

L233

History of the Noncommissioned
Officer

FEB 04

U.S. ARMY SERGEANTS MAJOR ACADEMY

Primary Leadership Development Course
(PLDC)

The Army Training System

TRAINING SUPPORT PACKAGE



"NO ONE IS MORE PROFESSIONAL THAN I"

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TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	L233 / IDENTIFY THE HISTORICAL EVOLUTION AND SIGNIFICANT CONTRIBUTIONS OF THE NONCOMMISSIONED OFFICER CORPS
Effective Date	01 Feb 2004
Supersedes TSP(s) / Lesson(s)	L233, Version 1, Identify the Historical and Significant Contributions of the Noncommissioned Officer Corps, Oct 03
TSP Users	400-PLDC, Primary Leadership Development Course 400-PLDC PH II, Primary Leadership Development Course Phase II
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i> . Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to: COMDT USASMA ATTN ATSS DCP BLDG 11291 BIGGS FIELD FT BLISS TX 79918-8002 Telephone (Comm) (915) 568-8875 Telephone (DSN) 978-8875 E-mail: atss-dcd@bliss.army.mil
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

Task Number

Task Title

400-022-1001

Identify the Historical Progression and Significant Contributions of the Noncommissioned Officer Corps

This TSP
Contains

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**IDENTIFY THE HISTORICAL EVOLUTION AND SIGNIFICANT CONTRIBUTIONS OF THE
NONCOMMISSIONED OFFICER CORPS
L233 / Version 2
01 Feb 2004**

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
	400-PLDC	2	Primary Leadership Development Course
	400-PLDC AC	2	Primary Leadership Development Course (AC)
Task(s) Taught(*) or Supported	<u>Task Number</u>	<u>Task Title</u>	
	400-022-1001 (*)	Identify the Historical Progression and Significant Contributions of the Noncommissioned Officer Corps	
Reinforced Task(s)	<u>Task Number</u>	<u>Task Title</u>	
Academic Hours	The academic hours required to teach this lesson are as follows:		
		<u>Resident Hours/Methods</u>	
		2 hrs	/ Conference / Discussion
	Test	0 hrs	
	Test Review	0 hrs	
	Total Hours:	2 hrs	
Test Lesson Number	<u>Hours</u>	<u>Lesson No.</u>	
	Testing (to include test review)	_____	N/A _____
Prerequisite Lesson(s)	<u>Lesson Number</u>	<u>Lesson Title</u>	
	None		
Clearance Access	Security Level: Unclassified Requirements: There are no clearance or access requirements for the lesson.		
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.		

References

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
AR 870-5	MILITARY HISTORY: RESPONSIBILITIES, POLICIES AND PROCEDURES (THIS ITEM IS INCLUDED ON EM 0001)	29 Jan 1999	
CMH PUB 70-37	TIME-HONORED PROFESSIONALS, THE NCO CORPS SINCE 1775	01 Oct 1989	
CMH PUB 70-38	THE STORY OF THE NONCOMMISSIONED OFFICER CORPS	01 Oct 1989	
FM 7-22.7	THE ARMY NONCOMMISSIONED OFFICER GUIDE	23 Dec 2002	
TRADOC REG 350-10	INSTITUTIONAL LEADER TRAINING AND EDUCATION	12 Aug 2002	
TRADOC REG 350-13	INSTRUCTION IN MILITARY HISTORY	18 Oct 1999	
Soldiers Magazine	"HOT TOPICS" (INSERT)	May 2002 Volume 4, Number 2	Developmental Reference Only
The NCO Journal	"Combat"	Winter 1992	Developmental Reference Only
The NCO Journal	"NCOS DEPLOYED TO SW ASIA LEARN ABOUT BEING LEADERS."	Spring 2002,	Developmental Reference Only
USASMA, NCO Museum	"A SHORT HISTORY OF THE NCO."	No Date	Developmental Reference Only

*U.S. Army Center of Military History

Student Study Assignments

Before class--

- Review Student Handout 1, Appendix D for reading and study assignments.

During class--

- Participate in classroom discussion.

After class--

- Turn in recoverable references after the examination for this lesson.

Instructor Requirements

1:8, SSG, PLDC graduate, ITC, and SGITC qualified.

Additional Support Personnel Requirements

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

**Equipment
Required
for Instruction**

<u>Id Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
441-06 LCD Projection System	1:16	1:1	No	1	No
559359 SCREEN PROJECTION	1:16	1:1	No	1	No
5820-00-T81-6161 VCR	1:16	1:1	No	1	No
673000T101700 PROJECTOR, OVERHEAD, 3M	1:16	1:1	No	1	No
702101T134520 DELL CPU, MONITOR, MOUSE, KEYBOARD	1:16	1:1	No	1	No
SNV1240262544393 36 - INCH COLOR MONITOR W/REMOTE CONTROL AND LUXOR STAND	1:16	1:1	No	1	No
703500T102257 DESKTOP/EPSON PRINTER	1:16	1:1	No	1	No
7110-00-T81-1805 DRY ERASE BOARD	1:16	1:1	No	1	No
7510-01-424-4867 EASEL, (STAND ALONE) WITH PAPER	1:16	1:1	No	1	No
SOFTWARE-1 MS-DOS, LATEST GOVERNMENT APPROVED VERSION	1:16	1:1	No	1	No
SOFTWARE-2 WINDOWS XP, LATEST GOVERNMENT APPROVED VERSION	1:16	1:1	No	1	No

* Before Id indicates a TADSS

**Materials
Required****Instructor Materials:**

- TSP
- References listed above.
- TVT, The History of the NCO (PIN 711613).

Student Materials:

- Pen or pencil
- Writing paper
- Student handouts, Appendix D

**Classroom,
Training Area,
and Range
Requirements**

CLASSROOM (40X40 PER 16 STUDENTS)

**Ammunition
Requirements**

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
	None				

**Instructional
Guidance**

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Before class--

Read TSP material.

- Pass out all student material.

During class--

- Read and study all TSP material and be ready to conduct the class.
- USASMA expects you to know the information in this TSP well enough to teach from it, not read from it.
- This TSP has questions throughout to check learning or generate discussion among the group. We expect you to add any questions you deem necessary to bring a point across to the group or expand on any matter discussed.

After class--

Collect all recoverable materials for this lesson.

**Proponent
Lesson Plan
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
/s/Curtiss W. Garner /t/Garner, Curtiss W.	GS09	Training Specialist	14 Jan 04
/s/Victor A. LeGloahec /t/LeGloahec, Victor A.	SGM	Course Chief, PLDC	15 Jan 04
/s/George V. Bucher /t/Bucher, George V.	GS-11	Chief, CMD	15 Jan 04
/s/Marion Lemon /t/Lemon, Marion	SGM	Chief, CDDD	15 Jan 04

SECTION II. INTRODUCTION

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:8</u>
Time of Instruction: <u>30 mins</u>
Media: <u>TVT, The History of the NCO</u>

Motivator

Although NCOs today receive better training and are more prepared than ever, the achievements of your predecessors have contributed much to your career. Get to know them, and you will see that the NCOs of the past are as much your comrades in arms as the men and women you train with in the Primary Leadership Development Course (PLDC). You will become the NCO the Army looks upon to train, test, judge, reward, and discipline soldiers of today, as well as in the future.

Terminal Learning Objective

NOTE: Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

Action:	Identify the historical evolution and significant contributions of the noncommissioned officer corps.
Conditions:	In a classroom environment, as a small unit leader responsible for 5 to 10 soldiers.
Standards:	Identified the historical evolution and significant contributions of the noncommissioned officer corps (as it existed during the pre-Revolutionary War period; the Revolutionary War; the War of 1812; the Civil War; World War I; World War II; the Korean War; the Vietnam War; Operations Just Cause, Desert Storm, and Enduring Freedom; the war on terrorism; and today) IAW CMH Pub 70-37, CMH Pub 70-38, TRADOC Reg 350-10, and FM 7-22.7.

Safety RequirementsNone

Risk Assessment LevelLow

Environmental Considerations**NOTE:** It is the responsibility of all soldiers and DA civilians to protect the environment from damage.Low

EvaluationThis lesson is not testable.

