibility to manage their personal finances with oversight provided by a supervisor or mentor. For over a decade, the Army has seen an influx of Soldiers with families, mature Soldiers with past financial debt, and new Soldiers with little to no financial discipline. When these Soldiers have concerns whether or not he or she can provide financial support for their family, they may begin to experience a significant detrimental effect on their overall emotional fitness and morale. These issues will also affect the overall unit readiness, not only for deployment purposes but for the resource and manpower requirements that are needed to address and remedy the problem. Changes in the way the Army distributes financial information (paperless statements) and Soldier to leader interaction are two key areas that have forced us to adjust (or not) to a new way of helping manage the finances of our Soldiers.

Since the introduction of paperless Leaves and Earnings Statements (LES), leaders no longer have the same visibility in regards to our Soldier's earnings. Financial issues are now brought up and dealt with after-the-fact, instead of these issues being prevented by reviewing the LES with the Soldier. Is the Soldier's base pay correct? Are their allotments current and are their amounts accurate? Is the zip code correct for the correct BAH area? Pay issues often go months without notice, requiring major muscle movements to resolve.

Maintaining an open line of communication between the Soldier and leader can identify potential pitfalls in a Soldier's financial status. Leaders asking questions like '"have you thought about saving or investing" or "what are you doing in order to prepare for your future," can pay huge

dividends in nudging a Soldier to think about their financial well-being. I heard this often when I was a young Soldier and while I did plan and save over the years, I found I did not succeed or attain goals I set nor did I follow plans due to a multitude of unseen events: PCS moves, deployments etc. Looking back on when I first came into the Army, I wish I had taken advantage of our ACS programs, and had the foresight to do what I am recommending in this article.

Below, I have outlined a few real life examples of what, in my experience, have been financial planning issues that could have been prevented by communication with leadership and resolved by utilizing ACS programs.

> Case 1: PFC Johnson recently returned from a twelve month deployment to Afghanistan and has saved over $15,000 from the deployment. The first purchase he makes upon his return is the newest cell phone ($300), a flat screen TV with sound system ($3,000), and a car ($730/mo). With reintegration complete, he prepares for the post deployment leave period. Along with a couple of his buddies, they decide on a trip to Mexico ($3,600). So in the first few weeks back from deployment, PFC Johnson has already spent over half of his savings. Over the course of the next year, he will deplete the remainder of his savings as he tries to pay for the new car, its maintenance and insurance costs.
>
> Resolution: This is a prime example of a situation where a budget could identify what he could afford. His first line supervisor could have identified potential issues through interaction while still deployed, recommend him to utilize existing programs such as the Thrift Savings Plan or financial planning classes through ACS. This way PFC Johnson could formulate a plan, understand what he could actually afford based upon his monthly income and use his deployment money wisely.
>
> Case 2: During my last tour in Germany, I worked with a staff sergeant who I had entered the service with in 1990. After serving several years he decided to leave the Army and went to school. After a seven year break in service, he returned to the Active Army, deployed several times and had been stationed at two different locations in Europe. He was married with no children and his spouse was attending school in the

States. Being a geographic bachelor he was able to maintain a room in the NCO barracks. Being half German by birth he had no issue getting around Europe as he spoke fluent German. He did not own or operate a motor vehicle even though he was licensed both on military and civilian vehicles, his preferred mode of transportation was a pedal bicycle. During this time he had amassed over $80,000 in savings.

Resolution: This NCO had a unique situation in which he did not have the financial strain that most Soldiers experience. This example drives home the fact that with discipline and careful management of money, a Soldier can amass a large amount of money over time. This NCO could use advice on investing toward his future.

Case 3: Sergeant Jones was a young, recently married sergeant with a child on the way. While living in the barracks, he did not have much in the way of furniture… After getting married and establishing an apartment and furnishings for his new family, Jones incurred financial difficulty as he had made most of his recent purchases on credit, using his AAFES Star card and renting items through a Rent-A-Center. Soon he could not make payments, got behind on rent and was not able to afford his vehicle. Fortunately as the first late payment notices arrived to the unit, his first line supervisor had established a plan and Sergeant Jones had attended several financial classes through the installation ACS.

Resolution: Through the efforts of Sergeant Jones and his chain of command, he was able to recover over time and was able to reallocate funds and eliminate his debt. Sergeant Jones' crisis could have been averted through planning and saving prior to his marriage. Also through budget planning, he could predict what he could and could not afford based upon his salary.

These cases illustrate the importance of involved leadership, knowledge of Army programs and the need for open lines of communication during day-to-day interaction, not only during monthly counseling sessions. The Soldier may not always be forthcoming about financial issues or problems due to the stigma involved with financial hardship. Trust and honesty must be established thru effective counseling and genuine concern exhibited by leaders and the Soldier's chain of command.

For further reading on this topic, it is recommended that you read the following publications: Army Regulation 600-15, *Indebtedness of Military Personnel*, *DOD Directive* 1344.09, "Indebtedness of Military Personnel", *DOD Instruction* 1344.12, "Indebtedness Processing Procedures for Military Personnel", and Army Regulation 608-1, *Army Community Service Program*. You can also garner additional information from "Army One Source" at http://www.myarmyonesource.com and your local installation Army Community Service office.

Genuine Leadership

First Sergeant Brady Davis

What is a leader? How is a leader defined? Definitions may vary depending on the organization, but many traits will always hold true. In the Army we look to our leaders for purpose, direction and motivation; to lead by example and always from the front. ADP 6-22 describes a leader as "anyone who by virtue of assumed role or assigned responsibility inspires and influences people to accomplish organizational goals. Army leaders motivate people both inside and outside of the chain of command in order to pursue actions, focus thinking and shape decisions for the greater good of the organization."

As Non-Commissioned Officers, we all strive to develop and refine our leadership style. Many of us were fortunate enough to have served with extraordinary leaders, and it is only natural to emulate their methods. When coupled with doctrinal leadership concepts including character, presence and intellect, we arrive at our own unique leadership methods. As is the case with any skill set, we must constantly work to improve and refine ourselves. Some of us must work hard at this, for others it seems to come naturally. How then may we define "genuine leadership"? Are genuine leaders only those who don't have to work at it, for whom leadership just seems natural, almost innate? That's not for me to determine. What I will offer is a short story of a Soldier who, in my opinion, was the epitome of a genuine leader.

In 2003, I served as a Squad Automatic Rifleman; I was a recent graduate of Ranger School and had begun my journey in becoming a leader. I was very fortunate. My Platoon Sergeant hand-picked me to leave behind my days of Anti-Tank Gunnery and serve in his rifle platoon. As is the case with any young Soldier, I intended to demonstrate to him that I was up to the challenge and worthy of his confidence. The following were the circumstances I found myself in during one hot and humid morning on Fort Benning, Ga.

Our Company was conducting unit level physical training that morning; "right face", "double time, march." We arrived a mile and a half later at a trail we called the Downing Mile. We were instructed to pair up, grab a sandbag, and negotiate the course as a team. The Downing Mile consists of a trail which winds through the woods with man-made obstacles as well as many steep embankments leading down to creeks and streams. Climbing out of these streams often required going down on all fours, thus moving a sandbag as a team would be a challenging task. My

platoon sergeant grabbed me, pulled me to the rear of the company and told me I was with him, as so my challenge began.

After the entire company had moved past us, my Platoon Sergeant pulled the sandbag from me and took off at a high rate of speed. The trail is narrow at times, but when able he began to bypass the other teams. I simply tried to keep up. As other teams systematically passed their sandbags up the steep embankments, he bounded past them with our sandbag on his shoulder. He only slowed down twice, both times to allow me to catch up. I ran as hard as I could but I never got close enough to him to even discuss handing over the sandbag. The other teams didn't seem to notice, they were too focused on their own personal ordeals.

The final 50 meters of the course is a steep climb back to the road. I fought to climb as fast as possible, legs and lungs both burning. I was angry at myself because I wasn't able to keep up and fearful of what my platoon sergeant's reaction would be. If he was going to be angry - yelling and screaming, I could take it. I was more concerned with disappointing him. Even though we had started dead last, we had easily passed half of the company. I knew the other half, including the Commander and First Sergeant, would be waiting at the finish line.

Crawling on all fours, I had finally reached the top though I was still out of sight of the finish line. As I began to stand up, I looked up to see my platoon sergeant, sandbag on one shoulder, reaching down to snatch me up by the arm. I wanted to say something, tell him I was sorry or maybe make an excuse and say that I had twisted my ankle half way through. Before anything could come out of my mouth, he stuffed the sandbag in my arms and with a big smile on his face he pushed me ahead of him as he said "Let's finish this." I ran the last 25 meters, sandbag in my hands as he ran behind me. As we crossed the finish line, I dropped the sandbag on the truck and went to form up with my platoon and then I realized we were the first ones from my platoon to complete the course. My First Sergeant and Commander noticed this and both seemed impressed. I looked over to my platoon sergeant who simply shot me a smile then ran back down the hill to motivate the rest of his platoon.

I can't even begin to articulate each and every lesson I learned that day. Though I haven't shared this story enough, there has never been a leadership discussion arise that I haven't thought about his actions. He wasn't trying to prove a point; he wasn't trying to showcase his physical abilities. He was simply displaying the traits of a genuine leader. If I were to attempt to explain or capture how to genuinely lead your organization,

how to determine if you are that genuine leader, I believe it would look something like this: remove your rank and envision you and your organization in the most challenging situation imaginable. Who is the first person they will look to? If it is you, you may be a genuine leader. ADP 6-22, describes what a leader must be. It details beliefs, values, norms, character and the professional Army ethic. Equally as important is, what a leader must know. "To lead others successfully, you must know about people and human nature. Before you can understand other people, however, you must know yourself. As a leader, you must realize you are three different people: who you are, who you think you are, and who others think you are." One could argue that when all three are comparable, you have become a genuine leader.

If you would like to learn more about this topic, I recommend you take the time to read Army Doctrine Publication (ADP) 6-22, *Army Leadership*. Additionally, the following material may help provide insight and perspective as you strive to develop and define your leadership style: *Leadership is a Choice* by General S. McChrystal, *Taking the Guidon; Exceptional Leadership at the Company Level* by N. Allen & T. Burgess, *The Real George Washington* by J. Parry & A. Allison, *7 Habits of Highly Effective People* by S. Covey, *The Winner Within* by P. Riley and *Meditations* by M. Aurelius.

Genuine Leadership

First Sergeant Deondre' L. Long

President John Quincy Adams once said, "If your actions inspire others to dream more, learn more, do more and become more, you are a leader." For over 230 years, genuine leadership has sustained our Army. Leaders have voluntarily risen to many occasions at peace and during war. Today, there are many effective leaders within the Army's ranks. A few of many characteristics that have sustained the Army and go hand in hand with genuine leadership are authenticity, honesty, open mindedness, and sincerity. These elements have kept us as the best Armed Forces in the world. Being able to influence others to accomplish a mission can be challenging. Through genuine leadership, you can lead utilizing a few attributes that will support the dynamics of your desired result. Knowing that genuine can be defined as original, bona fide, true, forthright, and the actual thing. What sets apart an average leader from genuine leader?

A genuine leader knows their vision and how to collectively carry out the Army's mission through their Soldiers. Knowing he or she is called to serve their followers, the leader actively seeks the outcome through teamwork. This is seen from the first days as a trainee, and carried throughout a persons' Army career. During Basic Combat Training (BCT) and Advanced Individual Training (AIT), the concept of a "battle buddy" is taught. This fellow Soldier is your "right hand" man or woman. You don't go anywhere without your battle buddy and this is strictly enforced from the chain of command. As part of a Soldier's transformation, they must first learn to do away with selfishness and individuality. At this stage, teamwork becomes the bedrock and focus for completion of all missions and tasks. With the battle buddy concept, "iron sharpens iron" which in return makes the Army stronger each and every day that our standards are enforced. Once this process takes place, the leader is able to identify with Soldiers on a personal and professional level.

Learning to sincerely care for someone is not something everyone can do effortlessly, which is why an authentic leader must possess empathy. For some this might come naturally but for others it is a process. This task is not always easy because we all come from many backgrounds and grow up under different circumstances. You will find that within this development, certain events normally take place. Some of the contributing factors and key elements acquired are: trust gained, information shared, and open dialogue. Because of this process, a Soldier can feel a sense of loyalty, belonging, and purpose. Therefore, the beginning stages goal

setting can be initiated. In order to be a genuine leader you have to be approachable, and if you're not approachable then what type of leader can you be?

Genuine leaders don't just stand by a Soldier when everything is going right. True leaders are present throughout all conditions, issues, or concerns. Caring is done through actions and not words. If I could pass on some words of wisdom to you, they would simply be to recognize those things that are easily passed over, the small things. For example, learn to recognize your Soldier's birthday, anniversaries, and family birthdays. Know those things that are important to him or her. Spend time in counseling and learn about your Soldier. This practice permits you to see what is really on that Soldier's mind and heart. This will also allow a Soldier to tell you how you as a leader can help them. Everyone views success differently. A genuine leader knows this and actively keeps an open mind when discussing your goals. They are selfless and recognize their personal desires and views of success might not be the next persons. Therefore, leaders know importance of listening and time management. I am 33 years old and there have always been 24 hours in a day for the last 33 years of my life. I am not going to get any extra time, so I make time for this to happen. Remember, Soldiers don't care how much you know until they know how much you care! There is something special that occurs when a Soldier can come to their leader for support when life's challenges arise. A Soldier usually leans towards opening up to a leader he or she trusts and respects.

A genuine leader keeps a high morale of honesty. Many attributes can be gained when a leader is honest, but when he or she is dishonest, what is lost is compounded. Think about your credit score. It's like a Soldier's trust. Once you gain a Soldier's trust, life is good. The same goes for your credit score. The higher your score the more you can attain. The higher the level of trust you have with a Soldier the more he or she is willing to put forth effort for the greater good. Contrary, once you lose a Soldier's trust, life is tough just as it would be with a bad credit score. You will face many roadblocks, always trying to seek something you once had. You may spend a lifetime trying to regain the trust you lost and there is no guarantee you will ever redeem it in its fullness. Your creditability as a leader will enable a Soldier to accept the support they need to develop as an individual in the Army.

Empowering others to become better individuals is another key asset for a genuine leader to own. Providing that Soldier with the tools to make him or herself better or pointing out corrections necessary for their future,

is all a part of genuine leadership. As Soldiers, there are areas where we become complacent and lose sight of our goals in life along the way. In these particular times, genuine leaders intervene and guide us back on the right path towards success. A genuine leader carries your best interest at heart and will help create a road map towards your goals. Constructive criticism is an example for leaders to practice that will strengthen a Soldier as a whole. Constructive criticism doesn't just state the problem but provides feedback of solutions recommended to improve upon weakness or shortcomings in an individual. This is a productive process for all involved, both mentor and mentee. It also demonstrates that you care about your Soldier and that you're willing to go the extra mile to ensure the success of his or her endeavors. Although genuine leadership and constructive criticism go hand-in-hand, this is just one of many elements a leader can utilize.

Finding unique ways to show appreciation for your Soldiers is an additional way to improve a Soldier's morale. In the Army, leaders give special coins and awards to recognize Soldiers. However, as leaders this is not always necessary. Simply recognizing a Soldier's impact on the mission's success in front of his or her peers can do the task. Individuals, in the civilian world, enjoy being recognized and it is no different for a Soldier in the Army. This is how you make a person feel as if they are a part of the bigger picture and not just coming to work collecting a paycheck with no purpose. Success, therefore, can be defined and achieved through many outlets.

Some may view obtaining rank as a success, but a true leader is not defined by rank, position, or title. They know who they are, and stay true to themselves. They know their role thoroughly. A Soldier is usually promoted because of their selflessness as an individual within the whole. They recognize their contribution to the overall mission. I remember being in the hallway after I was promoted to Master Sergeant (MSG) in 2011 and excited Soldiers congratulating me by saying, "You're my role model." They also inquired about how I quickly achieved rank. While I humbly accepted the recognition and thought about what all it took to get there, I didn't feel defined by my new title.

A genuine leader is able to put his rank aside and imagine themselves in that Soldier's boots. If you really want to know about yourself, and what type of leader you are, ask your Soldiers! I did this one-day in 2007, when I thought I was leading in my prime. The responses I received back from those 19D Cavalry Scouts were eye opening. I was a Platoon Sergeant of 30 Soldiers at the time and 21 of these Soldiers were in the rank of

Specialist and below. The information provided was not all negative, but it did show me better ways to serve them during that time of war. I asked my Soldiers and leaders four anonymous questions: 1. As your leader, what do you expect from me? 2. How can I help you want to be a leader? 3. What is it you feel you need to know in order for you to be comfortable and ready to defend your country while deployed? 4. What should I be doing or not be doing as your Platoon Sergeant? I left the room and each Soldier and leader put their responses in the box. That weekend, I read every response in detail and took heed to what was being said. That self-evaluation tool has continued to help me, even to this day. Once I subtracted my pride from the equation and recognized the value of what my Soldiers were saying, my platoon morale and success rate improved by 43%. By the time I left that duty station, 18 of those Soldiers had become Non-Commissioned Officers (NCOs), and four out of five of my Staff Sergeants are now Senior NCOs themselves. I also had three privates receive the Bronze Star Medal, while in theater, from our Division Commander. What is the lesson here? Don't let your pride get in the way of you being a genuine leader.

Genuine leadership is authentic; it must be real. There is no time for robotic leadership. You must be actively engaged with those who are taking care of you, realizing they make you look good. Genuine leadership cannot be imitated and does not fit a particular mold. Therefore if for some reason you are pretending to be a sincere leader, a day will come where you will be exposed. This will not be a good day for you! I remember being overseas and shopping for particular items on the local economy. I wanted to buy various shoes, wallets, and purses for my family but I quickly realized there are things called "knock offs." The merchandise looks like the real thing but upon closer inspection you can quickly recognize them as a fake. This is similar to leadership. It all looks the same until someone carefully examines what you are doing. You want to ensure you're the real thing and not a fake. Be real at all times and be an example for all to emulate.

Through personal experiences, leaders are able to share with others the wisdom they have acquired. As I look back over my years as a Non-Commissioned Officer, I remember leaders who were genuine. The leaders I had the opportunity to work with throughout my last 15 years of service provided a key ingredient to my leadership development. As I reach out to these leaders today, we always talk about the good ole days. We discuss the triumphs, challenges, and the days we thought would never end. The closing of these conversations always ends with a sense of pride, gratefulness, honor, and encouragement to keep striving forward. We recognize that we couldn't have made it without each other at critical

points within our career. We also realize that while we have maintained a professional standard among us, we also genuinely cared for one another. In the past, my leaders became mentors who empowered me to make decisions that allowed me to develop from a young, inexperienced Soldier to a Non-Commissioned Officer.

The true test of a genuine leader is being able to lead with a pure heart, without personal gain or expectations. I believe leadership is a decision to encourage and inspire others to move with you. Being a genuine leader also means remaining humble but confident, and willing to do what is necessary in order to improve in your personal areas of weakness. The most effective leaders do not rely on their title or position. A true leader's personal skills and abilities influence others, making them effective leaders. Steve Zeitchik of Focal Point Strategies said, "Leadership is inspiring others to pursue your vision within the parameters you set, to the extent that it becomes a shared effort, a shared vision, and a shared success."

If you would like to learn more about this topic, I recommend you take the time to read Army Doctrine Publication (ADP) and Army Doctrine Reference Publication (ADRP) 6-22 *Army Leadership*, and Oren Harari, *Leadership Secrets of Colin Powell.*

Genuine Leadership

First Sergeant Ryan M. Meurer

> Get to know your subordinates' lives and their families. Most businesses are like the Army, which enlists a soldier, but reenlists a family.
>
> - General [Ret] Stanley McChrystal, *Forbes* interview 2013

Merriam –Webster defines genuine as "actual, real, true; not false or fake," and has a second definition as" sincere and honest" and defines leadership as "the power or ability to lead other people". The significant difference in these two definitions is where the rubber meets the road in regards to organizational leadership. All of the training we have completed as Soldiers and leaders, from acting as the platoon leader in basic training through all of our NCO Education System courses and the experience gained while serving in various duty positions, has in most cases prepared us to be successful leaders in today's army. I would suggest what is missing in our training, education and experience is the lack of focus on how to be the combination of the two opening definitions, that being a "genuine leader."

My previous company consisted of four distinct sections spread out across five separate facilities providing logistical and maintenance support to the students, staff and faculty of the United States Army John F. Kennedy Special Warfare Center and School at Fort Bragg, North Carolina. A portion of my schedule included travel to and from these facilities and an even larger portion entailed speaking to the Soldiers and civilians operating in the "trenches." Taking the time to speak to each and every Soldier and Department of the Army Civilian to see how they and their families were doing, how things were running within their sections and getting honest and constructive feedback was invaluable to me and my commander.

I reflected back on my leadership style and that of my former leaders during a recent visit to my former unit where I attended a re-enlistment and promotion ceremony and it occurred to me that those past 30 months as a First Sergeant were and always will be some of the most rewarding time of my entire military career. The chance to have a position where my main duties and responsibilities were not MOS related but entailed training, supervising, mentoring and leading Soldiers on a daily basis while ensuring the well-being of them and their families was extremely rewarding and allowed me to positively impact the lives of a greater number of Soldiers and their families. While accomplishing my unit's mission was always foremost in my mind, I took special pride in pushing away from my desk and from the never ending arrival of emails marked "important" or "hot" with a short suspense from Battalion Headquarters. The emails awaiting responses and the in box full of actions needing review, while important, were not my immediate focus.

This style of leadership is often referred to as "management by wandering around" and can be traced back to Abraham Lincoln's term as President. Historian Stephen Oates claims in his book *With Malice Toward None: The Life of Abraham Lincoln* that Lincoln invented this management style by informally inspecting the Union Army troops in the early part of the Civil War. While this article is not about inspections or management styles, it is about genuine leadership and the direct link between "management by wandering around" and genuine leadership is easy to see.