Instructional Lead-In

The historical evolution of the noncommissioned officer is one full of pride and tradition. The opening line of the NCO creed "No one is more professional than I" is not just a pledge to you and the people of the United States of America. It is also a promise to all noncommissioned officers who came before you that their service and sacrifice was not in vain. Their commitment to the high ideals of this country--our constitution and the defense of freedom and America--is the history of the United States Army. As will be seen in the upcoming video, you are following in the footsteps of those great NCOs who prepared the way for you. You can honor yourself and them by becoming familiar with the historical progression and significant contributions of the noncommissioned officer corps.

NOTE: Show TVT, The History of the NCO (PIN 711613)

SECTION III. PRESENTATION

NOTE: Inform the students of the Enabling Learning Objective requirements.

A. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the role of the NCO existing in the pre-Revolutionary War period.
CONDITIONS:	In a classroom environment, as a small unit leader responsible for 5 to 10 soldiers.
STANDARDS:	Identified the role of the NCO (to include the militia structure) existing in the pre-Revolutionary War period IAW CMH Pub 70-38.

1. Learning Step / Activity 1. Lineage of the NCO

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 5 mins
Media: None

We can trace the lineage of the NCO back to the Roman Legions. In the Roman Legions, exceptional legionnaires commanded ten soldiers and assisted commanders of 100 men. These legionnaires supervised training and performed administrative and logistical support tasks. In the French Army, in the 19th century the NCO grades were similar to American grades, that is, sergeant, quartermaster sergeant and sergeant major.

European noncommissioned officers were the enforcers of camp discipline and the only authority figures in constant contact with the troops.

Colonial America adopted English traditions only. Moreover, the adoption was an complete as could be achieved and as time went on colonial military systems became more like, rather than less like, the English model. There was no selective modeling. The first fighting between the colonists and British troops in the American Revolution involved militia units.

CHECK ON LEARNING: Conduct a check on learning and summarize the ELO.

QUESTION: Colonial America blended the traditions of which armies to fit local circumstances?

ANSWER: Continental European and English.

Ref: CMH Pub 70-38, p 3

B. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the role of the NCO during the Revolutionary War.
CONDITIONS:	In a classroom environment, as a small unit leader responsible for 5 to 10 soldiers.
STANDARDS:	Identified the role of the NCO during the Revolutionary War, encompassing the role that Baron Frederick William von Steuben played and the composition of a typical infantry regiment, IAW CMH Pub 70-38.

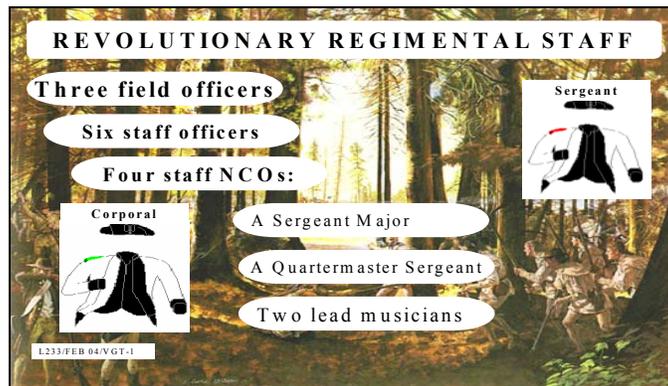
1. Learning Step / Activity 1. Revolutionary Regiments

Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:8
 Time of Instruction: 5 mins
 Media: VGT-1 and 2

Revolutionary Regiments

By 1776 a typical infantry regiment had a regimental staff and eight companies. The staff consisted of:

SHOW VGT-1, REVOLUTIONARY REGIMENTAL STAFF



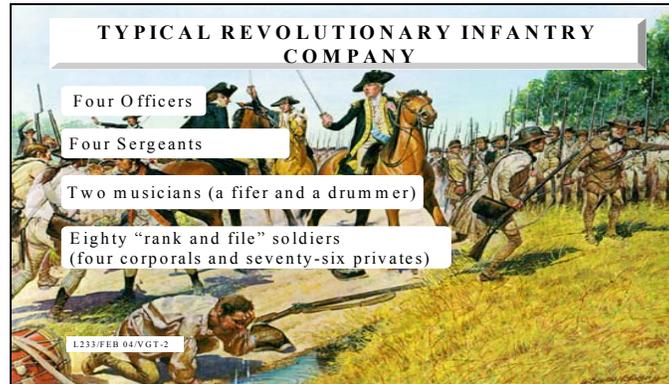
Ref: CMH Pub 70-38, pp 3-4

The sergeant major served as the regiment's ranking noncommissioned officer and provided administrative assistance to the regimental adjutant. The quartermaster sergeant provided logistical support to quartermasters in the field. The two senior musicians, the chief musician and the drum major trained the company fifers and drummers who were the commander's principle means of communication on the battlefield. When at full strength a typical infantry company consisted of 90 members.

REMOVE VGT-1

Each company had:

SHOW VGT-2, TYPICAL REVOLUTIONARY INFANTRY COMPANY



Ref: CMH Pub 70-38, p 4

Rank and file refers to those men who stood in the line of battle (ranks parallel to the line, files perpendicular), carrying muskets.

Each infantry company for administrative purposes contained four squads.

These men formed into 2 ranks of 10 files each, with the corporal serving in the file closer to the rear of the formation and the sergeant performing the same function on the flank.

REMOVE VGT-2

In 1778 a Prussian volunteer, Baron Frederick William von Steuben, arrived at General George Washington's camp at Valley Forge. Steuben possessed considerable military skills. Published at Washington's direction, Steuben's *Regulations for the Order and Discipline of the Troops of the United States* (1779) established the principle that company commanders select the noncommissioned officers and they were responsible to the company commander, subject to the approval of the battalion or regimental commander. Due to this process, it was not until World War II that a noncommissioned officer could transfer from the regiment that had accepted his enlistment to another and retain his grade.

Popularly known as the Blue Book because of the color of the first edition, his manual covered all aspects of infantry service and stressed NCO responsibilities for the care, discipline, and training of the men, both in garrison and in the field, areas which Steuben had found weak in the Continental Army. It also directed the company's senior, or first sergeant to keep a Company Descriptive Book. This document listed the name, age, height, place of birth, and prior occupation of every enlisted man in the unit. The Blue Book described what the NCO was supposed to do associated with his battlefield role. It enhanced his status and further distinguished him from his British counterpart.

Ref: CMH Pub 70-38, p 4

CHECK ON LEARNING: Conduct a check on learning and summarize the ELO.

QUESTION: What was the first point in time that an NCO could transfer from one regiment to another and retain his grade?

ANSWER: World War II.

QUESTION: What type of NCO responsibilities did the Blue Book stress?

ANSWER: Care, discipline and training.

QUESTION: What contribution did Baron Frederick William von Steuben make?

ANSWER: He wrote and published *Regulations for the Order and Discipline of the Troops of the United States* (also called the "Blue Book") that described the noncommissioned officer's role and distinguished him from the rank and file.

Ref: CMH Pub 70-38, p 4

C. ENABLING LEARNING OBJECTIVE

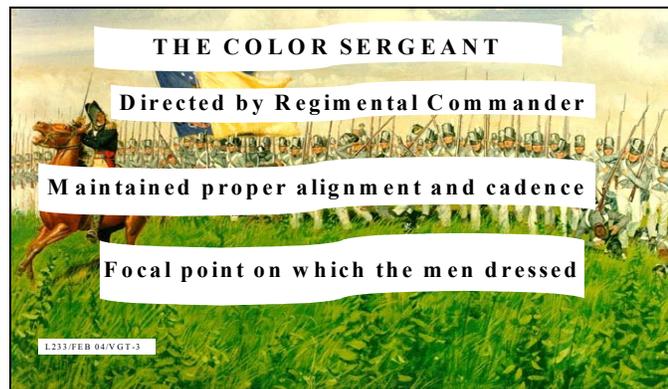
ACTION:	Identify the role of the NCO during the War of 1812.
CONDITIONS:	In a classroom environment, as a small unit leader responsible for 5 to 10 soldiers.
STANDARDS:	Identified the role of the NCO (and the color sergeant) during the War of 1812, to include the contributions of Brigadier General Winfield Scott with his publication <i>Rules and Regulations for the Field Exercise and Maneuvers of Infantry</i> , IAW CMH Pub 70-38.

1. Learning Step / Activity 1. War of 1812

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 5 mins
Media: VGT-3

The NCOs played a key role in the rigorous training required to turn civilians into soldiers capable of maintaining the linear formations and volley fire tactics typical of warfare in that period. In 1815 Brigadier General Winfield Scott published his *Rules and Regulations for the Field Exercise and Maneuvers of Infantry* (later revised at the direction of Secretary of War John C. Calhoun), which replaced Steuben's earlier *Regulations*. Scott's book put particular stress on the importance of swift movement from the column of march to linear formation on the battlefield. The color guard, directed by the regimental commander, and led by the color sergeant, played a key role in maintaining the proper alignment and cadence.

SHOW VGT-3, THE COLOR SERGEANT



Ref: CMH Pub 70-38, pp 6-7

The color sergeant, with his guard of from five to eight corporals, therefore became the focal point on which the men dressed, wheeled, and advanced into battle. This position, clearly and significantly enhanced the noncommissioned officer's role in combat. The flag borne by the color sergeant was a special duty position distinct from the company-level NCO. He was protected by the five to eight corporals of the color guard who carried their muskets with bayonets always fixed.

REMOVE VGT-3

CHECK ON LEARNING: Conduct a check on learning and summarize the ELO.

QUESTION: What was the focal point on which soldiers dressed, wheeled on, and advanced into battle formation?

ANSWER: The color sergeant.

Ref: CMH Pub 70-38, p 7

QUESTION: What contribution did Brigadier General Winfield Scott make?

ANSWER: Published *Rules and Regulations for the Field Exercise and Maneuvers of Infantry* which replaced Steuben's earlier *Regulations*. His book put particular stress on the importance of swift movement from the column of march to linear formation on the battlefield.

Ref: CMH Pub 70-38, p 6

D. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the role of the NCO during the Civil War.
CONDITIONS:	In a classroom environment, as a small unit leader responsible for 5 to 10 soldiers.
STANDARDS:	Identified the role of the NCO during the Civil War and how staff NCOs served in typical regiment and company, to include the change in the role of the NCO from a publication by Major General Silas Casey, IAW CMH Pub 70-38.

1. Learning Step / Activity 1. Civil War

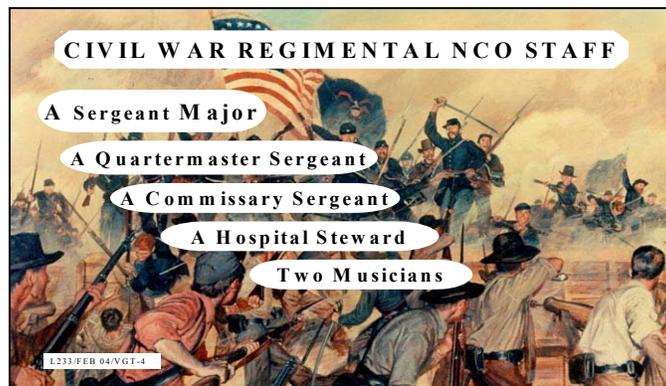
Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 5 mins
Media: VGT-4

The Civil War marked a radical change in American warfare; it brought the total war concept to America. During this war, noncommissioned officers merged sections while the officers led the skirmishes.

Noncommissioned officers carried the flags and regimental colors of their units. To serve as the color bearers--the major target of every enemy marksman--was a badge of special bravery.

During the Civil War both regular and volunteer full-strength regiments consisted of ten companies, although volunteer units varied considerably in other respects from state to state. The Regular regimental NCO staff consisted of:

SHOW VGT-4, CIVIL WAR REGIMENTAL NCO STAFF



Ref: CMH Pub 70-38, p 8-10)

REMOVE VGT-4

New manuals anticipated battlefield losses. Major General Silas Casey published a third manual, *U.S. Army Infantry Tactics for the Instructions, Exercises, and Maneuvers of the Soldier, a Company, a Line of Skirmish's, Battalion, Brigade, or Corps D' Armee*. His book soon superseded the earlier books although they prescribed a similar role for the noncommissioned officer. Casey's manual envisioned situations in which senior sergeants would have to take command of units on the spot when all officers became casualties.

With soldiers now armed with rifled muskets, which had much greater accuracy, casualties were certain to be horrendous unless tactics changed. The gradual elimination of linear tactics after the Civil War redefined the combat leadership role of the NCO.

CHECK ON LEARNING: Conduct a check on learning and summarize the ELO.

QUESTION: Who merged sections while the officers led the skirmishes that preceded each major unit?

ANSWER: The noncommissioned officers.

QUESTION: What did the Army call the NCOs who carried the regimental and unit flags?

ANSWER: The color bearers.

Ref: CMH Pub 70-38, pp 8 thru 10

Break: Time: 00:50 to 01:00

E. ENABLING LEARNING OBJECTIVE

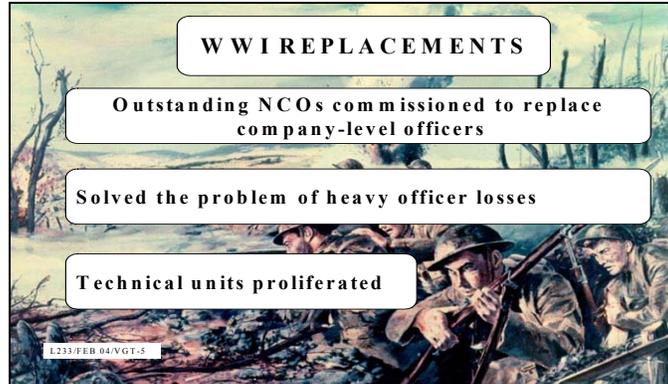
ACTION:	Identify the role of NCO during World War I.
CONDITIONS:	In a classroom environment, as a small unit leader responsible for 5 to 10 soldiers.
STANDARDS:	Identified the role of the NCO during World War I in small unit actions and the impact of the French and British military on the American NCO Corps IAW CMH Pub 70-38.

1. Learning Step / Activity 1. World War 1

Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:8
 Time of Instruction: 5 mins
 Media: VGT-5 thru VGT-7

World War I provided many opportunities for noncommissioned officers to prove their skills both as technicians and as leaders on the modern battlefield.

SHOW VGT-5, WWI REPLACEMENTS



Ref: CMH Pub 70-38, p 14

As the war dragged on, the Army discovered that by allowing able-bodied noncommissioned officers to step in and replace the fallen junior officers, solved the problem of heavy losses among them. Promoting NCOs to officer ranks helped compensate for heavy combat losses of officers. At the same time, the technologically and infinitely more complex Army required large number of specialist NCOs.

When the first American divisions arrived in France, some French and British officers noted with distaste that American noncommissioned officers seemed to exercise little authority over their men. New units arriving in France appeared hastily organized and inadequately trained.

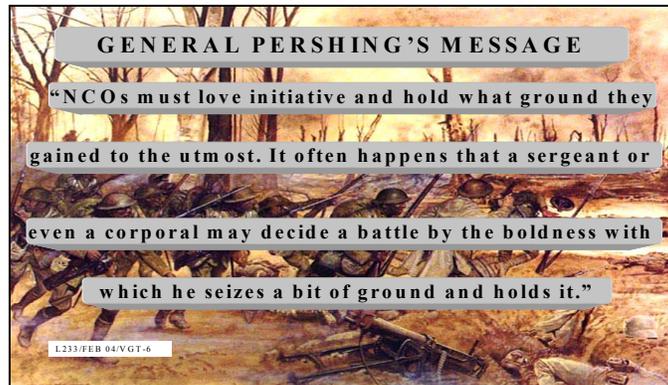
REMOVE VGT-5

From such comments, many Americans came to realize that poor training and very limited means for establishing better living conditions compared to those in other armies. General John J. (Black Jack) Pershing, commander of the American Expeditionary Forces, recommended upgrading NCO leadership training at once, and providing noncommissioned officers with separate mess facilities. The Army implemented his recommendations within a month. During the last months of the

war, strong performance by hundreds of noncommissioned officers demonstrated the success of the program.