While serving as a unit First Sergeant I conducted countless welcome briefs for enlisted Soldiers arriving to our organization. As a leader my responsibilities included ensuring that the Soldier was properly briefed on the unit's mission, off limits establishments, their duties and responsibilities and the basic battle rhythm of the organization. However I always had the desire to carry out genuine leadership by truly getting to know each and every one of my Soldiers and their families. This often resulted in welcome briefs that lasted 40 minutes or longer, and sections visits that always took a little bit longer than planned which allowed me to know an individual's background, previous assignment history, family situation, and their goals and desires. My past experience also helped to recognize that in addition to setting the tone in welcome briefs and with section visits, genuine leadership is also crucial to the Family Readiness Group (FRG). Individuals within the Family Readiness Group have the same duty to provide genuine leadership to families that we as leaders have to our Soldiers. One bad experience with the FRG program and spouses will withdraw for the remainder of their Soldier's time in the organization or possibly the Army.

What I find surprisingly interesting is that I have learned as much about being a genuine leader from supervisors who failed to display genuine leadership traits as I have from the ones I admire still today. Today more than ever as we continue to transition out of Afghanistan, and become an "Army of Preparation" rather than an "Army of Execution" it is even more critical that we carry out our leadership responsibilities in a genuine manner.

If you would like to learn more about this topic, I recommend that you take the time to read Stephen Oates, *With Malice Toward None: The Life of Abraham Lincoln* and General (Ret.) Stanley McChrystal's interview with Dan Schawbel in the January 2013 issue of *Forbes* magazine.

Genuine Leadership

Master Sergeant Tadly Peterson

There are many references to "real" or "true" leaders, but what exactly are the components of genuine leadership? Being a genuine leader means far more than merely being a leader or even being an authentic leader. Genuine leadership is a combination of all the needed positive traits and qualities of a real and true leader. These traits include: a sense of authenticity, the self-confidence and ability to expose one's frailties and weaknesses as one does with their strengths and assets, a genuine well-intentioned passion for what they are doing (which includes recognizing what motivates them personally and professionally), caring for the organization's mission and what it means, the desire to provide value to others, true and unyielding commitment, absolute integrity, and a vital vision that kindles a never-ending desire to go beyond the ordinary to strive to be extraordinary. Genuine leaders never settle for anything but the best from their Soldiers and they never run away from an issue when others are afraid or unwilling to address it. The unique quality of such a leader is that he or she be genuine—the "real deal," so to speak. This naturally implies that one must also remain benevolent and true. If genuine leaders are looking out for the best interest of those they are responsible and they believe in their inherent worth and potential, then how could they act duplicitously? However, we have all witnessed the occasional leader who "talks a good game". The leader who uses the argument that he or she is only looking out for the best interest of the staff, the company, your Family, etc. as a mask for pursuing his or her own selfish agenda. On the surface they are presenting a face of benevolence and the perception of being true, or sincere, but it would lack genuineness because underneath, one's true intentions would not be pure. In time their behavior would shed light on their true intentions. So being "genuine" really means "putting your money where your mouth is," "walking the walk" or "walking the talk."

There are several factors that I consider as essential in regards to being a genuine leader and developing future leaders. The first factor is that he or she must instill a vision in their subordinates. Soldiers need to know what is expected of them and how they should conduct the business of the U.S. Army. Basically, stating your intent to accomplish the unit's mission. Proverbs 29:18 states that "where there is no vision, the people perish." Providing a vision for your Soldiers would make them better than they were yesterday and help them work well together to accomplish all tasks, because we cannot fail. When a leader is genuine, he or she is similar to a star in the sky which everyone can see, a guiding principle. You may not like or agree with the leader's words or policies, but at least you know what you're hearing is what you're going to get. Their "audio matches

their video." You know the leader's vision and the actions are going to be consistent with that vision. A genuine leader is like a global positioning system for the group. People look at the leader's vision and listen to his words and say "Ah, that's why we're doing this!" So they can identify a certain logic to it all.

I think that a leader that has the qualities of being a genuine leader also lives by and espouses the Army Values. These words articulate what I think best describe what should be imbued in each Soldier. The Army Values serve as a compass for us to check ourselves and to guide every Soldier. Day in and day out these rare leaders live by these values and if we are going to win, they are crucial to a unit's success. Leaders that are genuine do not do this for personal gain or to get ahead in the Army. Instead, they are infectious with the great qualities that they possess and display a concern for each member on their team in all facets, good or bad.

Genuine leaders are trusted leaders. They take care of their Soldiers and develop a bond based on trust. When I speak of taking care of my Soldiers, I am talking about ensuring that they are properly trained/educated, so they can go back home to their loved ones after each deployment, their quality of life is the best possible, they have the best equipment to accomplish their missions, their Families are cared for and that they are recognized in a timely manner for a job well done and rehabilitated when they mess up. I believe that we must embrace taking care of our Soldiers; they are an American treasure. Soldiers will fight better when they are led effectively and by caring, genuine leaders. When the caring spreads genuinely throughout the team, this then produces teamwork and it is a sight to behold. Trust is the cornerstone between leaders and subordinates. Without it any group or team will languish. Genuine leaders develop trust with their subordinates by having a character that is unblemished, the ability and strength to do what is right, even though it is not popular. Without trust it is very unlikely you will learn the truth in regards to the happenings within your organization. Without trust, Soldiers won't level with you—at best; you'll learn either non-truths or part truths. The best way to start building trust is to take the time and talk to your Soldiers, from the very first day that you become their leader.

Genuine leaders dedicate themselves to fully addressing any and all issues that may or may not impact their group or team. A genuine leader never permits them self to settle, or to compromise his or her ideals. They listen effectively, and truly care what others say, although they must be willing to address issues directly and never simply agree. Genuine leaders must always keep their word, both to themselves as well as to others, never forgetting the reason that their leadership is needed. They understand that leaders serve others and are not there to be served by others. They must be thick skinned, and must not be easily offended by criticism or complaints.

A genuine leader places what is important and meaningful ahead of gratifying his or her ego!

There can be a tendency when leading, to try and manipulate events or messages so that people will follow you. This is not genuine leadership. Genuine leaders trust that the perpetually opening their heart is good enough. There is no need to sell that. We just need to be natural and those who can see and who trust basic goodness will follow naturally. Genuine leadership is leadership in a direction that feels natural. It moves us forward logically based on what we hold to be true deep in our hearts. A genuine leader behaves consistently under all circumstances. One cannot turn on and off the genuine button, but must adhere to a strict code of behaving, saying, and otherwise communicating a genuine message that portrays how one really feels. In order to be genuine, you must be yourself under all conditions, situations and circumstances. There is never any place for phoniness, pretense, or less than full disclosure. This type of leader communicates his or her true thoughts, ideas, and concerns to others, and has a real feeling and caring for the needs and well-being of all within their charge. He or she never let any type of personal agenda or self enhancements enter into his or her thought processes.

In conclusion, genuine leadership has vision, values, trust, a message and integrity. I believe that subordinates expect leaders to show them the standard and train them to reach it. They expect leaders to lead by example. Additionally, they expect leaders to keep them informed and to care for them and their Families. We as leaders may have to ask our Soldiers to make extraordinary sacrifices in order to achieve a unit's mission, and to do things that seem impossible. If we train them to standard, inspire their willingness, and consistently look after their interests, they will be prepared to accomplish any mission, anytime and anywhere. Every organization should strive to attract genuine leaders. Although these individuals are rare, when a group is fortunate enough to find one, he or she should be cherished as a rare treasure.

If you would like to learn more about this topic, I recommend you take the time to read J.D. Pendry, *The Three Meter Zone: Common Sense Leadership for NCOs*, Lou Holtz, *Winning Every Day: The Game Plan for Success*, and Dr. Michael P. Evans and Mr. Robert S. Walsh, *ZONE 1 Leadership: Being A Fully Effective Selfless Genuine Leader*.

Genuine Leadership

First Sergeant Nathan E. Stone

How often have we said to ourselves, now that is a good leader, when the simple fact is that we have no method or scientific method of measuring this characteristic? What makes us as Non-Commissioned Officers leaders? Is it the position we hold? The level of NCO education we have accomplished? Every one of us can spill out the definition of leadership, that being to provide purpose, motivation and direction. However, what makes this statement true and what metrics do we use to gage our leadership ability? The purpose of this paper is to discuss and define genuine leadership and open up ideas and methods that will reinforce and contribute to the statement that the primary definition of leadership is to provide purpose, motivation and direction.

To define the term leadership is an easy task. Army Doctrine Publication 6-22, *Army Leadership* defines it as, "Leadership is the process of influencing people by providing purpose, direction and motivation to accomplish the mission and improve the organization." The key words in the language are: influencing, purpose, direction and motivation. These are the tasks that are charged to every leader. Our task is through the use of communication to influence the actions of others in relation to accomplishing supporting tasks. Each day where we come to work we influence Soldiers; the Soldier is the resource that our organization needs to continually accomplish its mission.

How is this possible? Are certain individuals born with leadership traits, is any particular occupational specialty termed leader? I believe a leader is someone who has accomplished a rigorous training path that is based upon experience, lessons learned and has held true to certain values and beliefs. ADP 6-22 has a chart that lays out the attributes and competencies that they believe hold true for a leader.

If we look at the top portion, attributes are qualities or characteristics of an individual. Attributes can be viewed as the values and beliefs that help govern our decision making. Competencies are skills or abilities which allow someone to properly perform their job and a set of defined behaviors that provide an individual a way in which they can develop and evaluate their behavior. In terms of leadership, your attributes are your emotional structures, those things that you rely on both physically and mentally to help you make your decisions, which you base your moral principles off of in your life. Competencies are how you present these behaviors and affect the group dynamic to accomplish the mission. These two terms and areas help to define the ideas and principles behind leadership.

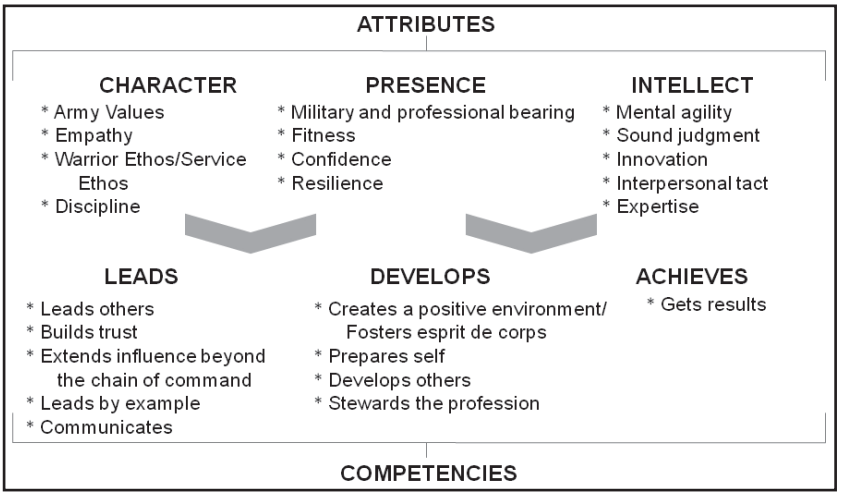


Figure 1.
Army Doctrine Publication ADP 6-22, *Army Leadership* - 1 August 2012

By outlining certain attributes that are common in many different types of leaders the Army has placed emphasis on certain attributes that helps NCOs develop certain skills in several areas. This model serves as the foundation and point of reference to inspire leaders to achieve through self-development, self-awareness and the Non-Commissioned Officer education system.

This brings us to the leader, to you. What does it take to develop these skills? Leadership is a life-long learning process. It is affected by those that follow you and your operating environment; it takes different types of leadership for different types of Soldiers in different types of circumstances. A leader must rely on their attributes to make the best decisions possible in the best possible time frame. Examples of this are how you interact daily with your Soldiers. There are times in the day when the leader needs to observe and take notes as they observe their team's behavior. Occasionally a leader needs to act immediately and make corrections on that individual's behavior. There is a countless and exhaustive list of these types of circumstances and it may see a bit daunting, however you must remember that no one leadership style defines another; you must rely on your attributes to guide you in order to influence the behavior of those you serve.

I used an important term in the end of that last statement: serve. To be a leader is to be a servant; a servant to those that rely on you for guidance, your competencies. To do this you must know yourself; knowing yourself is the most important factor when it comes to leadership. You have to

know what role you play, how you related to your environment and how this affects your motivation. Knowing your strengths and weakness is key to self-awareness; knowing how to affect outcomes is the key to truly motivating a group of individuals. You have to accept things at face value and determine possible courses of actions; this determination is influenced by your core beliefs and values.

It is important to understand that a leader is not above the follower. To lead is a privilege that must be earned daily. This is the responsibility of the leader and must be reinforced each and every day through our actions and interactions as we try and live up to this privilege. We have the responsibility to lead and develop the future leaders of tomorrow's Army. Each day brings with it new circumstances which require us to adapt and develop courses of actions which will allow us to accomplish our assigned mission. To accomplish this you have to be a fair-witness, which means that you must accomplish the task while not becoming emotionally attached. This will allow you to step back from the problem mentally and it allows you to see the picture for what it truly is or is not. You must invite feedback which requires you to listening. Most of the time we require our input into every aspect of the day-to-day operations of our unit but when was the last time we sat down and just listened to or watch how our day-to-day operations are truly running?

The bottom line is the simple fact that leaders are groomed through the process of leadership. Leadership is developed over extensive opportunities in both our work environment and our personal lives. It begins with a set of core values, the foundation of who we are and what we aspire to become. Throughout the process of socialization, we as leaders have utilized our past experiences and developed the sense of leadership we use in every facet of our lives. If you want to lead you will; if you want to follow you will follow. Only you can make that choice. I believe this quote sums of genuine leadership the best: "Success is your crown; wear it with modesty and humility. Failure is my burden, for it will be I who has failed you."

10 Steps to guide Leaders

1. I am here to serve you as your Commander, Mentor, Companion, and Brother/Sister-in-Arms.

2. When we are facing the Enemy, I will be in front of you. When the Enemy is behind us, I will be watching your backs.

3. I will remind you that each of you is responsible to and for one another. You must ensure that I remember that I am responsible to and for you all.

4. I will give you Loyalty, Integrity & Trust for free; I must earn yours.

5. Professionalism knows no shortcuts. There are no runners-up in our business.

6. Your job is to soldier; my job is to empower you to do your job to the best of your ability.

7. When I ask you to do something, know that I do so because you are the best person I know to do it.

8. Success is your crown; wear it with modesty and humility. Failure is my burden, for it will be I who has failed you.

9. You are our most valuable asset; yours are your families. When you are away, your family becomes my family.

10. Your job is a profession; my job is a privilege that I must re-earn every day.

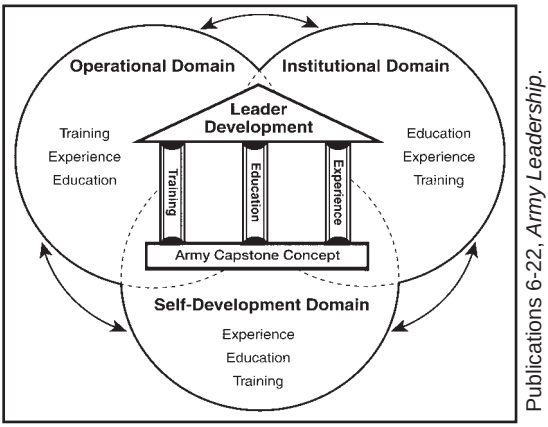
If you would like to learn more about this topic, I recommend you take the time to read Army Doctrine and Doctrine Reference Publications 6-22, *Army Leadership*.

Leader Development
First Sergeant Michael Manley

Prior to the Revolutionary War, men ages sixteen to sixty were mandated to sign up for their colony's militia. Training conducted by these units was sparse; militias gathered together for collective training approximately four times a year. The majority of these forces were poorly trained, undisciplined, and received minimal guidance from higher echelons of command. During this period, militia Officers were predominately elected officials; there was no requirement to receive any formal military education or training. The effects of the militia's lack of leadership development were first felt in 1663, demonstrated by the Pequot Indian's decisive victory over the Massachusetts Militia. The militia deployed four companies into battle and managed to kill only one enemy combatant while enduring heavy casualties. This loss is mostly attributed to the lack of competent leadership possessing little understanding of effective tactics, techniques and procedures. There was minimal growth in the military leadership knowledge base for the next 100 years despite the Massachusetts Militia's loss to the Pequot Indian Tribe. In 1778, Baron Von Steuben, a Prussian-born military officer serving as inspector general to the Continental Army, enforced the formation of standard size companies, defined rank structure, and developed proper training techniques within all standard units. Today's methods for developing leaders are a direct reflection of the systems set in place by Von Steuben during the Revolutionary War.

The Army defines *Leader Development* as the deliberate, continuous, sequential, and progressive process, grounded in Army values, to develop Soldiers and Army civilians into competent and confident leaders, capable of decisive action, mission accomplishment, and taking care of Soldiers and their families. Leader Development in relation to the Army is based off the Army's Leader Development Model or Army Capstone Concept of Training (Operational Domain), Education (Institutional Domain), and Experience (Self Development Domain) (see figure 1). Leader development actions occur within the Army Culture; a culture that lives by the Army values, ethics, the Warrior Ethos, standards, and principles and imperatives.

The Operational Domain focuses on training activities that individuals, units and organizations undertake. This training includes home station, national or joint training centers, mobilization centers, and deployment operations. Most importantly, training will prepare leaders and their unit to perform its mission, and develop leaders for future career requirements by certifying unit individual and collective training.



Publications 6-22, *Army Leadership*.

Figure 1. Army leader development model.

Source: Army Leader Development Strategy (2013) p. 8.

The Army Training and Leader Development Strategy has specific goals, which include: train units for the full range of operations in support of unified land operations; develop adaptive and competent leaders; enable adaption of training and leader development; train and sustain Soldier and Army civilian skills; sustain and improve effectiveness of Combat Training Centers; provide training at home station and while deployed; provide a training support system for live, virtual, and constructive enablers; increase culture and foreign language competencies; provide supporting and integrating capabilities; and resource the Army Training and Leader Development Strategy.

The Institutional Domain consists of Army centers and schools that provide initial training and subsequent functional and professional military education. This domain instills the Army Core Values, ethics, the Warrior Ethos and Creeds. Army schools ensure Leaders can perform critical tasks to a prescribed standard and develop individuals throughout their careers for future positions of higher responsibility. The NCO and Officer Education system are by far the most important leadership development tools that the Army has implemented. It has evolved and has stood the test of time to become a very successful part of the leader development enterprise. The Army does a great job of providing the tools to prepare leaders, whether it is at the unit level with Leaders conducting the training on to the institutional level with certified instructors and teachers and everything in between.

The Self Development Domain endorses continuous, life-long learning. The Army defines self-development as planned, goal-oriented learning that

reinforces and expands the depth and breadth of an individual's knowledge base, self-awareness, and situational awareness. There are three types of self-development:

1. Structured self-development is required learning that continues throughout a career and that is closely linked to and synchronized with classroom and on-the-job learning.

2. Guided self-development is recommended but optional learning that will help keep personnel prepared for the changing technical, functional, and leadership responsibilities throughout their career.

3. Personal self-development is self-initiated learning where the individual defines the objective, pace and process.

Self-development will assist individuals with their current assignment and prepare them for future assignments, bridge the gaps between the operational and institutional domains, and set the conditions for continuous learning and growth. Various tools are applicable when enhancing self-development and awareness. As a First Sergeant I have been successful in utilizing counseling, coaching, and mentorship techniques in order to develop my subordinate leaders. Counseling is a requirement that can be used to provide feedback to subordinates by making a plan that outline actions to take in order to attain individual, and organizational goals. This is an asset for development and should be a major part of a broad program for developing Soldiers. Coaching refers to the function of assisting an individual through a set of tasks. In the Army, coaching takes place when a leader guides an individual's growth through hands-on learning. Coaching relies on guiding and teaching to assist in improving capabilities; a coach assists Soldiers to understand and improve upon their current performance level and potential. Mentorship is the voluntary development relationship existing amongst individuals of greater and lesser experience and is characterized by respect and mutual trust between both parties. This tenant of leader development places focus on voluntary mentoring, which extends beyond the scope of relationships within the chain of command or NCO support channel. It is a tool, when used correctly, which builds trust gradually over a period of time. Mentorship is one pillar of development that I have placed a strong personal emphasis on during my tenure as a First Sergeant. I have strived to identify weaknesses within the company's junior leaders, specifically at the squad and team leader levels. After taking the time to observe my junior leaders and analyze their specific strengths and weaknesses, I implemented a NCOPD program in order to address

the majority's shortcomings. Additionally, I would bring in my junior leaders to mentor them in a one-on-one basis. Lastly, after instilling my guidance within the junior leader population, I emplaced new systems that empowered them to carry out the lessons learned through our mentorship.

Through persistent and tailored expansion of advanced training to our Non-Commissioned Officers, the traits of focused leadership development will be inherited and everlastingly adapted to meet the needs of the United States Army. The three focal points of this are institutional training, expertise, and self development. Through an evolutionary process we have seen the combination of the Non-Commissioned Officers Education System with promotions. Expertise is not won behind a desk; it is acquired through the experience of leading and training Soldiers. Furthermore, it is enhanced by the wisdom passed down by leaders before us. The most imperative of the focal points is self development. It is a demonstration of willpower to continually improve one's skill and knowledge base. This includes staying current with new doctrine as it is introduced to the force, and the motivation to always hunger for self improvement. These three pillars of leadership development will prove to be invaluable as we continue to amass a stronger, sharper, and more knowledgeable collection of Non-Commissioned Officers to develop and lead all Soldiers within United States Army.

If you would like to read more on this topic, I recommend you read Army Doctrine Reference Publication 1-0, *The Army Profession*, Army Doctrine and Doctrine Reference Publications 6-22, *Army Leadership*, and Department of the Army Pamphlet 350-58, "Army Leadership."

Leadership

First Sergeant Danny Castleberry

In the Army, leadership is generally defined as providing purpose, direction, and motivation to accomplish the mission. It is considered to be common knowledge amongst leaders and Soldiers at all levels, however leadership should be more than just three words. It is time to expound on those three words. As an engineer for almost 16 years, I have come in contact with many members of my regiment that had the title of leader. Ironically I wouldn't wish to follow many of them, but those that I would, I'd gladly follow into the depths of hell if necessary and they would receive my unwavering support.