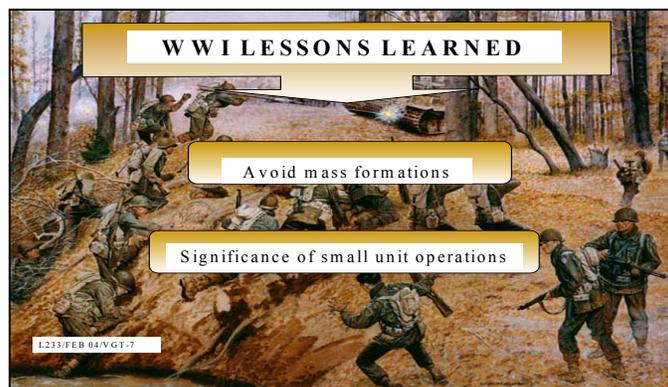
General Pershing summed up his views on the importance of NCOs as small unit leaders in a message to Major General Duncan, Commanding General of the 82d Division, the message read:

SHOW VGT-6, GENERAL PERSHING'S MESSAGE



REMOVE VGT-6

SHOW VGT-7, WWI LESSONS LEARNED



(REF: CMH Pub 70-38, p 15)

The most important tactical lesson to emerge from the battles on the Western Front was the significance of small unit actions. Usually led by a noncommissioned officer, small fire teams of infantrymen learned to take advantage of terrain and weather conditions while providing covering fire for other groups nearby. As weapons

and tactics continued to evolve in twentieth century warfare, the role of the NCO would continue to grow.

REMOVE VGT-7

CHECK ON LEARNING: Conduct a check on learning and summarize the ELO.

QUESTION: How did the Army solve its problem of losing large numbers of junior officers?

ANSWER: By promoting capable and proven NCOs to step in and replace them.

QUESTION: What were the most important tactical lessons to emerge from WWI?

ANSWER: The significance of small unit actions and avoiding mass formations.

Ref: CMH Pub 70-38, pp 12 thru 15

F. ENABLING LEARNING OBJECTIVE

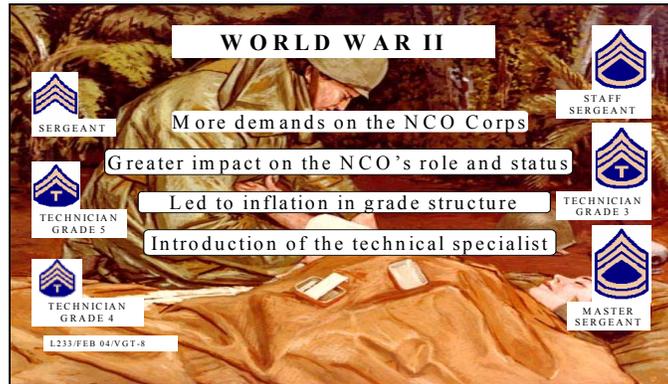
ACTION:	Identify the role of NCO during World War II.
CONDITIONS:	In a classroom environment, as a small unit leader responsible for 5 to 10 soldiers.
STANDARDS:	Identified the role of the noncommissioned officer during World War II (in a squad structure), to include the impact of the creation of specialists and technicians on the NCO corps, IAW CMH Pub 70-38.

1. Learning Step / Activity 1. World War II

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 5 mins
Media: VGT-8

The Second World War made more demands upon the noncommissioned officer corps and had a greater impact upon the NCO's role and status than any previous conflict in American history.

SHOW VGT-8, WORLD WAR II



Ref: CMH Pub 70-38, p 15

This great mobilization not only increased the numbers of noncommissioned officers, it also included reorganization of the squad and the “opening” of the battlefield. As the 8-man infantry squad increased to a 12-man squad, the squad leader became a sergeant. The corporal, once the squad leader, became a second in command and a fire-team leader. By the end of the war, 23,328 infantry squads in 288 active infantry regiments had two NCOs instead of one.

Along with the need for more small unit leaders, the Army required thousands of new technical specialists to handle the sophisticated technology that characterized modern armies. The main problem with proliferation of the technicians/specialists was that their numbers combined with this increase in NCO positions it became so great it overwhelmed most units that unit cohesion was undermined. As a consequence of specialists receiving NCO status, a typical rifle company soon had only 1 private first class and 17 privates--everyone else was a noncommissioned officer. This placed the burden of work details and guard duty and ultimately degraded NCO ranks when the Army had to use NCOs for these duties. In late 1943 the Army leadership decided that technicians/specialists would share the duties of privates, while wearing the letter "T" under their NCO chevrons and drawing the pay of enlisted grades 3, 4, and 5. Thus the “techs” came into existence.

REMOVE VGT-8

CHECK ON LEARNING: Conduct a check on learning and summarize the ELO.

QUESTION: What was the main cause for the inflation in grade structure during WWII?

ANSWER: The cause for inflation was the expanding battlefield which put great emphasis on tactical leadership at the small unit level. This expanded the number of NCOs in squads, which in turn inflated the grade structure.

Ref: CMH Pub 70-38, pp 15 and 16

G. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the role of NCO during the Korean War.
CONDITIONS:	In a classroom environment, as a small unit leader responsible for 5 to 10 soldiers.
STANDARDS:	Identified the role of the NCO during the Korean War and the impact on small unit tactics, to include the lack of experience early during the war, IAW CMH Pub 70-38.

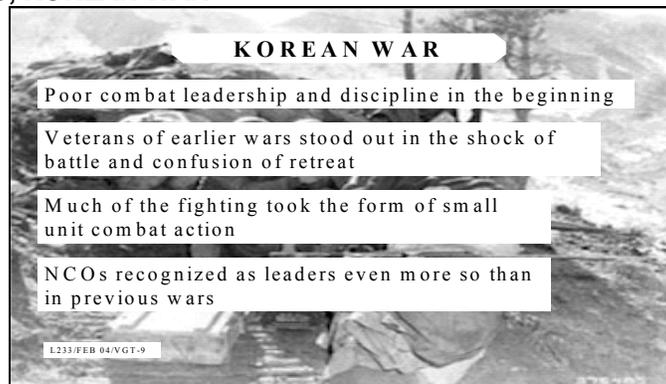
1. Learning Step / Activity 1. Korean War

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 5 mins
Media: VGT-9

KOREAN WAR

During the late 1940s practical training suffered because of rapid demobilization and inadequate military budgets. This situation became fully apparent in 1950, when war broke out with Korea.

SHOW VGT-9, KOREAN WAR



REF: CMH Pub 70-38, pp 16 thru 18

Within the first few months after the desperate fighting broke out, instances of poor combat leadership and discipline often led to panic in battle. Veterans of earlier wars, who had not forgotten what they had learned, stood out during the shock of battle and the confusion of retreat. As survivors toughened and the Army brought in rigorous training once again, NCOs began to demonstrate a renewed spirit and their leadership skills, never more important, began to reemerge. Much of the fighting took the form of small unit combat action, and as in earlier wars, proven NCOs took platoon and company commands when officers became casualties. Combat studies of the Korean War show that noncommissioned officers participated significantly in every outstanding action by an infantry company and received recognition as leaders in battle more so than in previous wars.

REMOVE VGT-9

No doubt some of you have heard the phrase “No More Task Force Smiths,” which refers to a task force sent into combat in Korea that was ill-equipped, lacked experience, and whose soldiers and poorly trained cadre. They paid the ultimate price. Of the 406 Task Force Smith soldiers who started the battle, the unit could only muster 185 a week later.

CHECK ON LEARNING: Conduct a check on learning and summarize the ELO.

QUESTION: Due to the irregular and compartmented nature of the Korean terrain, most of the fighting took place in what form?

ANSWER: Small unit combat operations.

Ref: CMH Pub 70-38, pp 16 thru 18

H. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the role of the NCO during the Vietnam War.
CONDITIONS:	In a classroom environment, as a small unit leader responsible for 5 to 10 soldiers.
STANDARDS:	Identified the role of the NCO during the Vietnam War including the impact of the NCO on small unit tactics, how the Army built-up its NCO Corps, and the relationship between the officer and NCO ranks IAW CMH Pub 70-38.

1. Learning Step / Activity 1. Vietnam War

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 5 mins
Media: VGT-10

VIETNAM WAR

When war broke out again it was in another poor and divided nation of the Third World. The nature of the Vietnam War would differ considerably from the fighting in Korea. Once again the NCO would fill the traditional roles of skilled trainer and small unit leader.

SHOW VGT-10, VIETNAM WAR



Ref: CMH Pub 70-38, p 18

The first American forces arrived in the Republic of Vietnam as military advisers to a noncommunist government under siege by both domestic insurgents and infiltrators from North Vietnam across the so-called Demilitarized Zone (DMZ).

Beginning in 1965, the American commitment in Southeast Asia began to change as American soldiers took on a major combat role. The character of the war became apparent: more so than in any military involvement in American history. Battlefield success in Vietnam, and yet the U.S. still lost, depended on effective small unit leadership. Vietnam would be the war of the platoon sergeant, squad leader, patrol leader, and fire-team leader. The NCOs role in Vietnam would be much more pervasive, reflecting the enemy's own increasing emphasis on small unit tactics and the diversity of the terrain.

NCOs demonstrated their competence, judgment, and fighting skills in isolated actions ranging from rice paddies to deep jungles. Their success in the often forgotten day-to-day engagements proved critical to the total American military effort.

Combat operations were often intense and resulted in large numbers of killed and wounded. These casualties, taken together with noncombat losses, and the one-year rotation system, soon stretched the Army in Vietnam thin at the mid-level noncommissioned officer grades. This allowed for promotions to come much sooner than they came before. The Army came to depend heavily on inexperienced and untrained NCOs to fill voids in the NCO ranks.

U.S. Army commanders in Vietnam knew that a favorite communist tactic was to infiltrate troops into a particular area until they outnumbered the defenders. They would then strike, overwhelming the government forces before reinforcements could arrive, and fade back into the peasant population.

In the 17th, 18th, and 19th centuries, NCOs were not tactical leaders since units fought as single entities commanded by officers. Officers directed the units in which NCOs controlled the men. With the advent of radios and increased firepower, the battlefield expanded and NCOs had to be tactical leaders directing the movements of platoon, squads, and fire teams. Vietnam exemplified the modern NCO where the combination of terrain and tactics put a premium on NCO leadership. Constant small

unit patrolling and thick jungle called for capable combat leaders at every level from fire team to company.

For thousands of noncommissioned officers, the war brought on an identity crisis. Because of a chronic shortage of experienced NCOs, company grade officers got used to dealing directly with the men. The result being bypassing those NCOs who were available and thereby eroding their proper role as small unit leaders. The morale of the noncommissioned officer declined at the very time the nature of the tactics employed by the Vietnamese required NCO involvement in small unit tactics more than ever before.

As the American forces withdrew from Vietnam, the Army Chief of Staff recognized that raising the esteem of the noncommissioned officer corps was the first, critical step toward rebuilding the Army. Senior leaders concluded from the Vietnam experience the Army needed a strong NCO corps and it set about achieving that objective. Improved training, time in service requirements for promotion, skills tests all contributed to success. It also eliminated all but one of the specialist grades which commanders streamlined the enlisted grade structure and made all NCOs “hard stripes.”

The President and Congress ended the selective service draft and began to build a truly professional Modern Volunteer Army (MVA). This Army would build upon the most modern principles of personnel management, leadership, motivation, and training.

After two hundred years of NCO evolution and development as trainers, technical specialists, and small unit leaders, the Army prepared to fully recognize, encourage, and reward NCO professionalism.

REMOVE VGT-10

CHECK ON LEARNING: Conduct a check on learning and summarize the ELO.

QUESTION: What was the primary role of the first American forces in Vietnam?

ANSWER: Military advisors.

Ref: CMH Pub 70-38, pp 18 thru 20

I. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the role of the NCO during Operations Just Cause and Desert Storm.
CONDITIONS:	In a classroom environment, as a small unit leader responsible for 5 to 10 soldiers.
STANDARDS:	Identified the role of the NCO during Operations Just Cause and Desert Storm and how it contributed to the U.S. Army's success IAW TRADOC Pam 525-100-4.

1. Learning Step / Activity 1. Operations Just Cause and Desert Storm

Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:8
 Time of Instruction: 5 mins
 Media: VGT-11

SHOW VGT-11, OPERATIONS JUST CAUSE AND DESERT STORM



The NCO Journal, Winter edition, 1992 and soldier experiences

General Frederick M. Franks, Jr. said, "Soldier's trust in NCOs was a key to the Army's performance in Just Cause and Desert Storm. Almost every soldier told me two important things; they all stated that their training was critical in preparing them for the unknowns of combat, and they praised the sergeants who had ensured they were ready for battle

"Soldiers place great trust in their leaders — particularly their sergeants — to ensure they are prepared to fight and win. Soldiers know when they are being taken care of by being properly trained, when their welfare is a priority and when their leaders have their best interest at heart. This is a reflection of the competence and

abilities of the NCOs the soldier sees, not just those in the soldier's immediate chain of command, but those who make up the NCO structure in a unit. When NCOs conduct relevant and demanding training and ensure soldiers meet training, maintenance and appearance standards, soldiers rise to the occasion. Proud soldiers and battle-effective teams develop.

“There are other spin offs as well. When NCOs ensure their soldiers are meeting the standards — properly training on the tasks that the soldier and the unit expected to execute in combat in a tough, realistic and competitive environment — officers will let NCOs do their job. Since entering the Army, my ears have always perked at the suggestion that NCOs are not being allowed to train their soldiers the way they deem necessary — to conduct ‘sergeant’s business.’ Soldiers deal with sergeants. Sergeants execute. Officers need to allow NCOs to execute, and they need to hold NCOs accountable for proper execution of the assigned task. In my experience, I have always found NCOs more than willing to assume *more* responsibility. Our units were better prepared to fight and win because of the trust between the officer and the NCO.

“I saw this firsthand as the VII Corps commander in Operation Desert Shield/Desert Storm; officers at meetings, planning training and combat operations, sergeants executing — an unbeatable combination of leadership, responsibility and trust. And NCOs were always asking for more. Before deployment, NCOs ensured each soldier’s family was taken care of, each soldier had the equipment required and each soldier was prepared — mentally, physically, emotionally — for the duties he or she was about to perform. Just prior to battle, NCOs trained their soldiers to a razor-sharp edge of readiness, ensured their soldiers focused on fieldcraft in the demanding and unforgiving desert environment and conducted rigorous pre-combat checks on personnel, equipment and vehicles. During combat, NCOs were out among the soldiers, always leading from the front, leading the attack on the battlefield, pushing supplies forward day and night, taking care of their soldiers,

providing the glue for the team. When the fighting was over, NCOs were in the lead, guiding their soldiers who turned their talents to providing the humanitarian relief efforts in occupied Iraq.

“While Desert Storm showed us some early glimpses of warfare at different levels of speed, lethality and space that we had never seen before, it also reinforced for me the unquestioned value of NCO leadership to the success of the U.S. Army. Our competent, confident, tough NCOs make a difference. When leaders conduct tough, realistic training, ensure soldiers meet required standards, incorporate soldiers into a unit team and include spouses and children into the unit family, then we are watching out for the welfare of the troops. The NCO is the linchpin to all of this.

“We have a battle-tested NCO Corps. Veterans. NCOs who prepared their soldiers. Who built teamwork. Who put the spotlight on the led, not the leaders. Who were heroes in battle, in moving combat support, in port operations, in the hospitals. Those who did not deploy, but would have had they been asked, contributed by continuing to train our soldiers and run mobilization centers to the ready if they were needed. All leaders, all part of the team.