Being a leader in the engineer regiment, and in any organization for that matter, has three requirements. Our job, not unlike many others in our Army, it is multi-faceted and broad. We are tasked with having the knowledge to place explosives on a highly-trafficked bridge by using precise calculations; we must be able to place them on specific areas to exploit a weakness or vulnerability; and we must use a specific amount to allow ourselves the possibility to reuse the item we are trying to incapacitate. We must be able to rebuild infrastructure to leave war torn countries in a better state than when we began the assault. Divers are seldom referred to as engineers but they are and the skill set they offer will rival many of their Navy counterparts. In addition to their basic engineer requirements they must also conduct route clearance, conduct breaching operations, construct obstacles, construct individual, crew and vehicle fighting positions, build bridges, and conduct such mundane tasks as pounding picket after picket after picket.

Part one: you MUST "know your job, your buddy's job," your Leader's job, and your fellow engineer diver's capabilities. You must know vertical and horizontal construction, bridge building and be able to speak intelligently in the event you must explain your capabilities and limitations to someone such as a Task Force Commander. To further complicate things, as a pre- 9/11 enlistee, I was not trained in route clearance in our Advanced Individual Training. It was something developed out of necessity due to the high volume of improvised explosive devices used against our fellow Soldiers during the war against terror. I wasn't there when the Engineers were tasked with learning that additional skill, but I can envision that round table discussion in which EOD, Infantry, and the other branches of service voted for the Army Engineers to take on this new task. It is a lot to ask of a Soldier to look for devices that are

designed to kill you which are also quite volatile in nature in order to be as destructive as possible. Ultimately the success rate is never going to rise above 60% and simple mathematics tells me that 40% failure isn't a great way to instill confidence in your Soldiers. But someone has to do it. So since the inception of route clearance, engineer leaders have attempted to develop plans which will mitigate risk, increase our success rate, ways to promote confidence, and unfortunately deal with catastrophic failure should it occur. On one of my first patrols in Iraq as a leader, my convoy was hit with an IED. The gunner on the lead truck was wounded by shrapnel to the hand and the driver and truck commander were very shaken up. We trained for this in the months leading up to deployment, but as any situation, you are never truly fully prepared. I felt like I was in a fog for a second, and wanted to snap some insurgent's neck! However, that would have done neither me, nor my patrol any good. What was needed was cool, calm, decision making. So as we did in training, the pieces moved swiftly to a clear secure area, we secured the area, and moved our medic into the truck with the injured in order to provide first aid. I spent the entire night in the Company operations center thinking, "did I do what a leader should do, why didn't I shoot up the hillside?" I wrestled with these types of thoughts all night and the following morning I visited my Soldiers. The truck commander told me that the way in which I took control of the situation gave him a sense of calm and with that, he was able to keep his entire crew calm.

Part two: in this day and age of "IED roulette," a leader must remain "as cool as the other side of their pillow." If you allow the fog of war to inundate you, you will probably make bad decisions and the second and third order affects could be very costly and hard to live with.

Last but not least, an engineer leader must be able to rally their troops at anytime, day or night. What does this mean? If a leader cannot find the will to motivate - yes motivate - his Soldiers, than being in the engineer regiment is not the place to be. It should be a primary goal and focus to get your Soldiers into advanced training, to be the best during any competition, to be extremely proficient at airborne operations or gunnery, and always have pride in their unit. The question then becomes, "how does this get accomplished?" By setting the example for one; being a slug has never in the history of the military, properly defined leadership. A common board question is "what comes first, Soldiers or mission?" The mission is always first, but without Soldiers, it will never be accomplished and without motivated Soldiers, it will never be accomplished to the best of your ability. One thing I have learned is that finding the balance between

a grinding leadership style and a hands-off approach is not that hard to do. The unfortunate truth is that many of today's leaders are either tactically or technically proficient but unfortunately not both. Whether it is because of 13 years of war, a general lack of concern, or we just aren't providing what is needed as senior leaders, we must fix it in order to be what our NCO Creed demands. As a senior leader in our Army, I recognize that my days remaining in the military are numbered, but many of my Soldiers will be here when I become a distant thought. If I don't train them to think like I think, or better yet, make them into great leaders before I depart, then I am not doing my part to prepare our future leaders and our Army.

Looking back on my years of service, up to this point, it has been fairly easy to pick the leaders that positively impacted me and my "sapper" buddies and even easier to remember the ones I forgot. As a leader in a regiment that I love, respect, and support, my greatest fear is that as we become an "Army of preparation" we might evolve back to pre-war times and that my fellow leaders might not take the time to become experts at their craft. We have lost a great many good Soldiers in this war and it is possible that many of them may have been spared had we been properly prepared. But regardless, when the history books are written, they will only tell the stories of our triumph and our failure. Those books won't always share the "behind-the-scenes" details of a leader that failed to prepare himself or his Soldiers but regardless, each one of us can help to shape and write the history that we would be proud to read one day by serving as the very best leader you can be, today.

If you would like to learn more about this topic, I recommend you take the time to read ADP and ADRP 6-22, *Army Leadership*, and Donald T. Phillips, *Lincoln on Leadership: Executive Strategies for Tough Times*.

Leadership

First Sergeant Michael Cavezza

In the United States Army, leaders at every level are challenged to exemplify what they think are the most important aspects of leadership. While individuals develop a personal leadership style, they strive to understand the margin that separates good leaders from great leaders. Everyone has a different interpretation of leadership, which begs the question: how do you know when you are being a great leader?

Here's what I believe to be true about great leaders; that any leader, at any given time, in any given place should be able to take charge and command any formation in our Army. In order to develop this level of confidence to lead, you must cultivate the ability to not only affect people, but infect people with leadership. Simply put leadership that is felt not just heard. The Army often uses the term "effective leadership." However, an ideal concept of leadership that I have witnessed from the many great mentors throughout my years as a Non-Commissioned Officer is that of "infectious leadership."

I define infectious leadership as the ability to grasp your audience's attention and instill in them a "want to follow" mentality rather than a "have to follow" mentality. Despite its negative connotation, to "infect" truly means to take hold of or to influence a person. I closely relate this definition to leadership. When faced with an infection, the human body senses it, feels it, and reacts—often with resilience and determination. The idea that leaders could get under their skin and make Soldiers feel their leadership has made me successful throughout my journey as not only a Non-Commissioned Officer, but during my tenure as a Drill Sergeant, Drill Sergeant Leader, and especially as a First Sergeant. This method of leadership was not something that I created myself. It was leadership that was imbued in me by one of my greatest mentors, a now retired Command Sergeant Major. He never told me anything, but showed me everything. He was the type of leader that I wanted to become and one that I have strived to be ever since the first day that I met him. His teachings were key to my success and were vital to the success I experienced after taking responsibility of a 170-Soldier National Guard unit from New Orleans, Louisiana.

During my recent deployment to Afghanistan I was approached by my chain of command with a challenging mission. They needed a First Sergeant for the Multi-Role Bridge Company (MRBC), a National Guard unit that served as the only theater bridging asset. I was not a bridger nor

did I possess any knowledge or experience in that field, but at that point in time the MRBC didn't necessarily need a subject-matter expert—it needed a good leader. Knowing this, and that I had the confidence of my Command Sergeant Major and Battalion Commander, I agreed to take on the challenge.

To my unfortunate surprise, however, there were significant issues within this organization that had shattered its members' entire attitude toward the Army. This came to light when I conducted an "in-brief" with the Non-Commissioned Officers in the company. There were three specific topics covered in this brief: acting with professionalism, enforcing discipline consistently, and knowing "Basic Army Standards." Unfortunately, the leadership within this unit had forgotten all three. They openly admitted that they needed to be taught all over again what exactly it meant to "Be, Know and Do." Over the course of several years, they had slowly devolved into an unorganized and dysfunctional unit. The Soldiers expressed a loss of confidence in their leadership. Some Soldiers even told me they wanted to kill or seriously injure other Soldiers and Leaders within the company. When asked why they felt that way, they replied "because the top-level leadership always sweeps it under the rug, and action is never taken." The Soldiers felt like their NCOs acted as friends first, and leaders on occasion. They were demoralized and many felt that it would not improve no matter what happened or who took over. The situation was dire and it was enough to make any leader with a backbone upset. I knew I had to re-construct this unit. First, systems needed to be put in place that would create accountability and integrate checks and balances into daily activities. Also, NCOs needed to learn about Army Doctrine, the basics of running an organization, and most of all, leadership. I was determined to pull this unit out of its downward spiral and transform it into a fully operational unit. The Soldiers and leaders had forgotten what it meant to serve in the United States Army.

While we were deployed, the majority of the unit spent about one week a month conducting combat bridging operations and the other three working on-base operations such as maintenance, mission preparation, and retrograde. I decided that during the down time, we would mirror a quintessential garrison Army day. At the end of my first day as company First Sergeant, I released my Soldiers with a promise: "Starting tomorrow the change will begin. I'm not saying this is going to be like Basic Training, but I promise that you will remember what you learned in Basic Training."

I started day two with a 0600 accountability formation. There, I made it clear that I was going to re-teach every Army standard that was once

taught to them. I brought along my collection of Army Training Circulars (TC) and taught my leaders how to conduct an accountability formation, step-by-step. I even provided personal copies from the TC, so that each leader could follow along as we conducted formation. This proved to them that I was not making anything up; we were, in fact, following Army doctrine to the letter. To me, this is extremely important. Too many leaders have come to rely on traditions that were simply passed along from one leader to another with little or no verification. Small inaccuracies quickly snowball into gross failures. By failing to verify with doctrine, leaders pass along misinformed and imperfect standards that can negatively impact the organization. I try to prevent this from worsening by using my doctrine-based, follow-along teaching technique.

Following accountability, I held a one-hour physical training session. I personally led this session for the first 21 days. None of the NCOs or Soldiers knew what the Army Physical Readiness Training (PRT) program was. It was another Army standard that the MRBC needed to learn. Once our physical training was complete, the company had about one and a half hours to conduct personal hygiene, eat chow, and report back for a 0900 inspection formation before allowing the Soldiers to begin their work day. Again, I walked the leaders through the TC step-by-step to ensure that we upheld standards. None of these changes or the training that was conducted could have happened without the support of my Commander. It is essential that Command teams at all levels are on the same page and are working together to make the mission happen. I was fortunate to have a great commander who supported me on everything I did with our Soldiers and Leaders. Not only did he support me, but he too began his own training curriculum with the Officers of the organization. It was all coming together.

After approximately 30 days, I started getting feedback. Most of the leadership remembered what it was like to be in the Army again, and appreciated that they were now upholding standards. A majority of the Soldiers loved the level of leadership involvement and believed in the changes they saw. Of course, some disagreed with my methods. They didn't understand why they had to go to a formation and do physical training. A few felt like they were in Basic Training again, which wasn't necessarily a bad thing—a few Soldiers needed that level of training.

The only comments that really bothered me were those referring to physical training. The Soldiers didn't seem to understand why I had the unit doing Army standard physical training, and why they had to do unit physical training every day. I feared that Soldiers were just doing tasks

because they were told, rather than understanding that it was what the Army expects regardless of their status of service. The Soldiers deserved to know why we were conducting physical training that way. It takes competent leaders to be able to explain the "why," and get their subordinates to internalize the message. So I administered an Army Physical Fitness Test (APFT). The commander and I took the test first, followed by our junior Officers and NCOs, and lastly the Soldiers. The results of this test clearly sounded, "There's your WHY," as 44 leaders and Soldiers failed to meet the minimum Army standards. None of them could complain when I instituted a remedial physical training program the following week. As organized systems we implemented and discipline was enforced against those that portrayed unprofessional conduct, you could feel the unit's atmosphere changing. Soldiers saw that my commander and I were following through, and that their leaders were being held accountable for their actions. Of course, even the best leader can't get every single Soldier on board. But we knew if we could get 90 percent to buy in to our vision, the other 10 percent would have no choice but to join the team.

I knew I had to focus more of my attention on building my senior leadership, so I held Non-Commissioned Officer Professional Development (NCOPD) sessions as part of our NCO Development Program (NCODP) every Sunday. I started with showing them a great tool that all leaders should posses: a leader's book. Most did not have one, so I gave them mine as a guideline and told them to build their own. They brought their leader's book to every NCOPD session thereafter. I covered topics critical to the essence of being an NCO. These topics included counseling, the NCOER support form, the NCOER, wear and appearance of the uniform, and the newly introduced Army Doctrine Program.

Nonetheless, there was one key issue that continued to exist in the organization: a lack of teamwork. In any organization there has to be a sense of teamwork. Teamwork could not be taught in a classroom setting. Instead, it had to be fostered in day-to-day activities. This unit had little concept of teamwork and most members thought the concept was trivial. Instead of teaching them about the foundations of a team and showing them some power point slides I designed an eight mile obstacle course around our Forward Operating Base. It was lengthy and challenging, and would require the Soldiers to work together and push through tough situations. The course was designed to conquer adversity, a paramount trait of a team. The commander and I ran with several different teams through the course and witnessed a transformation. All the hard work, engaged leadership, and careful management was coming together and

literally infecting the Soldiers. Every single squad worked together and cheered each other through the obstacle course. Soldiers told their battle buddies not to quit and reminded them that they had worked too hard to give into weakness. The NCOs led their teams through the obstacles and actively engaged the Soldiers instead of hanging in the rear. Often times, leaders don't have the chance to realize the impact they have made on an organization. I personally spent a majority of my time with the MRBC wondering if my leadership was making a difference. But at that point in time, during this culminating event, I realized I had successfully infected my unit!

When I first assumed responsibility of the MRBC, there was a lot of negativity encircling the unit. At the battalion and brigade level, the company was referred to as "the bad kids." My experience proved that the individuals in this unit were good, hard-working Soldiers who had fallen under the influence of bad leadership. The Soldiers wanted to work hard, succeed, and make a difference during their deployment. Under the right conditions, a unit torn by adversity and misconduct and lacking in discipline and standards became known as the premier bridging asset in theater. A high point in their deployment was when they conducted a 20-day emergency bridge repair with strategic importance with just 72 hours notice. They also achieved an astonishing 100 percent pass rate on their final record APFT in theater. Because they were a National Guard unit, the commander and I could not extend our tenure after demobilization. Before we departed, I reminded the company of the vision statement we had created in Afghanistan and encouraged them to uphold the standards they had come to personify:

> "This MRBC is a tenacious force capable of defeating any enemy on today's modern battlefield. Reapers mobilize rapidly, are dedicated to team work, and professionalism, and provide a well disciplined physically fit and mentally resilient Soldier who operates in an environment which demands high moral and ethical standards, integrity, and respect for fellow Soldiers. Reaper Soldiers are the standard! We are:
>
> Professional Soldiers
>
> Committed to Excellence
>
> Guided by Infectious Leadership!"

If you would like to learn more about this topic, I recommend you take the time to read Army Doctrine and Doctrine Reference Publications 6-22 *Army Leadership*, Field Manual 7-22 *Physical Readiness Training* and *Training Circular* 3-21.5 "Drill and Ceremonies."

What Makes a Good Leader?

First Sergeant Jimmy A. Robles

> A good leader does not "choose" the best or most opportune time in which to lead. A good leader takes the challenge whenever and wherever it presents itself and does the best he or she can.
>
> -Sergeant Major of the Army (Ret) Richard A. Kidd.

When I read this quote, I thought nothing could be truer; too many times leaders feel as though they are entitled to things because of their position and forget the real reason they exist. Identifying leadership qualities, elaborating on effective leadership, and how effective leadership is accomplished will be the ultimate focus of this paper. Conversely, I will also describe what leadership is not.

So what is leadership? The answer to this question can be partly found in a number of different definitions; the Merriam-Webster dictionary defines leadership as a position as a leader of a group, organization, and the time when a person holds the position of leader, and the power or ability to lead other people, while the Army defines leadership as the process of influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improving the organization. Regardless of what definition you choose to agree with, one truth remains the same, your subordinates do not work for you, instead you work for them. You should believe that and find what drives them. In return they will be loyal to you and nothing is more precious than the loyalty of those placed in your charge.

In order to understand leadership you must know what makes or constitutes a good leader and there are many qualities that separate individuals when considering this. Here are just a few of those qualities as listed in Army Doctrine Publication 6-22, *Army Leadership*; an ideal leader should possess strong intellect, professional competence, high moral character, and serves as a role model. The same manual goes on to state that, these leaders must be willing to make sacrifices, willing to act decisively and carry out the intent of their superiors so as to better their organization. In an article titled "What is Leadership?" Ken Kruse states, "Although most leadership positions have a title associated with it that does not mean you need a title in order to be a leader." You can be a leader in many different places such as church, your neighborhood, and even at your home. Whatever the situation, leadership qualities do not develop overnight and in order to be an effective leader you must start by learning how to follow.

How do you achieve being an effective leader? You must be able to adapt your style of leadership; what may motivate one subordinate may not necessarily motivate another. Getting to know the people that work for you is important; this will allow you to gauge your approach with them and simultaneously build on your shared trust and loyalty. Kruse also stated that, "Not all leaders will be the same, in most cases when people think of 'leaders' the first few attributes that begin to populate in their mind are; a take charge charismatic person or dominant." The problem with this statement is that leadership is not an adjective and typically organizations will not need an overly-enthusiastic charismatic person to be a leader.

Be careful not mix or mistake management with leadership as this is a common theme in some organizations. Leadership and management often become intertwined when being discussed and evaluated and although you may think they are one and the same, nothing is further from the truth. Kruse also stated that, "Leadership and management are not synonymous; I am not downplaying management skills as they are needed and extremely important, but managers are needed to plan, monitor, coordinate, and resource." Leaders need to lead people and managers need to manage systems and processes. An example when thinking of how to relate the difference in the military would be that of how Executive Officers and Operation Sergeants are largely managers, while Company Commanders and First Sergeants are leaders.

All great leaders lead from the front and would never ask another Soldier to perform a task that they would not be willing to do themselves or possibly already accomplished them self. In an article titled "The Essence of Leadership," August Turak stated, "Unfortunately all too often so called leaders tend to expect others to be determined, focused, reliable, accountable, responsible, and have integrity". These qualities that leaders expect should be traits and attributes that they already possess themselves and great leaders will not lead by coercion or persuasion, instead they lead by example. Leaders should continually strive to earn the respect, trust, and loyalty of their subordinates; this will come in time and not overnight. Respect should never come from fear instead it should come from the example that is set from that leader's actions.

If the respect you are obtaining comes from the fear you have instilled in your subordinates, this will only backfire in a matter of time. Your subordinates will not feel as though they can think, act, or even succeed without your approval. They will ultimately feel as though they are walking on eggshells and you will quite possibly never earn their loyalty. Earning the loyalty of your subordinates is something special and every

leader should strive for this; how you accomplish this gift will only come by treating your subordinates fairly, coaching, teaching, and mentoring them well, and showing them that you are deserving of this gift through your deeds and not your words.

No matter the profession, leadership is critical to any organization and an essential element necessary to develop its organizational members and teams. Leadership is arguably more vital in the military than in any other field. Similar to the military, strong leadership is crucial to other organizations such as those charged with physical security (private and public) as they will either excel or fail, with or without leadership. In his work "Leadership Culture of Paramount Importance to Security Sector," author Bill Whitmore stated, "Like the military, physical security leaders tend to be hard working, highly trained men and women who are employed to serve as first responders throughout the U.S., they possess traits and skills that require strong leaders."

Our leadership doctrine states that there are three categories of core leader competencies: lead, develop, and achieve. The Army views these as the roles and functions of leaders, these competencies serve a significant role in providing a vivid and a consistent way to facilitate the expectations for leaders. A good leader will want to know where they stand in order to be an effective leader who is successful in their position and this is why the core competencies are important.

An important part of an effective leader is ensuring to empower your people; how do you do this without feeling that you may have lost control? Many have heard the old adage that leadership is not about maintaining control; it is really about giving up control and empowering your subordinates. A competent leader knows exactly how to foster and create an organizational climate that is positive and empowering. There is a method when empowering your subordinates. First, provide them with a task, ensure to delegate some authority, let them solve the issue and also provide some expectation management so they have some sort of idea of what you are looking for. Although you may empower them this does not exclude conducting checks and making the necessary corrections, assessing and providing feedback throughout is essential to their ultimate success.

In conclusion, there are many books, articles, journals, studies etc. explaining what leadership is and what defines an effective leader, however in my opinion, our Army leadership doctrine does a great job of explaining the essential elements necessary in all Army leaders. There is

no substitution for experience and all leaders will have growing pains, it is what we do after we go through these pains that will define the leader you will become. Leaders should never be satisfied with their craft; the status quo should never be "good enough." Leaders should always seek new ways to improve themselves, their Soldiers and their organization. I would like to close this paper with a quote from General George S. Patton *"It is absurd to believe that Soldiers who cannot be made to wear the proper uniform can be induced to move forward in battle. Officers who fail to perform their duty by correcting small violations and in enforcing proper conduct are incapable of leading."*

If you would like to learn more about this topic, I recommend you take the time to read Army Doctrine and Doctrine Reference Publication 6-22, *Army Leadership*, W. C. Howard, "Leadership: Four Styles" *Education* (2005); Ken Kruse, "What is Leadership?"; August Turak, "The Essence of Leadership" *Forbes* (2011); and Bill Whitmore, "Leadership Culture of Paramount Importance to Security Sector" *Huffington Post* (2011).

Medical Readiness

First Sergeant Zachary D. Smith

Medical Readiness is paramount to organizational success to ensure appropriate medical support and the ability to anticipate deficiencies. The ability for an organization to quickly deploy will depend on their understanding of various tools and resources available. The ability to influence your organization and to understand the importance of medical readiness will result in a unit of healthy Soldiers with the capability to accomplish any mission.

The Department of Defense approved definition of Medical Readiness is "the ability to mobilize, deploy and sustain field medical services and support for any operation requiring military services; to maintain and project the continuum of healthcare resources required to provide for the health of the force; and to operate in conjunction with beneficiary healthcare." The history of medical readiness as currently defined is particularly short. The first published medical readiness plan was developed in February 1988 in response to directives outlined in the National Defense Authorization Act of 1987. During Operations Desert Shield and Desert Storm several reports by the DoD Inspector General and other agencies called for dramatic improvements. The Medical Readiness Strategic Plan 2001 was published in 1995. It provided services with nine major functional areas to focus their efforts. Those nine functional areas are: planning, requirements, capabilities and assessment, C4I management, logistics, medical evacuation, manpower and personnel, training, blood, and readiness oversight and evaluation. Of those nine functional areas, one of the manpower and personnel objectives was the development of a standard process to monitor and ensure deployability of personnel.