“The current NCO Corps is the product of wise decisions over the past 20 years in training and leader development, like our NCO Education System, then developed in our units in innovative programs like “sergeant’s time.” We must sustain the excellence and relevance of our NCO training and leader development so that we can maintain the battlefield edge during these rapidly changing times. On any future battlefield, this will be as important as it was during Desert Storm, and as it has always been. NCOs must remain, as they are now, the backbone of our Army.”

Ref: General Frederick M. Franks, Jr., The NCO Journal, Winter 1992

REMOVE VGT-11

CHECK ON LEARNING: Conduct a check on learning and summarize the ELO.

QUESTION: During Operations Just Cause and Desert Storm, what did soldiers deem as critical in preparing them for the unknowns of combat?

ANSWER: Training.

QUESTION: How do soldiers know when their leaders are taking care of them?

ANSWER: "...by being properly trained, when their welfare is a priority and when their leaders have their best interest at heart."

Ref: General Frederick M. Franks, Jr. The NCO Journal, Winter 1992

J. ENABLING LEARNING OBJECTIVE

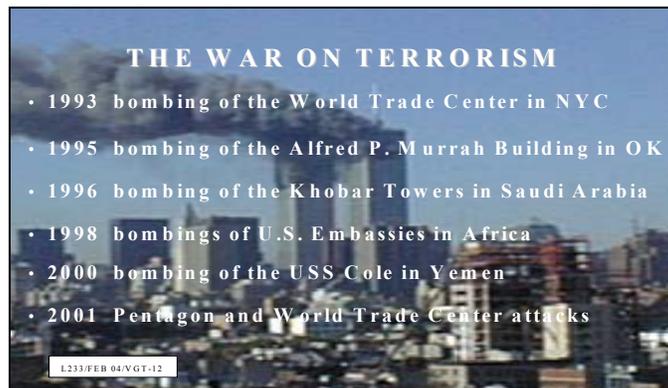
ACTION:	Identify the role of the NCO in the War on Terrorism and Operation Enduring Freedom.
CONDITIONS:	In a classroom environment, as a small unit leader responsible for 5 to 10 soldiers.
STANDARDS:	Identified the role of the NCO in the War on Terrorism and Operation Enduring Freedom IAW Soldiers Magazine, "HOT TOPICS" insert.

1. Learning Step / Activity 1. War on Terrorism

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 5 mins
Media: VGT-12 and VGT-13

War on Terrorism

SHOW VGT-12, THE WAR ON TERRORISM



Ref: Soldiers Magazine, "HOT TOPICS" insert, p 3

Today, more American lives are lost to terrorism than combat. Of 690 deaths suffered by the Department of Defense since 1980, 431 resulted from terrorist acts. The tragic events of September 11, 2001 significantly changed the way Americans look at internal security. Immediately following the terrorist attacks, departments and

agencies across the federal government took steps to strengthen the safety and security of the American people. Since then the Army has implemented mandatory Anti-terrorism Training (AT) for its soldiers.

The President developed the Office of Homeland Security to coordinate and implement stricter security measures in the transportation industry, at borders and ports, in the areas of health and food, at environmental and energy resources, and other possible targets of terrorism here at home. As a result, the Army and the NCOs role remains as before but with greater emphasis in the ever-changing face of terrorism. This will mean smaller groups of soldiers isolated at various facilities performing homeland security missions.

REMOVE VGT-12

OPERATION ENDURING FREEDOM

SHOW VGT-13, THE NCO IN OPERATION ENDURING FREEDOM



Ref: The NCO Journal, Spring 2002

In response to the events of September 11, 2001, the Army mobilized to Afghanistan to seek out and capture or destroy Taliban and al Qaida forces. Operation Enduring Freedom, like Desert Storm, is a combined force consisting of Reserve and Active component soldiers, living and fighting side by side. They are demonstrating that it is truly one “seamless” Army well trained to the same standards. NCOs participating in this nation’s wars are continuing their proud

tradition. One may describe their performance as:

- An elite band of professionals with esprit de corps.
- Making the difference between success and failure.
- Demonstrating professionalism that sets our Army apart from the rest of the world.
- Placing their trust in the soldier to the right and the left of them.
- Displaying a great deal of loyalty to their soldiers. Loyalty brought about by a tradition of patriotism and pride.
- Taking care of their soldiers.

You could credit the challenge of training at NTC with preparing soldiers for deployment to Southwest Asia. Readiness, battle drills, checking on soldiers, being part of a team, knowing your part, loyalty to your partner and loyalty to your country are the elements of esprit de corps that Operation Enduring Freedom has made obvious to the world. NCOs do now what they have always done, and that is taking care of soldiers. Secretary of the Army Thomas White commented upon returning on a five-day tour of the Middle East, "troops are proving everyone wrong who said that Afghanistan was going to be too tough of a place to operate in. The fact remains the Soviets failed there. Troops aren't going to be able to operate through the winter. Due to command emphasis, leaders at all levels paid attention, NCOs ensured that there wasn't one cold-weather injury during Operation Anaconda and only one person had to be evacuated due to altitude." (Operation Anaconda lasted 11 days in the mountains where troops battled against steep terrain; poor weather conditions, and endured heavy physical demands in high altitudes.)

While on the ground in the Middle East, Secretary of the Army White talked to hundreds of troops, including soldiers from National Guard and Reserve units.

REMOVE VGT-13

CHECK ON LEARNING: Conduct a check on learning and summarize the ELO.

QUESTION: Today, more American lives are lost to what rather than combat?

ANSWER: Terrorist acts.

Ref: Soldiers Magazine, "Hot Topics" insert, p 3

K. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the role of the NCO as it exists today.
CONDITIONS:	In a classroom environment, as a small unit leader responsible for 5 to 10 soldiers.
STANDARDS:	Identified the role of the NCO as it exists today, including the steps the Army took to improve the professionalism of the NCO corps, and the rank structure of the current NCO corps, IAW FM 7-22.7, and TRADOC Reg 350-10.

1. Learning Step / Activity 1. Noncommissioned Officer Education System

Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:8
 Time of Instruction: 10 mins
 Media: VGT-14 thru VGT-16

Noncommissioned Officer Education System

In 1947, an NCO Academy opened in occupied Germany. This one-month course emphasized leadership skills, such as map reading and methods of small unit training, which would be the prelude to the Noncommissioned Officer Education System (NCOES). VGT 14 depicts the chronology of NCOES:

SHOW VGT-14, NCOES



Ref: CMH Pub 70-37

Although NCOES improved the competence of the NCO corps, it did not provide clear patterns of career development and promotion potential. In 1975, the Army introduced the Enlisted Personnel Management System (EPMS) to regulate career development. It expanded professional opportunities and eliminated dead-end career

fields by grouping related specialties. EPMS opened career paths for all enlisted soldiers while requiring them to remain eligible for promotion by demonstrating their abilities at required levels through the Skill Qualification Test (SQT) and the Self-Development Test (SDT). The Army has since eliminated both tests. Another professional development system, The Noncommissioned Officer Development Program (NCODP), relating to career management evolved in 1980. This system consisted of formal NCO leadership training and concentrated on “doing” rather than “testing” experience. NCODP enabled NCOs to apply the training and skills learned in NCOES in their units.

In 1986, the Primary Leadership Development Course (PLDC) became the first course in the NCOES to actually become a mandatory prerequisite for promotion to the next higher grade.

REMOVE VGT-14

The goal of NCOES and noncommissioned officer training is to prepare noncommissioned officers to lead and train soldiers who work and fight under their supervision and assist their leaders to execute unit missions. The NCOES provides noncommissioned officers with progressive and sequential leader, technical, and tactical training relevant to the duties, responsibilities, and missions they will perform in operational units after graduation. Training builds on existing skills, knowledge, attitudes, and experience.

SHOW VGT-15, NCOES COURSES



Ref: TRADOC Reg 350-10, pp 42 thru 46

The NCOES includes--

- The Primary Leadership Development Course (PLDC) provides basic, branch immaterial, leadership training for soldiers selected for promotion to Sergeant.
- The Basic Noncommissioned Officer Course (BNCOC) provides skill level 3 training and basic branch specific, squad level training for soldiers selected for promotion to Staff Sergeant.
- The Advanced Noncommissioned Officer Course (ANCOC) provides Skill level 4 training and basic branch specific, platoon level training for soldiers selected for promotion to Sergeant First Class.
- The Sergeants Major Course (SMC) provides senior level, branch immaterial, staff training for Master Sergeants selected for promotion to Sergeant Major and for senior level positions.

REMOVE VGT-15

SHOW VGT-16, FUNCTIONAL COURSES



Ref: TRADOC Reg 350-10, pp 50 thru 52

You must be aware that noncommissioned officer training also includes functional courses. They are--

- The Battle Staff Noncommissioned Officer Course (BSNCOC) provides advanced, branch immaterial, staff training for Staff Sergeants through Sergeants Major selected for staff assignments.
- The First Sergeant Course (FSC) provides branch immaterial training to prepare selected soldiers for their initial assignment as First Sergeants.
- The Command Sergeants Major Course (CSMC) provides branch immaterial training for CSM designees.

REMOVE VGT-16

CHECK ON LEARNING: Conduct a check on learning and summarize the ELO.

QUESTION: What did the Noncommissioned Officer Education System (NCOES) fail to provide when implemented?

ANSWER: Clear patterns of career development and promotion potential.

Ref: CMH Pub 70-37

QUESTION: What system did the Army introduce in 1975 to regulate career development?

ANSWER: The Enlisted Personnel Management System (EPMS).

Ref: CMH Pub 70-37

QUESTION: Which NCOES course first became a prerequisite for promotion to the next higher grade?

ANSWER: The Primary Leadership Development Course (PLDC).

Ref: A Short History of the NCO, p 51

2. Learning Step / Activity 2. Current NCO Rank Structure

Method of Instruction: Conference / Discussion

Technique of Delivery: Small Group Instruction (SGI)

Instructor to Student Ratio: 1:8

Time of Instruction: 5 mins

Media: VGT-17

Current NCO Rank Structure

Now, let's take a look at the current NCO rank structure within the Army.

SHOW VGT-17, CURRENT NCO RANK STRUCTURE



Let's begin from the top--

- **Sergeant Major of the Army (SMA, E-9)**--This is the senior sergeant major rank, and senior NCO position in the Army. The SMA serves as the senior enlisted advisor and consultant to the Chief of Staff of the Army.
- **Command Sergeant Major (CSM, E-9)**--CSMs are the senior NCOs at the battalion and higher-level headquarters. They carry out policies and enforce standards related to enlisted personnel performance, training, appearance, and conduct. They also advise and make recommendations to the commander and staff on matters pertaining to enlisted personnel. CSMs direct the activities of the NCO support channel and administer the Noncommissioned Officer Development Program (NCODP).
- **Sergeant Major (SGM, E-9)**--They are generally the key enlisted member of staff elements at levels higher than battalion. The sergeant major's experience and ability equal that of the command sergeant major, but leadership responsibility remains generally limited to those directly under his supervision.
- **First Sergeant (1SG, E-8)**--The position is the most senior NCO in companies, batteries, and troops that maintain daily contact with the soldiers. They are responsible for the training, health, and welfare of all the soldiers/families.
- **Master Sergeant (MSG, E-8)**--Usually serves as the principal NCO in staff elements at battalion and higher. They should dispatch their leadership and other

duties with the same professionalism and to achieve the same results as the first sergeant.

- **Sergeant First Class (SFC, E-7)**--Serves at the platoon level or equivalent and is also a key position in the command structure of the Army. When the platoon leader is present, the sergeant first class is the primary assistant and advisor. In the absence of the platoon leader, the sergeant first class takes charge of the platoon. Sergeants first class teach collective and individual tasks to soldiers in their organic squads, crews or equivalent small units. This is the first level at which the term senior NCO applies.

- **Staff Sergeant (SSG, E-6), Sergeant (SGT, E-5), and Corporal (CPL, E-4)**-- They are normally section, squad, and team leaders and are a critical link in the NCO support channel. These tactical leaders are responsible for their soldier's health, welfare, and safety on a daily basis. They ensure their soldiers' meet standards in personal appearance, and teach them to maintain and account for their individual and unit equipment and property. They enforce standards, develop leadership skills, and train soldiers daily in their Military Occupational Specialties (MOS) skills and unit missions.

Ref: FM 7-22.7, pp 2-19 thru 2-22 and back cover

REMOVE VGT-17

CHECK ON LEARNING: Conduct a check on learning and summarize the ELO.

QUESTION: What is the first level at which the term "senior NCO" applies?

ANSWER: Sergeant First Class (SFC).

Ref: CMH Pub 70-37

SECTION IV. SUMMARY

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:8</u>
Time of Instruction: <u>5 mins</u>
Media: <u>VGT-18 and VGT-19</u>

Check on Learning

Determine if the students have learned the material presented by soliciting student questions and explanations. Ask the students questions and correct misunderstandings.

The checks on learning throughout this TSP also serve as the check on learning for the entire lesson.

Review / Summarize Lesson

As you can see throughout the long history of the U.S. Army's noncommissioned officer corps, these three functions--small unit leader, trainer, and guardian of standards--have figured in the daily life of the individual NCO. Beyond all changes of time and place, these essential functions have endured. In the end, whether serving as a file closer in the Continental Army or a squad leader in an assault battalion in one of today's light infantry divisions, the NCO has remained the backbone of the Army.

What we just discussed during this lesson, concerning the evolution of the NCO Corps, is but the tip of the iceberg.

There are volumes of publications of exemplary leadership and heroic actions demonstrated over the years by noncommissioned officers available for you to review. You are truly a part of a historic and time-honored corps. You must take it upon yourself to attain and maintain the highest of military standards, and be an integral part of the "Backbone of the Army." In so doing, you too can become a part of that legacy. Let's review some of those small unit leader operations:

SHOW VGT-18, TODAY'S NCO



These operations have ranged from combat to environmental, such as--

- Combat defensive.
- Combat offensive.
- Foreign internal defense.
- Missile defense.
- Rescue.
- Civil affairs.
- Logistical.
- Peacekeeping.
- Humanitarian.
- Security.
- Observation.
- Environmental.
- Evacuation.
- Disaster relief.
- Drug interdiction.

REMOVE VGT-18

SHOW VGT-19, LET NO SOLDIER'S SOUL CRY OUT



As the Noncommissioned Officer Education System continues to grow--you, the NCO of today must combine history and tradition with your skills and abilities to prepare for combat.

You retain the duties and responsibilities given to you by your predecessors and these you must build upon to train the soldiers of tomorrow. The Army must always remain prepared for an armed conflict at anytime--anywhere in the world.

There must never be another Task Force Smith! Timely, effective, realistic, and relevant training is the key element to ensuring a prepared and ready Army.

REMOVE VGT-19

SECTION V. STUDENT EVALUATION

**Testing
Requirements**

This is not a testable lesson.

**Feedback
Requirements**

None

Appendix A

VIEWGRAPHS FOR LESSON 1: L233 version 2

Enabling Learning Objective B

Learning Step 1

VGT-1, REVOLUTIONARY REGIMENTAL STAFF

REVOLUTIONARY REGIMENTAL STAFF

- Three field officers
- Six staff officers
- Four staff NCOs:

 - A Sergeant Major
 - A Quartermaster Sergeant
 - Two lead musicians

Sergeant

Corporal

L233/FEB 04/VGT-1

TYPICAL REVOLUTIONARY INFANTRY COMPANY

Four Officers

Four Sergeants

Two musicians (a fifer and a drummer)

Eighty “rank and file” soldiers
(four corporals and seventy-six privates)