The Army Medical Protection System (MEDPROS) was developed by the Army Medical Department (AMEDD) in 1998. MEDPROS was initially developed to track the Anthrax vaccination but has since evolved overtime to track medical compliance data by providing a secure, online data entry portal for the posting of all immunization, medical readiness, and deployability data for all components of the Army. MEDPROS contains available medical and dental information on every Soldier and is accessible to commanders down to the company level. One of the more important responsibilities of a unit is to monitor medical readiness and ensure timely compliance to correct deficiencies to sustain a ready deployable force.

Medical Readiness is significant due to the effects on unit end strength for deployment, field exercises, and contingency operations. The ability to deploy and maximize combat effectiveness is largely based on their medical readiness and ability to have enough "boots on the ground" to ensure mission success. Army Regulation 220-1, "Army Unit Status Reporting and Force Registration Consolidated Polices" are monthly reports sent up to the Department of the Army. These reports focus on four areas: personnel, equipment and supplies, equipment readiness/ serviceability, and unit training level proficiency. Of these areas, a unit's personnel end strength is reported on three metrics: required strength, assigned strength, and available strength. Under available strength a Soldier is accounted for under one of the four MEDPROS categories. Soldiers who meet all medical requirements are categorized at Medical Readiness One (MR1). Soldiers who have medical issues that require more than 72 hours to resolve are reported as non available. Soldiers who are MR4 are reported as available but a commander is not allowed to deploy this category of Soldier until they have completed the appropriate medical and dental examinations.

A Soldier has five medical readiness responsibilities: dental, vision, hearing, medical equipment, and pharmacy/lab/x-ray. All requirements are yearly with the exception of pharmacy/lab/x-ray being that the HIV test is conducted every two years. Soldiers have the responsibility to maintain their individual medical readiness by monitoring their AKO medical readiness alerts. They also have the responsibility to complete their portion of their health assessments and address data entry errors with the MEDPROS Clerk. The Soldier ultimately has the responsibility for establishing and keeping their appointments with medical providers to correct medical deficiencies.

To ensure Soldiers are compliant, counseling on these areas should be incorporated within an organization's routine counseling plan. Counseling is leader's business and is an essential leader competency as far as developing Soldiers. When establishing a unit counseling policy, a monthly MEDPROS review should be integrated. This will ensure that the subordinate leaders are better prepared to forecast future delinquencies and help their Soldiers understand and assess their overall health and develop a plan of action to improve. A leader who properly takes the time to counsel their subordinates and establishes medical readiness as an everyday priority will ensure medical compliance standards are achieved. Counseling will establish readiness priorities within their Soldiers and is a tool to hold their Soldiers accountable.

Leaders are overall responsible for their Soldiers. A leader defined by ADP 6-22 is anyone who by virtue of assumed role or assigned responsibility inspires and influences people to accomplish organizational goals. Army leaders motivate people both inside and outside of the chain of command to pursue actions, focus thinking and shape decisions for the greater good of the organization. A leader who develops tracking tools to forecast and account for Soldier medical readiness will have knowledge of what issues their Soldiers have and an enhanced understanding of the care they require. In developing a tracking and forecasting tool, having a unit MEDPROS account is needed. An individual can easily establish a MEDPROS account by going to the following website: https://medpros.mods.army.mil. Once a MEDPROS account is established you can than see the entire unit's MEDPROS and see what deficiencies there are. You can also develop future deficiency reports by looking at the single medical readiness reports under the medical readiness tab. Each report can be downloaded to an excel document and then sorted to see who will become delinquent in the coming months. A good practice is to forecast two months out and during training meetings go over the report, set a suspense date and follow-up as appointments have been made and kept.

The level of leader engagement depends on the type of issues that arise. There are vast amounts of resources that can be utilized to help understand medical readiness. Networking with agencies providing care or updating MEDPROS is key to resolving issues and incorporating resources. Each unit should have a designated MEDPROS clerk. To establish a MEDPROS write access account you will need to find the MEDPROS trainer who is usually assigned to your local Medical Treatment Facility (MTF). Generally, MEDPROS clerks have the ability to input HIV tests, conduct vision screenings and annotate the individual medical equipment deficiencies. Medical readiness deferments can be placed in MEDPROS. If you have Soldiers that are TDY for extended periods of time or have Soldiers that have duty at a location that does not offer typical military medical facilities you can have them defer your reports for up to 90 days. This is typically done through your organizational clinic that supports your unit.

Good leadership, counseling and taking care of Soldiers must always be the vanguard of any unit. Leaders are responsible to ensure that the unit maintains a standard of excellence and always take care of their personnel. Soldiers deserve leadership, as they are the cornerstone of our military. Management of medical readiness is a small piece of the overall unit's mission but it is a must for this great Army to continue the success and ability to win our Nation's wars.

If you would like to learn more about medical readiness, I recommend you take the time to read the following Army Doctrine and Training Publications and guides: Army Regulation 40-501, *Standards of Medical Fitness*, AR 220-1, *Army Unit Status Reporting and Force Registration – Consolidated Policies*, Army Doctrine Publication 6-22, *Army Leadership*, "Medical Readiness Strategic Plan 1995-2001", and the "Medical Readiness Leader Guide" at: https://medpros.mods.army.mil/common/Medical%20Readiness%20Leader%20Guide%20September%2018%202012.pdf

Mentorship:
Understanding a Leader's Investment
Master Sergeant Leslie Renken

It goes without saying that we as leaders have many duties and responsibilities within our Army. Of course, these duties and responsibilities are far too numerous and broad to list in this short article. Each of them warrant a certain priority or level of importance in regards to our personal and professional daily routine as we assist in leading our Army. Whereas a particular duty or responsibility may be of upmost importance to one leader or be considered the lowest priority to another, without fail as leaders we all do have one common responsibility, which is equal and should be each and every leader's top priority - to take care of SOLDIERS.

As leaders we must "invest" in our Army, that investment is the development of the next generation of great leaders that will guide the future of our Army. This leader development cycle begins early in our careers when we self identify at least one strong leader we would like to emulate and eventually allow to them become our mentor. Over a period through our training, education, and experience we begin to develop as leaders who are capable of leading other Soldiers. It is well known that we do not get everything in regards to leadership from our NCO Education System so we often question and seek guidance from our mentors on how to properly lead and develop Soldiers of our own. Somewhere in this process, if we truly were trying to be the example of standards, discipline and expertise, one of our Soldiers saw those traits in us and they in turn selected you to become their mentor, and so the mentorship cycle began. Our survival as the top military force depends on this cycle to be never ending and for leaders to understand that developing the next generation of leaders must be a priority to all. In order to remain the most powerful, respected and feared military in the world this investment is really our greatest contribution to the Army. Without this investment and the continual development of strong outstanding leaders, our Army will not continue to lead the way for others to follow or to be feared if crossed.

So what is a mentor? Out of the Merriam-Webster online dictionary I found two pertinent definitions. Both of these definitions are simple, concise, to the point, and easily understood by all Soldiers. Of note, both the noun and verb forms of mentor are relevant to our discussion as a professional and must be clearly understood.

men·tor *noun* \ˈmen-ˌtȯr, -tər\ : someone who teaches or gives help and advice to a less experienced and often younger person.

mentor *transitive verb* : to teach or give advice or guidance to (someone, such as a less experienced person or a child) : to act as a mentor for (someone).

Also important to understanding mentorship, is understanding what the Army's definition of mentorship is. According to Army Regulation 600-100, "Mentorship is the voluntary developmental relationship that exists between a person of greater experience and a person of lesser experience that is characterized by mutual trust and respect. The focus of mentorship is voluntary mentoring that extends beyond the scope of chain of command relationships and occurs when a mentor provides the mentee advice and counsel over a period of time. Effective mentorship will positively impact personal and professional development."

Becoming a mentor is more than just leadership. Sure you must be a leader in order to be a mentor, either a formal or an informal leader, but you may not necessarily be a mentor based solely on the fact that you are a leader. Becoming a mentor is determined by your success as a leader and a Soldier's desire to follow in your path, through your guidance and counsel. Human dynamics plays a role in our development. As we grow and learn throughout our military career, naturally we tend to want to follow and emulate those people we identify as strong leaders who will guide us in the right direction and who we view as being successful.

Throughout our careers, we will encounter many different types of leaders with many different leadership styles and qualities that either makes them the "gold standard" of leadership in our eyes or an example of what "not to be" as a leader. Of these many leaders, only a small number will stand out and leave a lasting impression on us both personally and professionally. Some will be good leaders that we remember periodically as we relive and retell our past. Even a smaller number will be great leaders from which we will truly learn and will often recount their lessons and apply their leadership techniques and styles in similar situations we face. Then there are those very few that become your "mentor." Those carefully selected leaders become the persons which you will continually contact in order to provide you with the occasional answer or guidance and assist you through your problems, be they personal or professional. You may not always agree with them or even follow their guidance but you will trust whole heartedly in their thoughts and use their experience and advice to determine your actions. It is in that relationship based on trust when you realize that you truly have a mentor.

Mentors are selected by the Soldier

While true mentorship entails a commitment by both the mentor and the mentored, the selection of a mentor is determined by the Soldier, it cannot be based upon position, rank or military occupational specialty (MOS). Those few "spotlight leaders" can put themselves out there and even ask or volunteer to become a mentor but without the Soldier identifying and trusting the leadership qualities possessed by the leader they will never be selected or recognized as a mentor. Regardless of how bad you may want to become a mentor for a young Soldier, if that Soldier does not have the faith and confidence in you as a leader they will not accept you as a mentor. Ironically, this is not always a two way street, often times a leader becomes a mentor without the knowledge of or ever being approached or questioned. This is possible due to the leader's positive leadership qualities that are recognized and sought out by subordinates. Young Soldiers follow and emulate their qualities out of a desire to become the same type of positive influence on their Soldiers throughout their career. At this point the mentor has essentially become one of those few great leaders we learn from. While this indirect form may be considered mentorship, it is not truly as effective nor will this form ever truly reach the full potential as a fully established mentoring relationship.

Over the course of my career, I have chosen four mentors. I chose each at different points throughout my service and each were chosen for different reasons. All four possess similarities but each has a special quality unique to their person or leadership style. Of these four, there was only a verbal discussion or commitment to mentorship with one, possibly two of them. I feel this is important to note and supports the fact that in the end, the Soldier chooses the mentor. After talking to many Soldiers and my mentors concerning this topic I realize that my selection process, reasons and needs were no different from any of theirs. Two of my mentors really have no idea of the position that they hold in my career, one may have offered himself (volunteered) to become my mentor with no actual commitment from me, and only the remaining one of the four has the knowledge and agreement by me to serve as my mentor.

Also important to note in these relationships is the wide variety of Soldiers chosen to be my mentors. One was a Lieutenant Colonel at the time with whom I had little actual personal interaction but he was someone that I admired for his commitment to our profession, his passion for his service. The second was a newly promoted Sergeant Major who was an authoritative type leader who understood that Soldiers occasionally need "tough love" while also allowing them to develop and learn. He possessed

combat experience, professionalism, pride in self and unit and loyalty. The third is a peer who has had a tremendous impact and influence on me long before he ever knew it. This leader has unquestioned loyalty, his competence as a leader and Soldier is beyond reproach and his dedication to Soldiers is what drives him on a daily basis. He truly is one of the most professional leaders I know. I probably selected him as a mentor around the time he was a Sergeant First Class and to this day he may not even know or realize that I consider him a mentor and a friend. The fourth offered himself as a mentor and chose to mentor me. We both share in this commitment and understand our roles. I most often choose the fourth mentor when I need guidance. Like all the others, I admire his loyalty but it his love and dedication to Soldiers that I recognized early. He has the ability to lead Soldiers and get their very last 100%, push them to the brink, and then bring them back. Most of all, he has the ability to develop Soldiers by allowing them to lead themselves, even if they are unaware of it at the time. All four have had long and storied careers in the military. The LTC has gone on to become a General Officer, the other three have all become Sergeants Major. One has since retired but still remains closely associated with the military and leading Soldiers.

Leadership qualities must be seen and recognized in both, the mentor and the mentored.

I have realized that for a mentorship relation to begin, leadership qualities must be seen and recognized in BOTH parties. These qualities are discovered through time, training, combat and most importantly through counseling, both formal and informal. All good leaders counsel their Soldiers daily, out of this counseling, leadership traits and qualities are recognized and developed and so begins the mentorship relation. As I look back on my time as a mentor and as a mentee, informal counseling has been the most influential factor on both sides. A really good mentor always has time or makes time to listen and offer advice when sought out.

As the leader trains, develops and leads his or her Soldiers, a great deal of time is consumed with both forms of counseling. Through this counseling a relationship of trust and commitment is formed and when the conditions are right the leader becomes more than a leader, they gradually become a mentor. This is the time when the leader identifies the strengths and weaknesses of their Soldier and begins the process of developing or correcting these attributes. Through counseling the Soldier identifies the care and dedication of the leader and the leader identifies the commitment of the Soldier as a professional and in their efforts to become a leader.

In selecting those Soldiers I desired to mentor, much to my disappointment, it has not always happened. For some reason(s) some of the Soldiers I chose or volunteered to mentor did not see the appropriate leadership qualities in me they sought in their mentors. While disappointed, I never expressed my disappointment or held their decision against them. Instead, I looked back on my leadership style for that particular Soldier and attempted to identify where problems might have existed and worked on correcting those issues in the future with other Soldiers. This can be a bit of an ego buster and could become either a positive or negative influence on your own development. It is not easy to accept that you did not have what it takes to be a mentor for a young Soldier. As a leader you must look back and correct or improve whatever problems may have led to this decision, you must also realize that not every Soldier wants or is ready to have a mentor.

The same can be said for those leaders you chose to be your mentor. Remember true mentorship is a voluntary commitment between both parties. Just because you have recognized the qualities in one of your leaders that you desire in a mentor does not mean the leader view you as having the same potential. Then again this leader may not want to become a mentor for any number of reasons. The most common reason being their apprehension in regards to the level of responsibility and impact a mentor has on another Soldier's life. While they may be great, some leaders are not necessarily prepared for this type of responsibility and commitment.

Mentorship does not stop with the military

As an effective leader you must get to know their Soldiers and get involved in their lives. This is not always a simple or straightforward task. Many Soldiers are introverts when it comes to their personal lives and attempt to keep their families and personal lives separate from the military without realizing that it is virtually impossible to do so. Young Soldiers outwardly want leaders who train and teach them but they often want a leader to stay out of their personal lives and let them make their own decisions concerning what happens off duty and in their home. Inwardly they quietly, sometimes unknowingly, desire that leader who displays a genuine concern for them and their family on a personal level. This is where leadership goes beyond mere military basic requirements and crosses that line between being a good leader and becoming a mentor.

As a mentor, you will often be confronted with developing a Soldier socially, financially, educationally and with his or her family in addition to developing them as a Soldier. Long after your service in the military your

mentee will contact you regularly on many facets of their personal and professional lives. This, in my opinion, is where the relationship changes you from leader to mentor. When the relationship between you and your Soldier goes beyond what happens at "work" and the Soldier looks to you for your guidance in life-changing decisions that affect not only his or her career but their family and their future, you have progressed beyond being a great leader.

I remember not too long ago as I was giving a young Soldier a ride home, he began discussing with me some of his problems. This Soldier was not the best I have ever had but I did see and recognize great potential and desire in this Soldier. As we continued the drive he mentioned many problems in his life; finances, health, career, marriage and his relationship between his wife, the military, and himself. Throughout the conversation I learned a great deal not only about this Soldier and his problems but also 'from' this Soldier. Naturally as a leader I began to give him my guidance on all of the problems he mentioned. I associated all of his problems and my guidance with terms he could easily understand. As we talked and worked on his issues I was careful to let him do some self-discovery and problem-solving (develop Soldiers by allowing them to lead themselves) while guiding the conversation. Somewhere in the conversation I realized we had both made that commitment to become the mentor and the mentored. It was a huge burden and responsibility that I gladly accepted. Over the next few hours, days, weeks, and months, I often worried if I had given him sound advice.

Now it has been well over two years and the Soldier has gone on to become a solid leader that has taken my advice and gone on to do great things for our Army. He has strengthened his relationship with his wife, was promoted into the NCO ranks, has improved his overall health and now has his personal finances in order. Most importantly he has now become that great leader that is sought after to become a mentor for his Soldiers. Two important things happened in this conversation with my Soldier that began our mentor relationship. First, I was able to provide good, acceptable, leadership advice that was positive for the Soldier. Second, I also learned and grew from the conversation. I realized my responsibility and ability to be an effective mentor and at the same time learned some things about my own interpersonal skills through the advice I was giving the Soldier….some self-discovery and problem-solving of my own.

For almost 240 years our Army's greatest resource has remained the individual Soldier. Billions of dollars are spent each year on research,

weapons, technology, logistics, security and countless other combat multipliers yet simply put, our greatest resource and the our decided advantage over our enemies remains to be the Soldiers who enlist and follow their leaders with loyalty and commitment. As leaders we must "invest" in our Soldiers, continually developing and growing them into leaders themselves who will someday serve as our next generation of great leaders and "mentors."

Our investment is simple: develop our Soldiers through strong values-based leadership and mentor them in order for them to take our place and advance our Army to even greater heights. This investment sounds simple enough but it is more than just words and showing up to work. Becoming a mentor is much more than just being a good leader, you cannot come to work one day and say "I think I will mentor someone today." Mentorship is an unwavering, lifelong commitment between you and the Soldier. There may eventually be lapses in physical or verbal connection but the connection will remain, growing stronger over the years to a point that you're coaching and advice seems to become more like a conversation between friends.

If you would like to learn more about this topic, I recommend you take the time to read Army Doctrine Publication (ADP) and Army Doctrine Reference Publication (ADRP) 6-22, *Army Leadership*. In addition to these Army publications, I recommend reading John C. Maxwell, *Mentoring 101* and especially Command Sergeant Major J.D. Pendry, *The Three Meter Zone*. This last book was recommended to me by my mentor and I have given it to every Soldier of mine when they are promoted to the ranks of the NCO. If you have read it, great, read it again; if not, I highly recommend it.

Mission Command

First Sergeant Robert L. Kincheloe II

History has demonstrated countless times that a commander who is not flexible on a battlefield has a greater chance of failure than those who allow their subordinates the ability to adjust their operations while staying within the limits of their commander's intent and abiding by the prescribed rules of engagement. One such example of mission command not being used was during the Continental Army's defeat at New York City under General George Washington. The British Commander, Major General William Howe, was so focused on capturing New York City that he did not allow his commanders to engage and possibly destroy the revolutionaries when opportunities were present. Instead, MG Howe's overly rigid adherence to his plans meant that he was unable to capitalize on the opportunities that arose during the campaign for a decisive action against General Washington, and the chance to end the revolution, or at least stall it.

The Mission Command philosophy allows for the commander to have that flexibility as long as the next higher commander allows them the latitude required within their operations. Prior to the 1980s, Mission Command was not defined and its basic tenets were sparingly used across the US Army. Most commanders operated off of Detailed Command, a style that leaves little room for commanders on the battle field to adjust to and disrupt the enemy's intent, this centralizes information and decision making authority at the highest levels, leaving units vulnerable to sudden changes from the enemy which may cause chaos should the command lose communication across the formation or if the enemy were to be successful at destroying the higher HQ. Since that period the Army has transitioned from Command and Control to the Mission Command philosophy and war-fighting function. The reason for this change of command style is stated perfectly in Army Doctrine Publication 6-0: "Commanders face thinking, uncooperative, and adaptive enemies." But it is not just the enemy a commander has to worry about. ADP 6-0 goes on to state "Even the behavior of friendly forces is often uncertain because of the effects of stress, mistakes, chance, or friction."

Today, Mission Command, although relatively new as a doctrinal term, is more important to our Army than any other period in our history. There are multiple variables at play that have not been present in the past. News outlets, media, social and cyber, the ability for an enemy to communicate more effectively and faster, and ever-changing civilian perceptions require

Commanders and subordinates to learn from experience, anticipate change, and develop adaptability so they can conduct operations more effectively than their opponents. (APRP 6-0). Without this ability to adapt to the enemy's actions and capitalize on unforeseen situations, the chances for success are small.

My career as a Soldier on the Bradley Stinger Fighting Vehicle has allowed me the opportunity to witness the principles of Mission Command in practice. As a Soldier in Short Range Air Defense (SHORAD), Mission Command was imperative for the success of an operation. "SHORAD" Soldiers from the most junior level and up were given the latitude to make decisions on how they were going to provide Air Defense to a task force while working within the commander's intent and understanding the task force's mission and objectives. The only other control they fell under was the directed weapons control status. If a PFC Stinger Missile Operator dismount realized that he could provide better coverage from position B instead of position A, he would notify his platoon leader of his new position and why, and as long as he stayed within the commander's intent and was able to provide proper protection to the task force without getting themselves injured or rendered ineffective, all was well. But for this to work, the Soldier had to understand the intent. For the most part, this worked great, but in order to accept this prudent risk careful consideration in regards to whom you are placing into this critical position must always be taken.

As the opposite of Mission Command, I have witnessed the failure of detailed command and control within one of my own platoons. As a junior enlisted Soldier, we had a fairly new platoon leader, one of the best I have ever served with in my career. But when we went to the National Training Center (NTC), he felt that he had to command every aspect of the air battle and made every decision himself. Despite the complaints of the squad leader and the platoon sergeant he refused to allow any flexibility within the platoon. After our second battle, after operating on very little sleep, he began to spend too much time on his decision making, causing the platoon to miss linkups and fail in their mission. Our Observer Controller (OC) spoke with the battery commander, who then pulled in the platoon leader in the middle of our second operation and told our platoon sergeant to have his crews fight the battle as they were directed in the operations order. The NCOs did a great job at adjusting to the fight and provided adequate air defense. The platoon leader learned his lesson and began to allow the squad leaders to make adjustments to their positions and placement within their areas of operations, allowing for him to focus on the battle at

large and the squad leaders to fight their fight. Needless to say, the second half of the rotation was less stressful and the platoon leader became a great commander who later became an advocate for the ability to retain flexibility on the battle field for his subordinate Officers and leaders.

If you would like to learn more about this topic, I recommend you take the time to read Army Doctrine and Doctrine Reference Publications 6-0, *Mission Command* and Daniel Marston, *The American Revolution, 1774-1783*.

Got Morale?

First Sergeant Gloria Cain

> It is not enough to fight. It is the spirit we bring to the fight that decides the issue. It is morale that wins the victory.
>
> - General of the Army George C. Marshall

When someone talks about morale in the military, it is usually thought of in the light of the FMWR also known as Family, Morale, Welfare and Recreation program. This program began in earnest during World War I with the Salvation Army Sisters and Red Cross Volunteers helping Soldiers behind the lines. Due to funding, the program went away but then in 1940 it was reestablished under the name Special Services. The program had its ups and down but really stabilized and took on a prominent role in 1984 when it began providing and establishing different events and programs for Soldiers and their Families. To me this is only one small portion of building and maintaining morale in your unit.

The success of the unit relies on many elements, but this key element can make or break your company is morale. One way in which the morale of a unit can be determined is by the command climate survey, which is to be done annually or when you have a change of commander. Based on my years of experience, particularly as a First Sergeant I have found that there are four main areas that I believe truly serve as the pillars of unit morale. They are leadership, fitness, FRG/relationships, and esprit de corps.

The command team relationship sets the tone for the company and is critical. My Command Sergeant Major once told me that it is the First Sergeant's responsibility to ensure that this relationship is solid; this is the spirit of the company. Enough said.

Besides that, the very first factor that affects the unit's morale is good or poor leadership! A Soldier wants to work for a leader that is trustworthy, cares about them, knows their job, is fair, has order and discipline, and gets their hands dirty with them. There can be no doubt, it can be hard to make the mission happen and take care of yours Soldiers. Coming up through the ranks, I displayed many types of leadership myself. At one time I was a complete jerk, and then during another period I was not assertive enough. Eventually, I was able to strike the right balance for me personally so that I was able to accomplish the mission and genuinely care for my Soldiers. When I was a Staff Sergeant our unit welcomed a new First Sergeant. He actually talked to me and our other Soldiers like we were humans; imagine that! He expected us to be proficient in and do our jobs, and for the first

time in my career I felt like I could actually talk to the First Sergeant. He treated me with respect. I tailored my leadership off of his example. As a First Sergeant, I asked the Soldiers how their day was or how their family was as often as possible. It is amazing what you can find out by stopping a Soldier and asking a few questions. You can change their life without even realizing it. We all know that a Soldier could be stationed in the best or worst of areas, but it is really the unit leadership which will help shape the Soldiers determination as to how much they like the assignment. While leadership is a completely different topic and can be expounded on extensively, it is truly the foundation of morale.

Once you assess your leadership, both your Soldiers' and yourself, it is imperative that you set the tone for the unit by professionally developing your NCOs through a comprehensive NCO Development Program, desk side counseling and mentorship. This will truly heal wounds and build a strong, cohesive team.

How you begin your day sets the tone for the rest of the day and that should always begin with physical fitness. A healthy, fit Soldier is a happy Soldier. When I first took over one particular unit, I realized that we had entirely too many overweight and tired Soldiers with bad attitudes. I initiated counseling and paperwork to either entice the Soldiers to stay or leave. Most of them got in shape and stayed in the Army, but there were quite a few that we administratively separated. At the time, I had a company of over 350 Soldiers, so when I conducted monthly overweight counseling, I brought them all into a conference room. I discussed three things: exercise, diet, and rest, all of which are imperative to a healthy, fit Soldier. After the discussion, I would individually call them forward and review their packet to see if they had improved. If they improved, I congratulated them right there in front of everyone and told them how proud I was of their achievement. If they did not improve, I would have those Soldiers stay behind. I would then individually ask each Soldier what their diet, rest and exercise plan was like. After I figured out what was wrong, which it was usually rest and diet, I challenged and motivated them to excel. Throughout the month, I would periodically ask those Soldiers how their plan was working out for them. This let them know that I not only enforced the standard but that I also cared about them as well.

Now serving at an NCO Academy, when a student fails the tape test I pull them to the side as often as possible and ask them if they have ever been counseled on nutrition. Most of them tell me no. Now this begs the question, is this true or are they just telling me this? I am not sure but what I do know is that the last five Soldiers that I have spoken to directly have

all passed the tape test after a week. One Soldier lost 19 pounds in a week! If you don't think that they had an increased morale, you're crazy. I do recognize that this is a typical example and NOT necessarily a safe weight loss. Now your question might be, what did I tell them? I told them they need to get at least seven hours of sleep. Without rest your brain doesn't operate as well and your body doesn't recover like it should either. Then I challenge them to exercise an additional hour every day after class. The physical readiness training in the morning is not always enough to help someone who is out of shape get back into shape. Lastly, the number one cause of weight gain or not losing any weight is not eating or not eating right. A lot of Soldiers will say that they only eat once a day or little meals three times a day. I was told many times by one of my NCOs that you have to eat to lose weight. That just sounded ludicrous, until I decided to actually try it. Your metabolism slows down if you don't use it often. If you rarely eat, then your body goes into survival mode and starts storing food as fat instead of muscle.

The advice that I give is to eat a healthy proportionate breakfast an example of which might be egg whites, 1 cup of low fat yogurt, lean ham, 1 cup of skim milk and a handful of blueberries. There are many other examples in The Army Weight Management Guide. If an hour later they felt hungry, I told them to eat an apple, an orange, Clementine, grapes, celery, or carrots. If an hour later they were hungry again, eat another healthy snack. This is the body's way of saying, "Hey, I need energy and if you don't give it to me from food, I will pull the energy from your hard earned muscles." The body also needs the nutrients to feed your muscles. If your muscles do not get the nutrients, injuries will often occur. I liken this to the example of a dry sponge. If the sponge is dry and you try to twist it, it will tear, and break, but if it is moist it twists and turns easily. For lunch, I encourage a small portion of lean meat, fish, poultry, eggs along with fruits and vegetables. They can nibble on one or two snacks after lunch and then eat a healthy dinner. I tell the students that attend the NCOA that for the next week you cannot cheat on your diet. They must drink a lot of water daily (which every organ in your body must have water and needs a lot of it), no soda or alcohol. With that being said, usually after about one week if a Soldier does this they have more energy, they have lost fat and they are excited about their progress. In turn they become an active part of the team and the unit.

The last part of fitness worth mentioning is about being a drug free unit. Good Soldiers do not want to be affiliated or associated with a unit that has drug problems. Although, you may not be able to get them all,

you can rid your organization of drug users while scaring away potential users. This is also a very vast subject and issue, but I believe it is necessary to mention a couple of points in regards to this goal. Make sure that you conduct training often. Make your leaders aware of common behaviors of drug users. For instance, 99% of the time the drug users I experienced in our organization had a filthy room or automobile. This was a common indicator of their indiscipline. Also, for new drug users, they would develop disciplinary problems that previously didn't exist; one very common thing was being late for formation or duty. The most common drugs abused in my company were alcohol, K-2 also known as spice, and oxycodone. Fit Soldiers are not doing drugs and want drug users out of their company. It is your duty to get them help and/or get them out of your formation and your Army. Once the Commander and I really began placing emphasis on college enrollment our problems reduced tremendously. We went from having at a minimum of one DUI or positive drug urinalysis a month, to well over six months with no abuse. I would routinely bring a Soldier into my office and ask them what classes they were taking. When they gave me that blank look, I would let them know that I expected to see a Tuition Assistance Form within a certain number of days. Believe it or not, some Soldiers had no idea how to even enroll. Even though I thought my PSGs were counseling, not all of them were making sure their squad leaders were doing the right thing.

Another very, very important part of keeping high morale in your unit is the family readiness group and relationships. Yes, I said it - the FRG. Here is the deal, if Mothers and Fathers are happy, then the Soldier is usually happy. Having fun, team building events with the spouses, encouraging friendship, and finding someone that they can depend on when the Soldier is deployed or working late is key to the morale of your organization. It is very important that you have strong supportive and fun spousal interaction. Also, encourage relationship classes, especially for young couples and parents. When a family member is ill, a new baby arrives, or there is a death in a family it is important to let the family know that you are thinking of them. One of the lessons that I learned in my first few units was that I would buy a gift card and visit the new parents at the hospital. However, once my company became over 350 strong, I knew that I couldn't afford to do the same thing with three or four babies being born at a time, possibly in the same week. Instead our FRG would put together baby baskets and give them to the new mother. The problem was that I did not want to visit the hospital empty handed so I stopped visiting the hospital most of the time. I realize now how much better our

relationship could have been if I had taken 20 minutes to see them in the hospital regardless of whether I brought a gift or not. Long story short, caring about the family, is caring about the Soldier. A Soldier wants to work for a leader that cares about them.

Lastly, esprit de corps in my opinion is the icing on the cake. When you have taken care of the mission and your Soldiers, the Soldiers take pride in and develop loyalty in their unit. They want to be a part of a team and they are proud to let people know once they are. They want to be a part of a unit that works hard together, accomplishes the mission, has discipline, and wants to celebrate together. Our unit and many others have organizational days (which some lovingly refer to as "mandatory fun" days), military balls, company runs (which does not include the "run everyone into the ground" type of run), paintball games, retreats, etc. All of these are about creating events where everyone can get involved. Some units showed their appreciation to their Soldiers by giving them a luau in Iraq or Afghanistan. There are many different ways to show Soldiers that we can work hard but we can play hard, responsibly. Soldiers like this, want this and deserve this.

While there are many different areas that contribute to the morale of the unit, some of the most memorable ones are like those I discussed in this paper. Although everything we do does not always work for everyone and there will always be those that you cannot make happy, what matters is that you put forth your best effort to make your team strong, cohesive and positive. Your efforts will make a difference and your servant leadership will prevail.

If you would like to learn more about this topic, I recommend you take the time to read J. Brown, *Organizational History* and visit the following websites: "U.S. Army Family and MWR Command" at http://www.army.mil/fmwrc/about.htm, "U.S. Army Public Health Command" at
http://phc.amedd.army.mil/topics/healthyliving/n/Pages/WeightManagement.aspx
and "The Center for Army Profession and Ethic" at http://cape.army.mil/

Military Professional Development

First Sergeant Todd Moyer

> The Army exists to serve the American people, protect enduring national interests, and fulfill the nation's military responsibilities. Fulfilling these purposes relies on leaders who embody values based leadership, impeccable character, and professional competence. Leaders require these enduring qualities regardless of the mission or assignment, at all levels, across all cohorts.
>
> - ADP 6-22

World class difference makers serve in the United States Army. The men and women who have volunteered to support and defend the constitution have done so with the knowledge that they may be called upon to fight and win our nation's wars. They embody the sacred trust that is the inherent responsibility of every service member: rise to the challenge, overcome hardship, and accomplish the mission. Many leaders in the Army today have served on multiple deployments into more than one theater of operation and have participated in the offensive, defensive, and stability campaigns that have won two wars. The result is a vast and comprehensive, resource pool of human endeavors and intangible talents that must be passed on, not just to our peers and adjacent leaders, but to the next generation.

Our next generation of leaders is serving at a time of transition for the United States Army. While we maintain our focus as a fighting force, we must also move forward with initiatives that will prepare the Army to be a ready and capable force. As we complete combat actions in Afghanistan, begin a strategic draw down and transition authority to the host nation, our current force is also getting smaller, receiving less funding, and is reorganizing its ranks.

Learn – Adapt – Modernize – Repeat

> Leader development involves recruiting, accessing, developing, assigning, promoting, broadening, and retaining the best leaders, while challenging them over time with greater responsibility, authority and accountability.
>
> - ADP 6-22

The development of leaders in the Army is a continuous lifelong learning process that enhances their capabilities and prepares them and our Army for future assignments and missions. Several tools and techniques

are available to influence and transform Soldiers into disciplined, competent, and capable leaders. Leader development doesn't happen alone but it does require the interest and effort of the individual. The individual service member must make the commitment and internalize the lessons, knowledge, and competencies.

Department of the Army Pamphlet 600-25, *The Non-Commissioned Officer Professional Development Guide*, is a great place to start. The pamphlet provides guidance on Non-Commissioned Officer Development programs for each of the Army's Military Occupational Specialties (MOS). The pamphlet also contains a list of suggested reading during stages of your military career. Suggested reading enhances a Soldier's knowledge and improves critical and creative thinking. Both of which are vital to employing disciplined initiative under the auspice of mission command. Reach out to your Career Management NCOs. Every branch and military occupational specialty has a proponent. They are responsible for charting career maps and updating DA Pam 600-25. They can provide a wealth of knowledge and may provide insight and updates in your related field in regards to the NCO Vision:

> The NCO must be fully capable of fighting a war and transforming in an era of unpredictability. The Pentathlete is a metaphor for the kind of leader our Army requires today and into the future. Our vision for the NCO Corps blends their past heritage with emerging future characteristics. "An innovative, competent professional enlisted leader grounded in heritage, values, and tradition that embodies the Warrior Ethos; champions continuous learning, and is capable of leading, training, and motivating Soldiers. An adaptive leader who is proficient in joint and combined expeditionary warfare and continuous, simultaneous full spectrum operations, and resilient to uncertain and ambiguous environments."
>
> -DA PAM 600-25

Talk with your Soldiers. Take the opportunity in both formal and informal settings to assess their knowledge, skills, and abilities and build a plan that will achieve attainable short term and long term goals. When developing a plan of action schedule periodic benchmarks in order to quantify results, evaluate progress, assess needed change and provide them with feedback. The Army Career Tracker (ACT) was developed with this in mind. There are several counseling tools, career maps, and measures of effectiveness that are accessible nearly 24/7.

Get yourself and your Soldiers involved in their requisite Structured Self Development (SSD) courses. The SSD modules were designed to be

sequential and are intended to spread across the service member's career, bridging the gap between institutional and operational training. They are part of a read ahead approach to assist in the successful completion of their resident experience at the various NCO Academies. Completion of the SSD levels has become a prerequisite for entry into the next level of the Non-Commissioned Officer Education System (NCOES) and failure to attend will preclude you from promotion consideration. Keep in mind that self-development can also be in the form of guided and personal self development. Guided are those less prescriptive items that a mentor or first line leader might suggest to a subordinate for inclusion in their professional development outside of their normal work/duties. Personal self development is a compilation of those items that the individual might seek out to further develop him or herself beyond their tradecraft such as civilian education.

Civilian education adds to a leader's credibility and speaks volumes to those members serving on a centralized promotion board. A service member who has sacrificed their time to attain professional development through undergraduate and graduate degree programs of study during a period of high operational tempo, has invested in their career and are often considered quite deserving of a higher degree of consideration for promotion. Completion of at least a Bachelor of Science (BS) degree is desirable before attendance at the United States Army Sergeants Major Academy (USASMA).

Soldier and NCO of the Month and other recognition boards are an effective way to further develop a service member because they encourage them to study their profession by reading our doctrine. These boards also serve as a means of locating talent within our formation and Army when trying to maintain a professional force. Army doctrine is changing and our Army Library is changing with it. Our Field Manuals (FM) have been replaced by Army Doctrine and Doctrine Reference Publications (ADP & ADRP). Our semi-centralized boards are being transformed to scenario-based questions and a more comprehensive understanding of the Soldier's knowledge. This effort forces the Soldier to truly understand our manuals instead of memorizing a study guide. It is about improving a Soldier's knowledge while instilling in the Soldier the ability to research, which is a skill they will require throughout their career.

You may have heard the old adage, "Professionals are part of professional organizations." Professional organizations that support the Army are focused on honorable service, esprit de corps, education, benefits, networking, and often serve as the military's representation on

Capitol Hill. Membership and participation can keep a service member informed of programs and opportunities that will not only be useful to them, but for their Soldiers as well. Through professional organizations you can also stay informed on initiatives in Congress that will positively or negatively affect our standards and way of life. As a Soldier, you can remain politically active, your organization may even help, but there is a right and wrong way to do it. Violations can land you in serious trouble and misrepresent or embarrass our Profession of Arms.

All of the knowledge, schools, and boards will be of little use without experience. A solid mixture of key leader assignments and broadening assignments produce leaders who are not only flexible and versatile, but technically and tactically proficient. Leadership in operational assignments has the benefit of putting into practice the preparation, rehearsals, and execution of our mission essential tasks in order to accomplish our wartime mission. Leaders become adept at shooting, moving, and communicating in arduous, rapidly changing, and stressful environments; all of which are vital traits when confronted with the challenge of defeating an enemy force.

Broadening assignments are opportunities to grow. Assignments in the generating force place leaders out in front of their peers to demonstrate what right looks like or placed into supporting roles requiring office etiquette and an expansion of the knowledge and capabilities across the hierarchy of the Army Organizational Structure. Broadening assignments challenge the service member by expanding their horizon and comfort zones.

Challenge your Soldiers, push their boundaries, shape their capabilities, and help them achieve balance. Don't push too far too fast and put them is a situation that would preclude their promotion potential for several years or burn them out. Help them achieve their goals and experience the same pride that sparked your drive for excellence and progression through the ranks. This is about stewardship of our Profession. Develop your Soldiers or as Charleston Heston put it, you run the risk of, "passing a torch without a flame."

If you would like to learn more about this topic, I recommend you take the time to read the *Army Leader Development Strategy* and Army Doctrine and Doctrine Reference Publications 6-22, *Army Leadership*. Additional information on Professional Development and career progression can also be found in Department of the Army Pamphlet 600-25, "The Non-Commissioned Officer Professional Development Guide."

Sponsorship

Master Sergeant Catherine M. Krell

Sponsorship is a key component to a Soldier and Army Civilian's successful relocation. Army Regulation 600-8-8 was first issued on 1 July 1993, as a guideline to formalize the Army Sponsorship Program. There have been changes since 1993, which include Garrison support to the unit commander's and first term Soldier's requirements. Sponsorship is now a requirement for grades E-1 through O-6, and GS 14 and below. The purpose of the Total Army Sponsorship Program (TASP) is to provide the structure and foundation for units to welcome and help prepare Soldiers, civilian employees, and family members to their new duty station in advance of their actual arrival. TASP is available to Soldiers in the active Army, Army National Guard, Army Reserve, and civilian employees assigned to positions within the Department of the Army. The sponsor is the key to helping the new Soldier, family members, and civilian employee get comfortably settled as quickly as possible, thereby putting their mind at ease so they may concentrate on their new duties as soon as possible.

In order to make this transition run smoothly, the sponsor comes from the unit where the Soldier is to be assigned. The unit will assign a sponsor to the incoming Soldier or civilian employee once they are on the unit's gains roster. Afterwards, the unit will send a welcome packet to the incoming Soldier or civilian employee. The elements of the sponsorship program consist of: DA Form 5434 (Sponsorship Program Counseling and Information Sheet), Welcome Letter from the battalion or acting commander (for Officers), the Command Sergeant Major (for enlisted Soldiers), or the commander or acting director (for civilian employees), ACS Relocation Readiness Services, reception, orientation, in-processing and Garrison support. The unit will appoint a sponsor within 10 calendar days after the organization receives DA Form 5434. If feasible, the assigned sponsor will be of equal or higher grade than the incoming Soldier or civilian employee, the same sex, marital status, and military career field or occupational series as the incoming Soldier or civilian employee. The sponsor will be familiar with the unit or activity and community. The sponsor will normally not be the person being replaced by the incoming Soldier or civilian employee, or within 60 days of a permanent change of station.

An excellent tool to assist sponsors with their responsibilities is the Electronic Sponsorship Application and Training (eSAT) program. In the training, sponsors will learn their roles and responsibilities as a sponsor.

The eSAT is designed to support military service members who have been assigned the responsibility of sponsorship to better serve newcomers who have received PCS orders – specifically those that direct a permanent change of station. The eSAT includes an online training course for sponsors with links to all Department of Defense and service branch websites that support the PCS process, a downloadable checklist of the sponsor's duties and a printable certificate of completion for his or her records, reports that are accessible by unit leaders and relocation professionals, status views and service-specific customization of correspondence and a downloadable needs assessment the sponsor uses to create customized welcome packages with service and unit specific links, information and advanced applications for housing and child care. The online training module and downloadable tools include a sample initial email message and branch specific welcome letters tailored to the individual's Family status. All service members appointed as sponsors are eligible for eSAT and may use their Common Access Card (CAC) to log in to the eSAT website.

Today's sponsorship involves the total Army Family when in-processing and out-processing. All Soldiers, families and DA Civilians are encouraged to attend. The Army G1 became responsible for the coordination of the Ready and Resilient Campaign (R2C) in March 2013. R2C is designed to educate and orientate our Army members in order to build strong, resilient individuals and organizations across the Army. The purpose for integrating R2C into our reception and integration activities is to ensure that new arrivals Start Strong, Serve Strong, Remain Strong, and Re-Integrate Strong. Sponsorship is part of the Ready and Resilience Campaign. When Soldiers arrive here at Fort Sill, they are greeted by their sponsors. If the Soldier needs to speak to Housing, the sponsor escorts him or her to the Housing Office. If the Soldier is single or without their dependents, they will stay in temporary housing until the sponsor secures him or her a place in their unit's barracks. Each installation, for example, offers child development centers (CDC), fitness centers, spouse employment opportunities, education and several other options available to each dependant. Involving family members in in-processing activities increases the knowledge of our Families so that they are better prepared for when their Soldier deploys or goes on Temporary Duty (TDY). Sponsorship is a major part of the Start Right Program at Fort Sill.

The sponsor is required to attend the Start Right Program with the in-processing Soldier and his/her Family the first day. The Start Right Program is designed to assist Soldiers and family members to "start right" once they sign in. As an example, the Fort Sill Start Right Program recently

had Soldiers, family members and Army civilians receive the Start Right Welcome and Reception Brief from the commanding general, his spouse, the Installation Command Sergeant Major, and various Fort Sill agencies. The Garrison Commander and Command Sergeant Major also attended the Start Right presentation and they also welcomed new arrivals to the garrison and community. After they were welcomed, Soldiers and their family members were given the opportunity to talk to many of the agencies on post, such as the Better Opportunities for Single Soldiers (BOSS), Vet Center, Chaplain, Housing, Child and Youth Services, Spouse Employment, Public Schools, Community Outreach Agencies and members of Reserve Officer Training Corps (ROTC). Family members who wished to utilize the CDC's free daycare services were provided the relevant information during the Start Right Program. After meeting the various agencies and the CG's Start Right presentation, Soldier's experienced 16 hours of risk reduction and resilience training. This training included eSAT, the Sexual Harassment and Reporting Program (SHARP), suicide awareness, health promotion, building mental toughness and numerous other classes. The program ended with finance training for those Soldiers whose first duty station was Fort Sill, Oklahoma. Some of the topics covered in Finance training included principles of finance, budget, and spending plans, financial planning/goals, debit and credit management, and saving and investing. All Soldiers left the training with a certificate showing that they have completed the resilience training and provide a copy of the certificate to their gaining unit.

The Sponsorship Cell at Fort Sill not only took care of inbound Soldiers, but also made sure Soldiers were taken care of as they completed their military obligation and transitioned from the service or, if they were leaving Fort Sill, to go another installation. Additionally, the sponsorship personnel contacted each Soldier personally to ensure they were aware of their levy brief and what documents they needed to bring to their brief. At the levy brief, Soldiers were required to complete a DA Form 5434. The completed form was immediately sent to their gaining unit or installation TASPs team. Once the gaining unit completed the form with the sponsor and unit's contact information, the 5434 was returned to the Soldier. A Sponsorship NCO attended every out-processing brief to verify that each Soldier has been in contact with their Sponsor. Soldiers did not leave Fort Sill without having a sponsor identified. The function of the Sponsorship LNO was to monitor each Soldier in their in and out-processing. Once a Soldier attended their levy brief, their final step was to attend their out-processing brief. During the out-processing brief the Soldier received

a sincere thank you from the Garrison Command for their service while at Fort Sill. Also during the out-processing brief, Soldiers were asked a final time if they have made contact with their sponsor from their gaining unit. Soldiers were instructed to clear all agencies on their out-processing checklist in a timely manner and agencies such as the Army Community Services assisted the Soldier with information about their next duty station. The purpose is to make every Soldier's transition as smooth as possible, to ensure every Soldier has complete coverage by their sponsor and all of the Fort Sill's programs and services. This started from when a Soldier receives his orders to depart Fort Sill all the way till they arrive at their gaining unit.

As a Master Sergeant in the Army with over 18 years of service, my first experience with sponsorship was here at the Welcome Center, Fort Sill, Oklahoma. Hopefully, other Soldiers have experienced sponsorship during their first duty station and did not have to wait as long as I did. In order to begin my Permissive TDY, my sponsor had to meet me at the Welcome Center. Once my sponsor arrived, we were able to go to the Housing Office for assistance. While the Housing Office personnel went over my housing options, my sponsor gave me advice as to which places would be the best place for my Family and I to live. Over the weekend, I visited a couple of places and was able to contact my sponsor if I had questions about the apartment complexes and the area. Once I found a place to live, I started my first day of in-processing. My sponsor had to be there for my first day of in-processing since it is the Commanding General's Policy that "No one can in-process without a sponsor." It was great having a sponsor while in-processing because during that time I had a family issue with my two-year-old son and my sponsor helped me to resolve it. It was a big relief since I did not really know anyone and it was my first time being stationed at Fort Sill. Sponsorship is a great program and I am really glad that I had met my sponsor in person the first day I arrived.

As an Installation Sponsorship NCOIC, coordination with your Brigade Sponsorship LNOs on a bi-weekly basis is conducted in order to review any sponsorship issues on the installation. The Sponsorship Tracker is updated weekly and during these meetings we ensure the Brigade Sponsorship LNO Tracker is updated. Any discrepancies in the trackers are noted and updated. One main discrepancy is ensuring the proper and correct Sponsor is assigned to the Soldier.

The Fort Sill Sponsorship goes beyond the basic requirement outlined in AR 600-8-8; it embraced each Soldier and ensured they were taken

care of during their in and out-processing. The staff looked each Soldier in the eye, welcomed them to Fort Sill, thanked them, and wished them luck when they left. For more detailed information about the Fort Sill, Oklahoma Sponsorship Program, see CG Policy Memo 12-11.

If you would like to see a schedule of the CG's Start Right Program, a list of all agencies that support the program, and a list of the classes that are taught, please review the "Soldier and Family Guide Start Right Program Pamphlet." The Memorandum from Office of the Deputy Chief of Staff, G-1, dated 29 February 2012 will give you guidelines regarding sponsorship for civilian personnel. Lastly, Army Regulation 600-8-8 is a great resource regarding sponsorship.

Stewardship of Supplies

First Sergeant Sheldon Jones

The Army is in the process of drawing down the number of Soldiers in our formation while also relearning how to operate on a reduced budget. We, as an Army, became accustomed to having a large budget to work with due to the fight we were waging on multiple fronts. A large budget made planning, preparing and executing training, maintenance, and day-to-day operations quite easy. This will clearly not be the case as we move into the transitional period between an "Army at War" and an "Army in Preparation." We, as leaders, must place a bigger emphasis on stewardship in order to accomplish any task without unnecessarily wasting our limited resources or sacrificing other necessary tasks. At the core, stewardship is an ethic that embodies the responsible planning and management of resources.

George Washington's troops endured great suffering while encamped at Valley Forge, Pennsylvania, in the winter of 1777-1778. Less well known is the fact that nearly all of the supply problems faced by the Continental Army during that winter had existed since the very beginning of the war and would continue to plague the Army in the years following. Inadequate administrative procedures, a scarcity of money and the failure of credit, a weak transportation system, and a lack of manufacturing all combined with the natural obstacles of geography and weather to create frequent shortages of food, clothing, tents, and other military supplies throughout the war. Critical shortages of arms and ammunition, clothing, shelter, and camp equipment persisted in spite of repeated appeals to political authorities and the local population; food rations for both man and beast were unpredictable. The Continental Army eventually won the war but used this as an example as to why a good supply system and the use of proper administrative procedures were essential for maintaining a well equipped and trained Army for the future.

The recent wars in Iraq and Afghanistan led to a reduced emphasis on supply discipline. Units stockpiled supplies and replaced usable vehicle parts that were still operational just to have new parts. I saw the parts issue first hand when my unit left Iraq during Operation Iraqi Freedom (OIF) 1 in 2003-2004. Our convoy arrived at Kuwait and we were immediately instructed to remove all doors, spare tires, mirrors, and canvas covers. They were placed in large piles to be issued back out to units in theater. We arrived back to the states and had to order all new parts to replace the ones we removed in Kuwait. In my opinion, it seemed to be a large misuse of funds to replace operational parts with brand new parts.

My unit was deployed to Al Asad Air Base, Iraq in 2012 in support of Operation New Dawn and part of our mission was the closeout and hand over of the base to the Iraqi Army and the Iraqi Air Force. We inspected and inventoried thousands of containers and buildings as part of the closeout process. We found millions of dollars worth of equipment from past units and contractors that were left behind. We were instructed to only collect up sensitive items that were left behind and ship them back to the states. It seemed as though units were stock piling while in country and decided to leave it behind for the next unit. The next unit never knew the equipment was there and this continuous cycle led to a large amount of equipment and supplies to be left behind for the Iraqi Army and Iraqi Air Force.

The Army is once again drawing down after years of war. The Army experienced a similar scenario in the early 1990s after Operations Desert Shield/Desert Storm and will face a lot of the same issues that arose back then. I remember executing 30 day field exercises with only 10 blank rounds for my personal weapon. Units were forced to tighten their supply discipline in order to keep from hindering their day-to-day activities. Unit supply personnel strictly tracked the issuance of all classes of supply to include but not limited to: pens, paper, MREs, toilet paper, batteries, PT belts, brooms, mop heads, cleaning agents, weapon cleaning kits, blank adapters, etc. Signing for these items from supply has become a lost art due to the Army's large budget in recent years. The days of turning in an empty toilet paper roll or a used mop head in order to receive a new one must return in order to combat against the stock piling of supplies. Units will also need to conduct regular inventories in order to find these potential stock piles and have those items turned back into supply so that the unit can maintain an accurate running account of all supplies. When Soldiers sign for any piece of equipment, there needs to be NCO over site. That Soldier's team leader/squad leader/platoon sergeant should be there to supervise them so that they know what the Soldier has signed for. A record of that hand receipt should be maintained in that Soldier's counseling packet or a platoon hand receipt book as a means of accountability for those items.

The budget limitations will adversely affect units that do not have a well established supply discipline program. Units that cannot manage their supplies will cause a strain on unit activities such as training events and maintenance. Commanders are expected to conduct change of command inventories whenever they take command. As an example, it is identified that the unit has more weapons' mounts than what they are authorized. The right thing to do is to turn-in their excess so that those mounts go back into

the Army's supply system and redistributed to those organizations that are short or to be used as replacements for damaged mounts. Units will also need to identify fraud, waste, and abuse in order to combat against the limitations that a reduced budget can have on their day-to-day activities. The way to identify fraud, waste, or abuse is by conducting inventories and Soldiers knowing what fraud, waste, and abuse looks like so they can report any deficiencies they might identify. If fraud, waste, or abuse is identified then it needs to be reported properly so an official investigation can be initiated. The only way to fix the issue is to identify it and report accordingly in order to keep things like this from continuing to hinder our progress as an Army.

The Command Supply Discipline Program (CSDP) is meant to facilitate the execution of supply discipline. The CSDP is a system that commanders use to ensure that his or her unit is on the right path logistically. This is the Commander's program. It should be in writing along with the other policy letters he is required to prepare once assuming command. A CSDP Standard Operating Procedure (SOP), when paired with command quality assurance and quality control checks, will assist in the prevention of supply negligence. The unit's Non-Commissioned Officers (NCOs) are responsible for instilling supply discipline in their Soldiers. Leaders need to address supply discipline as part of leader development programs to ensure that the right emphasis is placed on fixing deficiencies and shortcomings. The CSDP is a tool to show all individuals what right looks like. The lack of property accountability can result in excesses and imbalances which can result in the inability to sustain combat readiness. Leaders must ensure that their Soldiers and their equipment are ready for any task that may come their way. The CSDP only works when it is emphasized and enforced by the command. The CSDP is not the "end all, be all" but can help to identify additional processes needed to assist the unit in making a well disciplined organization when it comes to the stewardship of supplies and equipment.

Our operating environment is changing and we, as leaders, must embrace the stewardship of supply in an effort to increase efficiency. We must improve our processes and systems to make the Army responsible stewards of its diminishing resources. We must be able to do more with less. This will help the Army during this time of transition.

If you would like to learn more about this topic, I recommend that you take the time to read Army Regulation 735-5 *Policies and Procedures for Property Accountability*, Army Regulation 710-2 *Inventory Management Supply Policy below the Wholesale Level*, and Handbook No.10-19 *Small Unit Leader's Guide to The Command Supply Discipline Program*.

Applicable Team Building in the Army: Past and Present

First Sergeant Brian Baumgartner

Looking back on the Army's history, teams have always been a key part of how the Army achieves success on the battlefield. The famed historic action, the Battle of Ia Drang during the Vietnam War, is an example of how teamwork was a vital part of mission success and maintaining a defensible position and chain of command. The Army has always valued team building and through both historical and my own personal experiences, I will show that team building has and always will be important to the Army and its Soldiers. Team building will continue to be a vital part of our future force, keeping Soldiers ready and willing to be part of their team and keeping them ready to defend their battle buddy no matter the situation or circumstances.

Team building is a vital part of the Army because Soldiers need to feel as though they are a part of a team if they are going to be willing to fight and die for a teammate and their country. Soldiers need to be taught their position and responsibility within that team. In the Army, as on any good team, there is a hierarchy and in the Army that hierarchy is exercised through Mission Command. Utilizing Mission Command during the Battle of LZ X-Ray as part of the Battle of Ia Drang, teamwork helped Lieutenant Henry Herrick's platoon stay alive while they defended themselves long enough to receive support. During this battle the 2nd Platoon, Bravo Company, 1st Battalion, 7th Cavalry Regiment touched down on Landing Zone X-Ray. After touching down, the Platoon Leader, Second Lieutenant Herrick, found himself and his platoon surrounded. During the ensuing battle, Herrick was killed, but before he was killed he performed his vital role as the platoon leader giving specific instructions to destroy signal codes and call in artillery support, without which the enemy would have completely overrun the platoon. After his death, Sergeant First Class Mac McHenry was supposed to take over command responsibilities but he was not co-located with the platoon so command was immediately passed to Sergeant Carl Palmer until he too was killed. Sergeant Robert Stokes then took over and was killed only minutes later. Sergeant Ernie Savage, not a Soldier in line for command at all, then assumed responsibility for the remainder of the platoon due to his close proximity to the radio. That was the most viable use of command at that point. These command transitions show that without teamwork and the team's ability not only to perform their duties but also those of their fallen team members, 2nd Platoon would not have been able to hold their ground for the duration of the battle at LZ X-Ray. This is just one historical example of how providing Soldiers with the necessary knowledge of how to act as a team and how to act as a team member can and does save lives while successfully accomplishing the mission.

As a Platoon Sergeant, when I received a new Soldier I would assign him to a squad and have new his Squad Leader and Team Leader come talk to me directly and receive my guidance. The drill would be to administer an APFT and conduct a foot march in order to assess him and help his leaders evaluate his mental and physical state. We would also inspect his Organizational Clothing and Individual Equipment, conduct an initial counseling, record his contact and next of kin information, assign him a battle buddy, identify any special needs he may have such as a family member enrolled in the Exceptional Family Member Program and get him settled in to the unit's battle rhythm. Most of the administrative requirements were conducted in the first couple of days to ensure that the Soldier was ready to work and so that we could determine if they or their families needed something right away so we could address it immediately and not become distracted by an issue later while the Soldier is taking part in training. It was about letting them know that, "hey we are your Family and we're here to look out for you" and set them up for success. The most important step was to assign the right battle buddy. Little did that Soldier know that everything taking place would be tied all together through their battle buddy, their success and failure, their learning and accountability. They were a team and the sooner they bonded and fostered a relationship, the better it was for them. Where one was, there was the other. It was all based off of how I grew up in the Army and how I followed the Ranger Creed. They would learn to rely on each other and the rest of their team from the start. I can remember a time when my battle buddy and I would execute training, a tasking or corrective training, and how we became like brothers. We learned to exist through our teamwork and at times I am certain that our Squad Leader might have thought we were becoming too much alike.

Team building is useful in the operational environment but it is also useful elsewhere because it creates a connection between the Soldiers. This connection will save the lives of Soldiers in combat and on the streets here in the United States. Preventing certain problems throughout our ranks like suicide and sexual assault as well as mitigating disorders like Post Traumatic Stress, can all be done through proper team building and trust building. Team building doesn't just build a team that can achieve mission success, it also builds friendship among the Soldiers. This friendship will help them see past and work through emotionally charged issues that can occur such as issues that can arise from male and female Soldiers working in a close environment. This friendship is much more likely to prevent a Soldier from acting against his or her teammate than any amount of training can. Therefore team building is more likely to keep Soldiers on one another's side. Preventing suicide is a number one priority in the Army today because of the high rate of suicides amongst our Soldiers, around one every 18 hours. This horrific act can be prevented

by team building, by keeping the Soldiers so close that they are likely to go to their battle buddies for help long before their emotional state ever escalates to that point. Early detection is the number deterrence against suicide. Clearly deterrence is made easier if a Soldier is willing to talk with their teammates. The Soldier will also be more likely to feel guilty about leaving someone behind if he or she feels close to their unit, their friends and their teammates. Post-Traumatic Stress can also be lessened by camaraderie which is built by creating the feeling of a team and esprit de corps among the Soldiers. If nothing else, the feeling of loss, isolation and depression that can be associated with PTSD can be lessened when a Soldier feels that they belong to something bigger than him or herself.

While I was the Platoon Sergeant for a reconnaissance unit, I used techniques that built teamwork and helped my Soldiers come together. During our preparation for deployment, my unit bonded as the training tempo picked up as we progressed from fire team training to squad and platoon training. As we did that, I also started introducing more group physical training like cross-fit and rotating it with sports. With both activities it built team work and a good sense of competition and trust. These activities paid huge dividends as my platoon was one of the most heavily engaged platoons in southeast Afghanistan. During those tough times they could lean on each other for support and they knew that the man next to them would be there. On one occasion one of my Soldiers came to me and let me know that some of the other Soldiers were packing their room and personnel belongings as if they would not be coming back each time they left on a mission. This Soldier's trust in me and his leadership and that he felt open enough to talk about the issue was powerful; it allowed the Soldiers to talk about their fear. I feel that the team building we did before hand was vital and helped us take care of our Soldiers during that hectic time. We did have one incident on that deployment, during Thanksgiving, when we received a new Soldier. After only two days of being in country, this Soldier decide to take his own life. I can't help but think that if this Soldier would have been with us sooner and felt they were a valuable member of the team that they would have brought it up to one of their leaders or friends and sought help. The bond my platoon had during that time was as thick as blood and the Soldiers were resilient. During a seven month break after returning from deployment, we were sent back overseas. Like other units, we lost personnel from PCS, ETS, and promotions. The team we had formed was scattered and I had to start anew. I had new team leaders and had to regroup. I was lucky enough to retain one of my NCOs which had been a Soldier on my team from the previous deployment. We did hard PT that built us up, concentrating on buddy runs where we would rotate and learn about each other. We'd do buddy carries to build on the trust based on the principle that we will never leave a fallen comrade; and in an unconventional method, we would go to

the movies, dinner and watch games together to help us feel like a Family rather than strangers. Even though we were from many different parts of America, different ethnic back grounds, religions, and beliefs, we were as close as brothers. The men learned to rely on each other during times of war or even during inter-squad events. One of the unfortunate times to learn if you have built a solid team is when that team is at its darkest hour. When you have to conduct first aid on one of your teammates and medevac one of your guys, that's when you see it. Even in the darkest hour, I saw the team at its finest; the young Private First Class automatically calling in the 9 line request, the Specialist performing first aid on his Sergeant. At our worst time, I felt proud.

As a First Sergeant I have found that engaged leadership is the key to team building. I have found that even though my schedule is full of meetings, deadlines, and requirements that still taking the time to talk to my Soldiers throughout the day pays off. That simple act of taking five minutes from my day to talk to them shows them that they are part of my team and I value them. This has helped by showing my Soldiers that even as a Senior NCO, I am still human. I talk to them one on one about their demons and show them there is nothing wrong with getting help. PTSD seems to be high in our formations, and it is likely much higher than what the Army percentages reflect because our misguided warrior mentality does not allow us to show our injuries or signs of weakness. If a leader can take the time and show the compassion and care for his or her team and show them that it is ok to talk about their issues, then we can make a difference. Team building doesn't need to be a rite-of-passage; it should be a welcoming of a new strength to your team. Hard, physical, and disciplined training builds teams more than name calling or hazing events that are only made to entertain those that are already a part of the team. Training your Soldier and spending time mentoring and guiding them will pay off in the end. It could be the thing that encourages that private to take charge or become the person who might conduct first aid on you, or save your life. Team building in the Army, more than anywhere else, saves lives.

In conclusion, the Army's teambuilding practices have always been a necessary part of building unit cohesion. The present day team building portions of Army training will keep Soldiers ready to work with and willing to protect their fellow Soldiers in the future. Team building will also keep Soldiers fighting for one other both on and off the battlefield, preventing things like suicide and sexual assault as well as lessening the effects of Post Traumatic Stress. My personal experiences with teamwork have proven to me that it builds a stronger and more solid unit. Keeping individual Soldiers physically and emotionally strong is important to the success of the mission but keeping the teams that make up our Army strong will create a lasting bond which will outlast us all.

If you would like to learn more about this topic, I recommend you take the time to read Army Doctrine Publications (ADP) 6-22 *Army Leadership*, Field Manual 22-51 *Leader Manual for Combat Stress Control*, and Field Manual 22-102 *Soldier Team Development*.

The Complete Ranger

First Sergeant Jesse Navarro

The skills that set a young Airborne Ranger apart from his peers in the Army are developed in eight short but busy weeks. The Army is able to transform a high school senior into a Soldier in 17 weeks. The Basic Airborne Course teaches him how to jump out of an airplane safely. After that, the work of the 75th Ranger Regiment's Selection and Training cadre begins. The Ranger Assessment and Selection Program Phase 1 (RASP 1) takes a young Soldier with 20 weeks of Army knowledge and hands him to a Ranger Battalion two months later, prepared to immediately deploy to combat. These men are able to go on the most dangerous combat missions with the credibility of our nation at stake. Their development is accomplished by focusing on the five major facets that comprise the complete Ranger.

The hallmark of the 75th Ranger Regiment is individual discipline. It is initially instilled in Ranger candidates during their One Station Unit Training (OSUT) and continually reinforced throughout the RASP 1 course. Candidates are expected to be at the right place, at the right time, in the right uniform. The RASP 1 cadre spend countless hours conducting layouts, inspections, drill and ceremony, and reciting the Ranger Creed. They acknowledge and reward candidates for exceptional performance and retrain those who are not meeting the standard through additional training, counseling, spot reports, and disciplinary boards. All candidates must display proper military discipline and ethics throughout the course. They are expected to uphold the professional military ethic; this ethic is reinforced through classes given by the Unit Chaplain. Those who cannot live this ethic are immediately dropped from the course – we chose character over talent every single time.

Ranger units are characterized as the world's premiere entry force by the Army Chief of Staff and chartered by General Creighton Abrahams to be better with their hands and weapons than anyone, and are known for their lethality. Lethality is the second facet taught in RASP 1; it includes multiple infantry skills such as marksmanship, weapons training, progressive breaching, battle drills, and medical proficiency. Mobility is also reinforced as a method of entry through ground operations, Fast Rope Insertion and Extraction System (FRIES) training, as well as an airborne operation. Throughout the year, each of the more than 1,500 candidates spend 80 hours in the classroom, and countless hours at the range shooting more bullets than the average Soldier shoots in a year, while reinforcing

long range and close quarters marksmanship and providing an introduction to the M9 pistol. When a candidate becomes a Ranger and assimilates into a battalion, he is prepared to exit his vehicle or aircraft and rapidly and accurately engage enemy from zero to 400 meters.

I accept the fact that my country expects me to move further, faster, and fight harder than any other Soldier. Physicality is the third facet in making the complete Ranger and, similar to discipline, it is non-waiverable in becoming a Ranger. The only entry requirement that the Ranger Regiment asks of a Soldier to start RASP 1 is that he can pass the minimum Army standard of 60% in each event of the Army Physical Fitness Test (APFT) and complete 4 pull-ups. The RASP 1 cadre then begin the rigorous process of preparing the candidate physically to become a Ranger. This physical development process takes the full eight weeks and all testing is conducted near the end of the course. Proper nutrition is taught upon arrival to the course and expected to be followed for the duration of each Ranger's career. The physical requirements to graduate are the completion of the APFT with 80% in each event and 6 pull-ups, the five-mile run in 40 minutes or less, and a 12-mile foot march in less than three hours with a 35 pound ruck sack. The candidates are also evaluated on their swim ability and graded on the Ranger Physical Aptitude Test (RPAT), while being introduced to the Ranger Athlete Warrior (RAW) program.

Although Rangers sometimes joke about their peers being classified as strong Rangers or smart Rangers, the ideal Ranger has a combination of both. Mental aptitude and agility are vital in a unit that conducts small and large-scale operations that can come with no notice. Rangers must have the ability and resiliency to deal with complex problems, worst-case scenarios, and catastrophic events. To enter into RASP 1, candidates must possess a minimum GT score of 105. They will also be screened through a physical exam, psychological evaluation, and a background check. Resiliency is taught through the Comprehensive Soldier and Family Fitness (CSF2) course and the tools obtained are used by the candidates to achieve their goal of becoming a Ranger. The Regiment uses multiple feedback mechanisms to assess each candidate's mental aptitude. These include day and night land navigation, which evaluates attention to detail on multiple skill level one tasks, as well as Ranger history and standards tests. Although these events are critical to passing the course, the concern is not if the candidate can navigate to a known point on the ground or even understand Ranger history. The goal is to determine if the candidate can receive the information presented to him through multiple repetitions and apply it. Is he trainable?

A major deficit in our Army from the most junior private to our most senior leadership is self-awareness. If Soldiers are given a thorough 360-degree assessment in the early stages in their career, they have a much better chance of correcting their deficiencies and expounding on their strengths as they develop into a leader. Whether a graduate or a failure, all candidates receive feedback and the Army as a whole benefits from this process. Boards are conducted during weeks three and seven of the course and are chaired by the Company Commander and First Sergeant and all facets of their performance in the course are addressed, to include peer evaluations. The purpose of this board is to give the candidate feedback, but some candidates could be recycled or dropped from the course based on their performance or any issues that develop during the board.

As the course progresses beyond individual Ranger skills, each candidate's stress level becomes elevated by coupled events that test the candidate's ability to complete a task while either physically exhausted or overwhelmed by information replicating combat stress and training resiliency. These tasks include a seven-mile foot march into a land navigation test, an airborne operation into medical testing, an eight-mile foot march into a medical trauma lane, and a field training exercise with little sleep. Candidates must be able *to fight on to the Ranger objective and complete the mission* regardless of the complexity of the situation.

With senior enlisted promotion rates typically double that of the regular Army and 33 current Command Sergeants Major with previous Regimental experience, the Regiment has proven to produce strong leaders. The genesis of this success is the RASP 1 course that opens the Regimental doors to so many talented, disciplined, intelligent, and resilient men. As stated by the sixth Colonel of the Regiment during Operation Just Cause in Panama, "When the fight was joined, success or failure was in the hands of the young Rangers and Ranger Team leaders." These men are the reason the 75th Ranger Regiment remains at the tip of the spear for the Special Operations fight in Afghanistan, and the reason the RASP program remains the priority for the Regiment.

If you would like to learn more about this topic, I recommend you take the time to read the book *Back in the Fight* by one of our RASP 2 cadre, Sergeant First Class Joe Kapacziewski or visit the following websites:
www.goarmy.com/ranger
www.benning.army.mil/tenant/75thranger

Troop Leading Procedures

First Sergeant Raymond G. Washington

Since its infancy, the United States Army has always been mission focused and therefore an Army of execution. Starting with General George Washington crossing the Delaware River in 1776 to General Norman Schwarzkopf's defense of Saudi Arabia from Saddam Hussein in 1990 to the most current closure and withdrawal of Soldiers from Afghanistan, Troop Leading Procedures (TLPs) have been used by leaders in order to properly, completely, and effectively accomplish the mission. By definition, Troop Leading Procedures are a systematic approach to plan, resource, and execute any mission.

There are eight steps to Troop Leading Procedures

Receive the Mission

Issue the Warning Order

Make a Tentative Plan

Initiate Movement

Conduct Reconnaissance

Complete the Plan

Issue the Order

Supervise

Throughout this narrative I will use the situation of preparing to execute a platoon level qualification range for the M16A2 to help illustrate the use of TLPs. Because this is a task that is very common for junior leaders, one any junior leader may find him or herself responsible for, it is a good place to begin to lay the foundation for learning of how to execute TLPs. I will define each step of the Troop Leading Procedures and then discuss how it is applicable in the planning and execution of the qualification range.

1. **Receive the Mission:** The leader may receive the mission in a warning order (WARNO), an operation order (OPORD), or a fragmentary order (FRAGO). He or she should immediately begin to analyze their mission using the mission variables of METT-TC (mission, enemy, terrain/weather, troops, time and civilian considerations).

The leader should use no more than one third of their available time for his or her own planning and for issuing his or her operation order. The remaining two thirds is for their subordinates to plan and prepare for the

operation. Leaders should also consider other factors such as available daylight and travel time to and from orders and rehearsals. In the offense, the leader has one third of the time from his receipt of the mission to the unit's LD (line of departure, execution) time. In the defense, he or she has one third of the time from mission receipt to the time the squad or platoon must be prepared to defend. In scheduling preparation activities, the leader should work backwards from the LD or defend time. This is known as reverse or backwards planning. He or she must allow enough time for the completion of each task.

Application: SSG Smith receives the WARNO from his Platoon Leader that the platoon will execute a qualification range in six weeks. SSG Smith should immediately begin to prepare a troop-to-tasks matrix that will allow him at maximum two weeks to plan what is needed to execute the range and at least four weeks for the range personnel and subordinates to prepare for their portion of the mission.

2. Issue a warning order: The leader provides initial instructions in a warning order. The warning order contains enough information to begin preparation as soon as possible. Platoon standard operating procedures (SOPs) should prescribe who will attend all warning orders and the actions they must take upon receipt: for example, drawing ammunition, rations and water, and checking communications equipment.

The warning order has no specific format. One technique is to use the five-paragraph OPORD format. The leader issues the warning order with all of the information he or she has available at the time, and then they provide updates as often as necessary. The leader never waits for information in order to fill a format.

Application: SSG Smith gives the WARNO to the platoon and explains that their mission will be to execute a platoon level M16A2 qualification range. He explains who will be participating, when the event is going to occur, and the time and location of the issuance of the official OPORD for the event. This takes place approximately one week after getting the word from his platoon leader about the mission to conduct the range. This allows him still, at maximum, one more week for his planning and four weeks before execution.

3. Make a tentative plan: The leader develops an estimate of the situation to use as the basis for his tentative plan. The estimate is the military decision making process. It consists of five steps:

1. Detailed mission analysis
2. Situation analysis and course of action development
3. Analysis of each course of action
4. Comparison of each course of action
5. Decision.

The decision represents the tentative plan. The leader updates the estimate continuously and refines their plan accordingly. They use this plan as the starting point for coordination, reconnaissance, task organization (if required), and movement instructions. They work through this problem solving sequence in as much detail as the time available allows. As the basis of their estimate, the leader again considers the factors of METT-TC.

Application: SSG Smith realizes that he will need personnel to fulfill key responsibilities in order for the range's execution to be successful and assigns personnel to these duties. (i.e. Range OIC and NCOIC, Range Safety Officer, Unit Armorer, lane safeties, vehicle drivers, communications personnel, range and ammo detail, etc.). SSG Smith also does the calculation for the necessary ammunition in order to group, zero, and qualify the 30 Soldiers in his platoon.

SSG Smith must also come up with an alternate course of action in the event that his initial plan is not able to come together accordingly. He then plans to execute the qualification at the Electronic Skills Trainer (EST) 2000 in the event he is not able to secure the range, ammunition, or in the event weather may prevent successful execution. The normal range is the first choice, but the electronic range is still available if needed.

4. Start the necessary movement: The platoon may need to begin movement while the leader is still planning or forward reconnoitering. The platoon sergeant or a squad leader may bring the platoon forward, usually under the control of the company executive officer or first sergeant. This is where your subordinate leaders prepare Soldiers, weapons and equipment for the coming mission. It is an excellent time for them to eat, conduct maintenance on weapons/equipment, and gather together anything they are going to need for the upcoming mission. **This step could occur at any time during the troop-leading procedures.**

Application: SSG Smith has now assigned personnel to each task and now needs to get forward movement on them. He establishes the timeframe in which to conduct Pre-combat Checks (PCCs) and Pre-combat Inspections (PCIs) for each phase and aspect of the range. For instance, he will give certain timelines to be followed for the insurance that proper PMCS has been done on vehicles, that the vehicles are dispatched for the

appropriate length of time, that the vehicles are fully fueled, etc. For another example, he will ensure that the personnel selected to be responsible for the ammunition have the right certifications to draw, transport, and store the ammunition, as well as the right supplies to secure the ammunition at the range. As he works his way through his list, he will assign a specific time when he will sit down with all personnel involved for each task and conduct an inspection of their progress gained thus far.

5. Reconnoiter: If time allows, the leader may make a personal reconnaissance to verify their terrain analysis, adjust their plan, confirm the usability of routes, and time any critical movements. When time does not allow, the leader must at a minimum conduct a map reconnaissance. The leader must consider the risk inherent in conducting reconnaissance forward of friendly lines. Occasionally the leader must rely on others for their reconnaissance information if the risk of contact with the enemy is high.

Application: SSG Smith will have to know what the range looks like in order to guarantee success. There will possibly be more than ten vehicles that are moving from their motorpool to the qualification range. He will have to let them know what range will be used for qualification, the route that will be used, as well as any restrictions for their vehicles that are along the route. In regards to a recon of the range, he will need to note the condition of the range, how many lanes are fully functioning, the condition of the tower, how will they setup to control vehicle and foot traffic, etc. This step should not be accomplished alone, but should include all leaders that will have a role to play in the execution of the qualification range.

6. Complete the plan: The leader completes their plan based on the reconnaissance and any changes in the situation. They should review their mission as they received it from their commander to ensure that their plan meets the requirements of the mission and stays within the framework of their commander's intent.

Application: Now SSG Smith should sit down with his platoon leader, platoon sergeant, and other key leaders in the platoon and review the plan and the execution thereof. He should review and ensure that the commander's intent and what is outlined in their higher headquarters' operation order is being met. He should solicit input as to if there are any issues or problems that are foreseen which could cause a potential problem in the execution of the mission.

7. Issue the complete order: Platoon and squad leaders normally issue oral operations orders. To aid subordinates in understanding the concept for the mission, leaders should issue the order within sight of the objective or on the defensive terrain. When this is not possible, they should use a terrain model or sketch.

Leaders must ensure that subordinates understand the mission, the commander's intent, the concept of the operation, and their assigned tasks. Leaders may require subordinates to repeat all or part of the order or demonstrate on the model or sketch their understanding of the operation. They should also quiz their Soldiers to ensure that all Soldiers understand the mission. Chapter 5 of the *Infantry Platoon Tactical Standing Operating Procedure* provides a list of questions that leaders can ask to determine if their Soldiers understand their mission.

Application: SSG Smith should now gather the entire platoon that will be executing the qualification range and issue his OPORD. Ideally, it would be good to conduct this brief at the actual range where qualification will take place, but realistically using a sand table or terrain model will suffice as well. He will want to ensure that as he briefs he realizes the audience that he is addressing and ensures that he is clear and concise in the dissemination of information. At the end of the brief, he should conduct a check on learning to ensure that the Soldiers correctly understand the information they were given.

8. Supervise: The leader supervises the unit's preparation for combat by conducting rehearsals and inspections.

Rehearsals. The leader uses rehearsals to practice essential tasks (improve performance), reveal weaknesses or problems in the plan, coordinate the actions of subordinate elements and improve Soldier understanding of the concept of the operation (foster Soldier confidence).

Inspections. Squad leaders should conduct initial inspections shortly after receipt of the warning order. The platoon sergeant spot checks throughout the unit's preparation for combat. The platoon leader and platoon sergeant make a final inspection.

Application: This is the last step in the TLPs but should be given the same amount of attention if not more than any other step. SSG Smith should allot time in his planning factor for PCCs and PCIs of all assigned weapons, vehicle dispatches, range book, range box, Soldier Personal Protective Equipment, etc. Rehearsals of the actual execution of the range should happen at the actual range if at all possible. A successful rehearsal with reveal issues and problems with the current plan and afford

the opportunity for those to be corrected prior to actual execution of the mission.

If you would like more information or to learn more about this topic, it is recommended that you read the following publications; Field Manual 3-21.10, *Troop Leading Procedures*, Army Doctrine Publication 5-0, *The Operations Process* and Army Tactics, Techniques and Procedures 5-0.1 *Commander and Staff Officer Guide*.

Toxic Leadership:
An Internal Look at Unit Practices

Master Sergeant Michael L. Lindsay

Toxic Leadership is a problem plaguing the Army and destroying good order and discipline within units. In order to provide context, the definition I will use for "toxic leaders" are those that place their needs first, micromanage subordinates, display poor decision making, and generally behaving in mean-spirited manner. In this paper, which primarily focuses on enlisted Soldiers, I will look further into some possible reasons why toxic leaders are "grown" from within the military.

Over the past 16 years of my career, I have seen many Soldiers and leaders that I would consider to be "the best of the best" decide to depart the Army because of toxic leaders. The questions that must be addressed are why is this happening and why are we allowing this to happen, especially with the current draw down? Now is the time to make changes within our ranks and our units and identify and change these behaviors. But even more importantly, we must ensure that these traits don't form in the first place.

By reflecting on varying unit practices from different units I have been assigned over my career, I have found there are four areas in which units can do better to combat growing toxic leaders from within. These four areas are promotion boards, retention practices, leader involvement, and correcting the actions of current toxic leaders. All the while, we must talk to our Soldiers about past toxic leaders and reassure them that the unit is doing everything it can to ensure that they do not condone or support toxic leadership. If we wish to continue to be the best Army in the world we need to keep the best and weed out or correct those of us who by all rights can be categorized as a toxic leader. The Sergeant Major of the Army and many other leaders have talked about "getting back to the basics" and nowhere in the "BE, KNOW, DO" of leadership is there a place for toxic behaviors from our leaders.

As we look at Soldiers for promotion, the selection process is meant to be based on potential to lead at the next rank and grade. However, everything pertaining to the board is based on individual accomplishments. How high is their APFT score and weapons qualification? What awards, military schools, and civilian education do they possess? How updated is their individual Enlisted Records Brief? This information is then followed by an individual question and answer session from which the board members reach their decision to recommend the Soldier for promotion. Very little

in the process depends on how good of a leader the Soldier has been. Sponsor comments to board members at the beginning of the process often address leadership. However, these remarks are often biased since they come from the individual recommending the Soldier for promotion.

I propose that boards look into other areas: leader's books, team or squad APFT scores and what the Soldier has done to affect those scores. How well are the team or squad's marksmanship qualifications? How are their MEDPROS stats? Has this "leader" counseled his or her Soldiers as required and are the counseling sessions conducted properly with sound plans of actions and 30 day assessments? Is the team or squad T/P/or U on their individual and collective tasks? What type of leadership does the Soldier use and provide to their subordinates? What do their subordinates and peers think about them?

Although promotion is an individual accomplishment, it is ultimately about this potential leader demonstrating their ability to lead other Soldiers at the next higher grade and position. Without even knowing it, we have been breeding individualism within our units and sometimes we forget to focus on the total team or Soldier 360 concepts.

We often think of our retention criteria in almost the same way as criteria for promotion - all individualistic requirements. In the commander's assessment there should be more focus placed on what the Soldier has done for the Army, unit and their Soldiers along with indicators of how well they set the example to follow with their own individual tasks. There should be a leadership assessment completed on the Soldier who wishes to reenlist.

I have witnessed very little in regards to correcting toxic traits in leaders within our formation. What do we do to help these leaders and their Soldiers? In my opinion, there hasn't been much emphasis on correcting these actions and definitely no additional training developed either via distance learning, unit training, or professional military education. While I was a First Sergeant if I saw or heard about a toxic leader, I would pull them into my office and counsel them. This counseling wasn't a negative counseling but rather developmental. It was meant to drill down to the bottom of why it was happening and meant to mentor the individual on other leadership styles while reassuring them that I was there to help out in any way possible. I would also talk to my platoon sergeants about toxic leadership and have each do 360 assessments on him or herself in order to identify at least one area in which they might stand to improve.

As a leader, I created a formula I use with my Soldiers to see how much I affect them, based off of what I do and how much they understand. In business, ROI means "Return on Investment," or how much you get back for how much you put in. Of course, the more involved you are and more work you do yourself. the more you get back. In the military, we can use the same concept but instead of thinking of return on investment of capital, we can use ROI as "Return on Involvement," or what you get back from Soldiers based on how involved you were with them.

Yes, we do have to develop individuals and there are certain things they have to accomplish on their own. However, the more involved we are with our Soldiers and the more we place emphasis on the team rather than on the self, then the less likely our leaders will become toxic.

If you would like to learn more about this topic, I recommend you read the following articles and visit the following websites:
Jennifer Matson, "Battling toxic leadership" at http://www.army.mil/article/82622/Battling_toxic_leadership/

First Sergeant Michael Lindsay, "Identifying and Combating Toxic Leadership at the Company Level" at https://www.facebook.com/NCONet/posts/10150594949506907?comment_id=21618726

http://www.nwguardian.com/2012/02/02/12179/combating-toxic-company-leadership.html

Unit Cohesion

Master Sergeant Richard E. Hinkle III

Unit Cohesion - "the focal point that allows teamwork to occur when the going gets tough."

- Major Geoff Von Epps

Unit Cohesion has shown to be an enormous contributing factor in the foundation of any organization. In this article, I will briefly go into how the climate the unit Commander and I implemented helped to establish Soldier and leader development through challenging training events, developmental opportunities, and forums. Inevitably, the improved climate enhanced the unit cohesion of our organization throughout our redeployment from Afghanistan.

During the period in which I served as a unit First Sergeant, I had the unique opportunity to stand up a new Engineer Route Clearance Company and had men serve under me from all walks of life and all parts of the globe. Because the company was a COHORT (Cohesive, Operational, Readiness and Training) formation, there were many initial challenges for the Commander and me to overcome. Outside the knowledgeable Platoon Sergeants and young motivated Platoon Leaders, the mid-level leadership that was standing on the ends of the formation was made up of leaders who were primarily NCOs who had come to a new military occupational specialty (MOS) through the reclassification process. These NCOs attended the same Advanced Individual Training class as the 165 privates in the formation and out of our entire company only 20 percent had served in some capacity as a combat engineer. A mere five percent possess combat experience. Most would look at this as a dire situation prior to a deployment, but the Commander and I saw this as an opportunity and we took advantage of the fact that these young troopers were not previously exposed to any bad habits. Through tough, realistic, and inspiring training, we believed we could bring the entire organization on board with our vision.

As a leader, it is imperative to take an active role in knowing your Soldiers on a personal level. The unit Commander and I would seek any and all opportunities to observe and evaluate training and off duty events. We would visit locations that our Soldiers frequented in order to identify the high risk individuals and the leaders in the company that stood out or those we were grooming. It was through our self-discovery and vested time with the Soldiers and their Families that we began to shape our training and leader development plan through an array of garrison and field exercises.

Over the course of the next fifteen months, the Soldiers, NCOs and Officers went through a dynamic change. We challenged every leader to demonstrate their worth in all endeavors and to instill a sense of confidence which exuded a mild sense of arrogance. Our Soldiers believed they were the best and it started with the unit leadership. If we were to preach we were the best, it started with us taking pride in our organization in all endeavors and our Soldiers sought out every Soldier/NCO board, school, and partnership in order to make a name for him or herself and our organization.

Inevitably at some point these young Troopers would have the need to decompress after training exercises. We knew that these same Soldiers were going to drink, act like teenagers, and make questionable decisions. By showing them that these were classic examples of selfish, undisciplined acts, we as leaders were able to shape their decision making process and through an effective and systematic approach these young adults began to exercise their own personal course of action development. We never told our Soldiers what they could and could not do. We merely asked our 165 privates to have a detailed plan for their weekend and to brief their Team and Squad Leaders on any changes to their plans, thus mitigating any risk while instilling a sense of responsibility at all levels.

During our "road to war," the company participated in three Combat Training Center rotations, numerous field training exercises, and weapons ranges. After receiving word we were not deploying right away with our parent battalion, we had the rare opportunity to fine tune, build on training successes, and place a detailed focus on our areas of improvement, thanks in part to the supportive Battalion and Brigade Command Teams.

The opportunity also afforded our Soldiers the chance to take part in professional development courses. The platoons identified the personnel who stood out in their formations and who were the most deserving to compete for an allocation to attend the Warrior Leader, Air Assault, or Sapper Leader Courses. The company leadership created train-up programs for each of the courses, as the very near deployment meant this would be their only attempt at these schools for approximately 15 months. For the Warrior Leader and Air Assault Courses, more defined and specialized training was built off of our core opportunity training program. I called it the "First Sergeant's Five" which consisted of Physical Fitness, Weapons Marksmanship, First Aid, Land Navigation and Radio Communications. It always motivates me to see the young Privates First Class and Specialists quizzing, training, and motivating one another. The leadership that executed the classes and physical training put those aspiring students

through the wringer. Grueling physical training sessions as well as training on Troop Leading Procedures and patrol base activities in the wood line were the norm.

Army Doctrine Reference Publication 6-22 states: “Trust builds over time through mutual respect, shared understanding, and common experiences. Failure to do so will erode unit cohesion and the trust subordinates have for leaders.”

Sure enough, when the smoke cleared, eight out of the nine Specialists had graduated the Sapper Leader Course, including one Honor Graduate. The Air Assault and Warrior Leader Courses had outstanding graduation rates as well. I was stunned. My heart swelled with pride and I knew we truly had something special in our organization. Likewise, I knew the company would feed off of our recent successes as we were heading toward the battlefield.

Shortly thereafter we found ourselves in Afghanistan and the realities of war were ever present. We were now in complete control of the routes in our Area of Responsibility. All of the Team and Squad Leader evaluations, training exercises, rehearsals, and events would now shine through. The Commander and I felt confident that we conducted the best quality training that we could present the unit and our focus on mission preparation and planning and post operation maintenance of personnel and equipment would only enhance our likelihood of mission success. Unbeknownst to most of these young Soldiers, they were in for a steep learning curve as the battlefield can be a harsh environment which doesn’t discriminate against gender, color, or creed.

Deep down the Commander and I knew it was a matter of time before improvised explosive devices would begin to populate our routes. The snow was melting, the days were getting longer and the trafficable routes were becoming more robust by the day. The uneasiness was beginning to set in and the Commander and I both felt it daily. It was time to stay upbeat. It was time to stay motivated. It was time to hunt IEDs. It was going to be a long year but this is why we were there.

The Commander and I would roll out with each of the route clearance platoons to serve as a dismount but more importantly to evaluate their planning, execution of duties and recovery/refit activities. I honestly believed that each platoon would not understand the seriousness of being a combat engineer until they all had endured a blast. It is simply amazing to see Soldiers in action, much like watching a great jump shot or catching a terrific pass.

Sociologist Karl Weick once explained how "sense making" takes place in an organization when operating in a complex environment. When an adverse or unexpected action in combat occurs, the unit's personnel will try to rationalize what has happened, take ownership or accountability of the situation and in their own way deal with the disorderliness. This ownership and command and control by leaders (in spite of catastrophic incidents) applies the clear and level head that is needed to keep his or her Soldiers focused on the task at hand. Their situational awareness maintains the confident mental state of the Soldiers in the organization. Therefore, the inter-relationship between sense making and structure facilitates a cohesive environment that allows the organization to remain functional in the face of chaos.

One by one, each route clearance platoon found out firsthand the importance that every Soldier plays on the battlefield. They honed their skills through athletic competition and in their training in an array of conditions that displayed a reflexive response to protecting one another when the situation warranted.

Our year-long deployment provided high and low points, encounters and attainments but nevertheless we all learned at some point that we needed to lean on someone. Although under much duress, the Soldiers and Leaders executed their mission, supported their chain of command, and achieved success.

If you would like to learn more about this topic, it is recommended that you read Army Doctrine Publication and Army Doctrine Reference Publication 6-22, *Army Leadership* and Field Manual 7-22.7 *The Army Non-Commissioned Officer Guide*. You may also find a more technical understanding of the topic in MAJ Geoff Von Epps' article "Relooking Unit Cohesion: a Sense Making Approach" in *Military Review* (December 2008).

Unit Cohesion

Master Sergeant Jason W. Maynard

According to the Merriam-Webster definition, a unit is a single thing, person, or group that is a part of something larger. To me, that means the focus of our leadership should be at the unit level to shape our future force. Building unit cohesion is one of the most difficult but important implied tasks that our leaders must do on a daily basis, at not only the tactical level, but the operational and strategic level as well. The charge of our Non-Commissioned Officers is to train our Soldiers and look out for their well-being. Leaders must understand the importance of this and their role in shaping unit cohesion to strengthen our formations for future operations. Every Soldier, not matter what rank, must consider their actions and the affect they have on the unit. This is especially true of leaders. Our most important asset is the individual Soldier. Their discipline, training, and well-being establish what our formations look like and how they perform. As these Soldiers build relationships and influence one another, it is critical to understand that their affect on the unit is monumental in the establishment of the climate, just as a leader's involvement is critical. Instilling discipline through high standards, honest leadership, realistic training, and a caring environment is essential to building the bond between Soldiers that enables them to accomplish any mission placed before them.

Engaged leadership is the absolute cornerstone to building unit cohesion. Leaders set the stage for the environment in the unit and the morale of the Soldiers through their actions, on and off duty. A leader's attitude and actions directly affect Soldiers. It is important that leaders have buy-in of the unit mission and Chain of Command and present a positive attitude and environment. Leaders with negative attitudes breed and encourage negative attitudes in their Soldiers. With good leaders, there is a chance for success, but with great leaders, success is inevitable. Positive leaders who constantly engage Soldiers with interaction are able to influence them through presence and inspire them through their behavior. Our NCOs and Officers must frequently connect with our enlisted Soldiers both on and off duty, without crossing the lines into fraternization, to let them know that our leaders are operating on a unified front and care about their well-being.

Leadership begins with setting the example. It is much more than reciting the Seven Army Values, Soldier's Creed, Army Regulations, or the Creed of the Non-Commissioned Officer. It is living by example physically, emotionally, and spiritually on a daily basis. Leaders must

recognize that subordinates constantly observe and emulate them. It is critical that leaders are a visible presence in the barracks to check on Soldiers, frequent the dining facility to eat and converse with their Soldiers, and visit their quarters to observe their living conditions. These are simple ways to show our Soldiers that they are a critical asset and we care about them and their actions. This builds unit cohesion. Soldiers who know that their leaders care about their well-being are more likely to follow their leader's actions when difficult situations arise because they have a sense of appreciation and obligation. These Soldiers will always remember the times when their leaders came by to check on them or sit and eat a meal with them.

Leaders must know their Soldiers: understand their personal history, their future plans, and their concerns. Getting to know our Soldiers has always been important. It enables us to identify those who are in need, who should be considered high risk, or identify potential future problems. We must find out everything we can about our Soldiers through counseling, mentorship programs, and engaging with them on a daily basis. This assists in establishing the formation of battle-buddy teams, squads, and platoons. It enables leaders to pair the stronger Soldiers with the ones with lesser strengths to help develop them. Understanding our Soldiers can also help predict potential friction points with leadership styles or missions. The only way to get to know your Soldiers is by face-to-face interaction, not through text messaging or social media sites. Presence and interaction are powerful tools to building unit cohesion.

Visual presence and working alongside Soldiers during training through the good, the bad, the cold, and the heat establishes bonds that we often carry with us the remainder of our lives. This is one of the best ways to discover our Soldier's strengths and weaknesses and determine their place in our formations. Successful leaders place their Soldiers in the positions where they can best serve the unit and excel. Leaders must be present and active in all aspects during physical fitness training, command maintenance, weapons ranges, and formations. There is never a time when leaders are too busy to be with Soldiers during training. This is the prime opportunity to observe them under pressure, watch them think critically, and then make decisions. This is our "bread and butter" as leaders and this should always be our number one priority.

Accomplishing training by incorporating innovative and realistic events builds unity. Soldiers want to take part in realistic training and they do not want to have their time wasted. This is vital to building cohesion through bonding. Units that work toward common objectives through

their blood, sweat and tears are able to form a brotherhood that enables them to be successful in future operations. Leaders who develop these events must fully immerse the unit in the training experience by ensuring every Soldier is involved, that the training makes sense, provide a task and purpose and train their trainers to the standard. Prior planning is essential so that we can ensure the individual tasks are completed to standard while ensuring we have conducted the crosswalk from individual to collective to our mission essential task list. We must always plan for additional time necessary to conduct corrective training along the way and not rush to failure. This is an absolute must in order to properly train and develop all of our Soldiers. Allowing Soldiers to skip individual training or not meet the standards only creates disruption and confusion among the unit, leaving cracks in the foundation. We must identify and train these Soldiers prior to incorporating them into the collective tasks; otherwise, there is doubt and uncertainty amongst the team.

Establishing a cohesive unit with engaged leaders paid off during our last deployment to Iraq, where we were faced with the challenge of properly structuring our command post for combat operations. Our artillery unit was responsible for all movement and security of the Provincial Reconstruction Team throughout our area of operation. We faced significant issues with the rain and dust entering our command post through a hole-riddled tarp. Every time the wind would gust, rainwater would short out the electrical circuits and shut down all of our communications equipment. As leaders, we knew that we needed to take action to fix this issue immediately and that it would not be an easy task. We attempted to identify the members of the unit with construction or roofing experience to no avail. We quickly arranged a meeting with an engineer unit we were co-located with and asked for their support in order to build us the roof supports and provide lift assets. They agreed and offered their assistance to get this mission accomplished. We had a plan.

A couple days later, the unit delivered the roof supports as promised; however, they were unable to provide assistance or the lift support to help us hoist them up to the roof. That was not going to stop us from accomplishing this critical mission because we knew how important it was to have constant communications with our vehicles outside the patrol base and to ensuring our deployment in the region was successful. The Platoon Sergeants and I immediately went to work corralling all of our NCOs in the unit and presented them with the task, conditions, and standards for this unexpected change to our mission. Their facial expressions and body language were of disbelief that we could accomplish the daunting task

we described to them. We reassured them that after all the hard work we had been through together, we could do this if we worked together. I then informed them that NCOs would perform this mission and that the Soldiers could have the day to recover from the numerous missions and hard work they had performed over the past few weeks. I knew how hard they had been working up to this point and they deserved time to recover. After hearing that, it was clear by the look in their eyes what they were thinking, so I figured the best way to encourage them was to take off my ACU top, grab a hammer, and start climbing up to the roof. I looked back down at them and could see the change in their demeanor instantly. It was as if they were thinking that if the First Sergeant was doing it, they could too. Immediately, the NCOs were scaling the building and we all began working together by tearing off the worn tarp and aluminum support beams. We had officially begun our long day of hard work of replacing the roof in order to accomplish this mission. Because we had no lift assets, the NCOs worked together and began handing up the heavy support beams where the Platoon Sergeants and I were measuring and hammering them into the frame.

We had been working about thirty minutes on the project when the first group of Soldiers came over to see what all the banging and yelling was about. It was clear that we were on a very important mission because of the sweat dripping off us and I could see in the Soldiers' eyes that they wanted to get involved and help. They asked what they could do and I informed them that they were on a recovery day. They said they wanted to be a part of the team and did not want to stand around and watch as the leaders worked. As the First Sergeant, I let them know if they were compelled to assist in this mission to go grab some water and get into uniform. I could immediately tell by their demeanor that they were excited to be a part of this historical event for our artillery unit. They quickly changed and came running back to help, but to my surprise, with all the other Soldiers in the battery. No one had to say a word; they just knew this was our organization's way of conducting business. I overhead one Soldier ask his buddy "Why are the Platoon Sergeants and Top up on the roof doing all the hammering?" and his answer was "You know how they are." I immediately found this to be the highest compliment I have ever received as a Soldier and First Sergeant. This was because it came from our own team member who knew that when a task had to be accomplished, we worked together to get it done, no matter what rank or status. This was my proudest day as a leader and I knew we had developed something special- unit cohesion.

I am a believer that hard work pays off and the importance of the team concept, so this defining moment motivated me to keep hammering away for the remainder of the mission, which took almost 10 hours to complete. It is easy to be a good leader when everything is going well and extremely difficult when everything is going wrong. Truly great leaders overcome challenges and excel in these times. Our overall unit attitude was that everyone in the unit was important and that we were hard workers. That attitude coupled with great leaders enabled us to form a strong cohesive team that wanted to be successful in every mission we were assigned. The Soldiers could see that the entire NCO Corps from the First Sergeant to the Corporals was knocking out this mission with a positive attitude and they knew what the right thing to do was. I honestly believe this was a pivotal point in our unit. We transformed from being a cohesive unit to a connected family. This was an eye-opening experience for other units on the base to witness us working side-by-side to accomplish this mission, with absolutely no construction training. Our Soldiers felt compelled to do the right thing as part of the team. We integrated every one of them as a member of our unit, no matter what their skill set was or how small their part might be. We had developed a hardworking cohesive unit. We did this by creating a positive work environment in which Soldiers could learn from their mistakes, develop, and attending tough realistic training while holding everyone to the standard and taking care of our Soldiers.

I recommend that you read the following references if you would like to learn more about this topic: Jim Collins *Good to Great*, Army Doctrine Publication 6-22 *Army Leadership* and Field Manual 7-22.7 *The Army Non-Commissioned Officer Guide*.

Unit Training Management

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If I had to choose one thing that will make or break a company-level organization, it is proper training management. According to Army Doctrine Reference Publication 1-0, *The Army Profession*, the three main tasks of Army are: to continually develop our expert knowledge, apply military expertise, and certify the expertise of our Soldiers. We do this through competence-based leadership, enforcing standards and verifying our Soldier's competence, character, and commitment in the performance of their assigned duties.

No matter a unit's mission, operational tempo, or location, training management permeates throughout every facet of battle rhythm and operations. Our Non-commissioned Officers play a key role in the assessment of Soldier skills and their competence, the development of unit training plans and leading, coaching, and training subordinate leaders and Soldiers.

Approximately four months ago, I conducted a Permanent Change of Station to a tactical unit. Our unit had recently returned from deployment, and we had a major turnover of leadership. This presented both opportunities and major challenges. One of the first things I noticed upon arrival to the company was the lack of good systems and processes for training management. This article discusses our procedures for training management and how we learned to integrate these comprehensive processes in every facet of mission command.

According to Army Doctrine Reference Publication 7-0, there are three major activities that commanders use to train their units to proficiency in order to meet their mission requirements: determining key tasks to train, developing a unit training plan and planning and conducting training. Non-Commissioned Officers at every rank are involved in each part of this process.

Before the commander and I determined which tasks to train, we gathered all our mission requirements found in our Battalion's Mission Essential Tasks List (METL) and the current Battalion and Brigade Tactical Standard Operating Procedures (TACSOPs). We conducted a crosswalk of our current METL and revalidated the six Key Collective Tasks (KCTs) that the commander determined for our company. The major resource for expediting this process for a Table of Organization and Equipment (TO&E) unit is the Combined Arms Training Strategy (CATS) which can be accessed through the Army Training Network (ATN).

Next, we pulled in all of our platoon sergeants and platoon leaders. Using the CATS, we determined the required collective tasks for each platoon and section required in order to conduct their wartime mission

in support of the company's established METL. For those major tasks that were common to each platoon or discipline within the company, we standardized the task lists.

Lastly, the platoon sergeants sat down with the squad leaders to determine the individual leader and Soldier tasks required to conduct each platoon's collective tasks. Again, we standardized all tasks that were common across the company. These junior leaders further codified each task with tasks, conditions, and standards and they conducted an initial assessment in regards to the level of proficiency of each Soldier on each individual and collective task based on the performance measures outlined in the CATS. When assessing proficiency, we used the standard T/P/U method, or Trained, Needs Practice and Untrained.

Once we completed our METL crosswalk, the commander and I determined what tasks to train. Using a combination of current Operations Orders, the Battalion Quarterly and Yearly Training Guidance, and major calendar events, we determined those tasks that were critical to upcoming operations. We also considered the critical and mandatory annual, semi-annual, quarterly, and monthly training requirements, as outlined in Army Regulation 350-1. These requirements were prioritized by the battalion, brigade, division, and local garrison commanders. Some key examples of this critical and mandatory training are the semi-annual Army Physical Fitness Test and weapons qualification.

Once the commander determined the list of tasks to train, we prioritized them. Starting with the battalion and higher HQs major training events, we laid out the training events over our planning calendar. The platoon sergeants and I then determined which collective and individual tasks supported the commander's Key Collective Tasks (KCTs) to train. The platoons brought in their assessments and we determined which of these tasks needed to be trained in order to support the commander's training objectives.

Laying these out on the calendar, we then planned our training around our weekly battle rhythm where feasible. For example, most individual tactical and technical military occupational specialty (MOS) tasks are conducted during our weekly Sergeant's Time Training (STT). So at this point, the platoon sergeants and their squad leaders determined all of the STT topics, as well as other individual training tasks such as language training, testing requirements, and schools. I also added other leadership training opportunities, such as our monthly Non-Commissioned Officer Development Program (NCODP) sessions, pre-Non-Commissioned Officer Education System (NCOES) course requirements, and routine inspections that address individual and organizational standards and discipline.

Once complete, the commander and I put together a Quarterly Training Brief to the Battalion and Brigade Commanders. Using a pre-approved format, we laid out our training plan, and gained command approval. This demonstrated to our higher headquarters that our training plan was nested with their requirements and once approved, provided us with top cover when last minute tasks or missions conflicted with our training plan.

Once we received approval, the commander published his quarterly training guidance to the platoons. We then updated our company training calendar and our training room began building the next quarter's unit training schedules in the Digital Training Management System (DTMS). The commander assigned company-level events to various Platoon Leaders, tasking them to take the lead on building the company operations order, ensuring that every training event was planned, prepared, executed, and assessed through the operations process outlined in Army Doctrine Reference Publication 5-0, *The Operations Process*.

Every week, the company leadership conducted a training meeting to synchronize training and ensure coordination and planning was on track. Our company training meetings had four goals: review and confirm the training focus and training objectives for future events; validate the tasks (collective and individual) to train; synchronize collective tasks with upcoming training events; and ensure face-to-face cross-communication between leaders. Overall, the weekly training meeting was the one event each week that brought the entire company leadership together and synchronized our company activities.

The "T-Week" concept provided us with a sequential framework that ensured all critical actions were completed before and after the training event, such as resource coordination, rehearsals, and pre-combat checks before training. This concept drove the framework for our training meeting. A basic outline for the T-week format we used in our training meetings is as follows:

T – 12: Conduct training event mission analysis

T – 11: Refine event requirements

T – 10: Publish WARNO and begin pre-execution checks

T – 9: Conduct resource planning and submit initial resource requests

T – 8: Execute reconnaissance and lock in resources

T – 7: Publish OPORD for training event

T – 6: Lock in training; publish training schedules

T – 5: Complete tactical plan and supporting products

T – 4: Conduct certifications and complete prerequisite training

T – 3: Conduct rehearsals

T – 2: Finalize administrative support requirements and conduct OPFOR rehearsals

T – 1: Draw equipment and supplies; execute subordinate rehearsals and checks

T – Week: Execute Training

T + 1: Recover; conduct final After Action Reviews (AARs); assess training

The "T-Week" framework provided us with a step-by-step approach ensuring that In Progress Reviews (IPRs) were conducted each week up until the week of execution. As we grew closer to execution, our plan would gain more detail, ensuring that everything required to support the training event was complete and that all participants were prepared to support or conduct training.

Once the company commander tasked leaders to conduct training, subordinate leaders then developed their training using the Eight Step Training Model, as follows:

1. Plan the Training
2. Train and Certify Leaders
3. Recon the Training Site
4. Issue the OPORD
5. Rehearse
6. Execute Training
7. Conduct an After Action Review
8. Retrain as required

Similar to the Troop Leading Procedures, this model can be interchanged with actual Troop Leading Procedures if the unit is not in a garrison environment. This model ensures NCOs are prepared to conduct solid training in support of the commander's objectives and within the commander's intent.

As stated earlier, NCOs have key roles in every aspect of the training management cycle. Some key responsibilities within the company are as follows:

First Sergeant – The First Sergeant is the senior enlisted advisor to the commander for all training, dealing with both individual and collective tasks. The First Sergeant provides assessments on training, determines which tasks support the commander's Key Collective Tasks (KCTs), helps develop training plans and reviews pre-execution checks. He/she guides leader development and determines all hip-pocket training requirements. The First Sergeant facilitates the After Action Review (AAR) process for all company-level training events.

Platoon Sergeant – Platoon Sergeants evaluate and provide assessments of section/crew-level and individual/leader tasks based on training conducted. The Platoon Sergeant observes and receives feedback from Squad Leaders on individual training and ensures they support the company's collective tasks. The Platoon Sergeant briefs the status of specific essential pre-execution checks, providing the status of trainers, resources, tasks to train and conducts site recons. The Platoon Sergeant facilitates AARs for all training events below the company-level.

Squad Leader – The Squad Leader is the principal trainer for section/crew tasks. He/she assesses all individual training proficiency, and evaluates all training conducted by the Team Leaders. The Squad Leader keeps records of all individuals in the squad and their proficiency on each individual and collective task supporting the METL.

Team Leader – The Team Leader is the principal trainer for individual tasks supporting the METL. They conduct all hip-pocket training and they are the principal trainers during weekly STT. They train and prepare junior Soldiers to instruct others on individual training tasks.

Training NCO – The training NCO manages DTMS, keeps all training statistical data, coordinates with Battalion S3 for schools and correlates AAR and other information for the company command team. He/she integrates statistical data for all requests for information from higher headquarters and prepares weekly training meeting slides. The training NCO is the main focal point between the company and Battalion S3 Training and Schools.

Supply Sergeant – The Supply Sergeant provides input to the commander on all supply-related issues, inspections and inventories. He/she works with the company Executive Officer

and First Sergeant to coordinate necessary support from outside the company.

Training Management is the one leadership tool to synchronize all levels of mission command in garrison. As we change from a deployment-centric environment to an expeditionary force based in the continental USA, conducting good training management will ensure we maintain good communications throughout our formation, maintain excellent Mission Command and ensure we are always prepared to go where required in order to conduct combat or stability operations in support of every contingency.

If you would like to learn more about this topic, I recommend you read the following and visit the following websites: Army Doctrine Publication 1, *The Army*, Army Doctrine Reference Publication 1, *The Army Profession*, Army Doctrine and Doctrine Reference Publications 3-0, *Unified Land Operations*, Army Doctrine and Doctrine Reference Publications 5-0, *The Operations Process*, Army Doctrine and Doctrine Reference Publication 6-0, *Mission Command*, Army Doctrine Publication 7-0, *Training Units and Developing Leaders*, Army Regulation 350-1, *Army Training and Leader Development*, *A Leader's Guide to Company Training Meetings* and visit The Army Training Network (ATN) at https://atn.army.mil, "The Combined Arms Training Strategy (CATS)" at https://atn.army.mil/dsp_CATSviewer01.aspx and "The Digital Training Management System (DTMS)" at https://dtms.army.mil

Closing Thoughts

I would like to close this work by personally thanking each of the contributors who took the time to share their knowledge, insight, and experience. As professionals, it is our obligation to give back to our force. Each of these leaders has demonstrated stewardship of our profession by furthering our professional body of knowledge. I would also like to thank the Combat Studies institute for continuing to support our leader development efforts by turning this idea into a reality.

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> The best leaders…almost without exception and at every level, are master users of stories.
>
> - Tom Peters

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