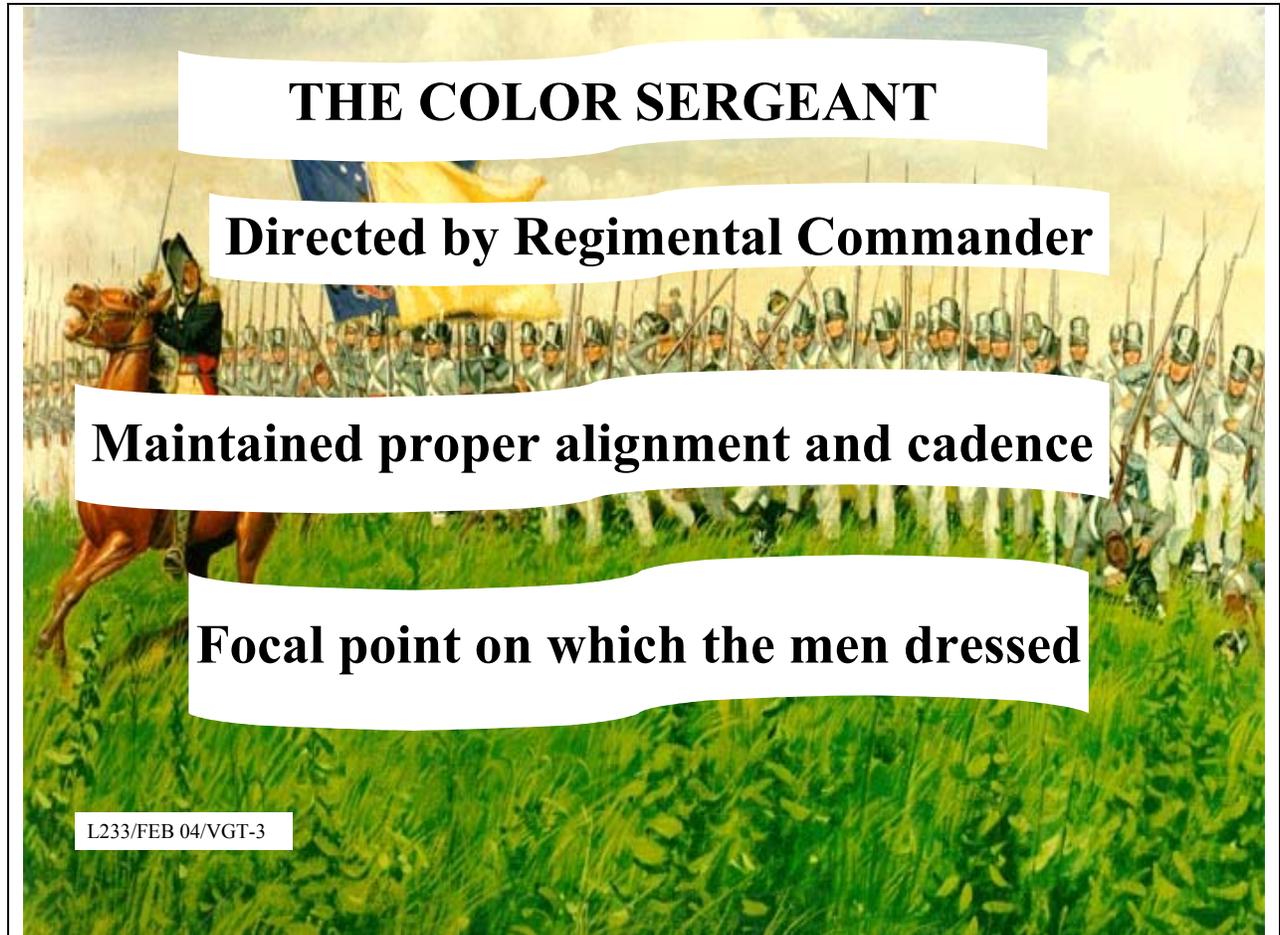
L233/FEB 04/VGT-2



Enabling Learning Objective C

Learning Step 1

VGT-3, THE COLOR SERGEANT



Enabling Learning Objective D

Learning Step 1

VGT-4, CIVIL WAR REGIMENTAL NCO STAFF



Enabling Learning Objective E

Learning Step 1

VGT-5, WWI REPLACEMENTS

WWI REPLACEMENTS

**Outstanding NCOs commissioned to replace
company-level officers**

Solved the problem of heavy officer losses

Technical units proliferated

L233/FEB 04/VGT-5

GENERAL PERSHING'S MESSAGE

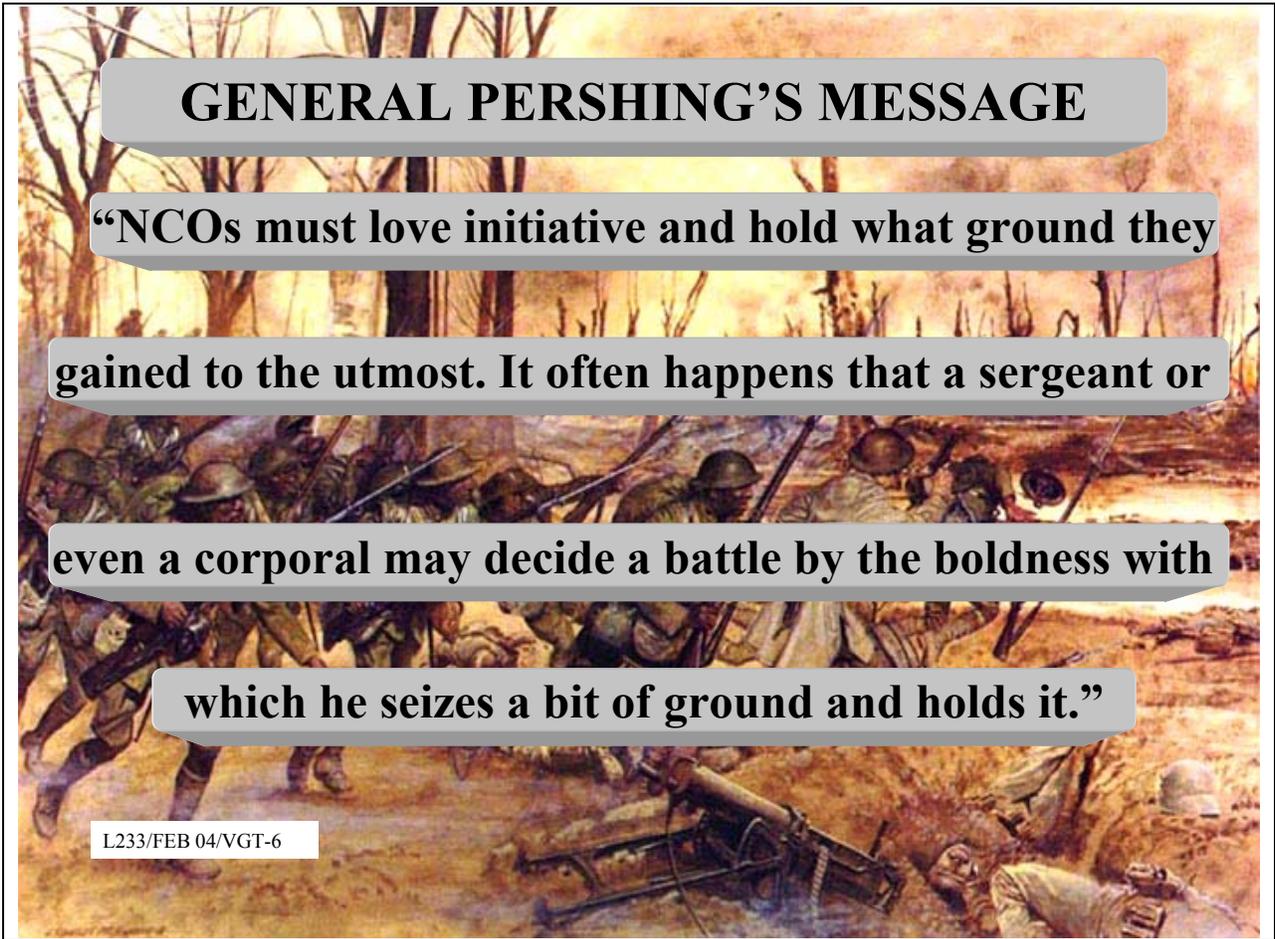
“NCOs must love initiative and hold what ground they

gained to the utmost. It often happens that a sergeant or

even a corporal may decide a battle by the boldness with

which he seizes a bit of ground and holds it.”

L233/FEB 04/VGT-6



WWI LESSONS LEARNED

Avoid mass formations

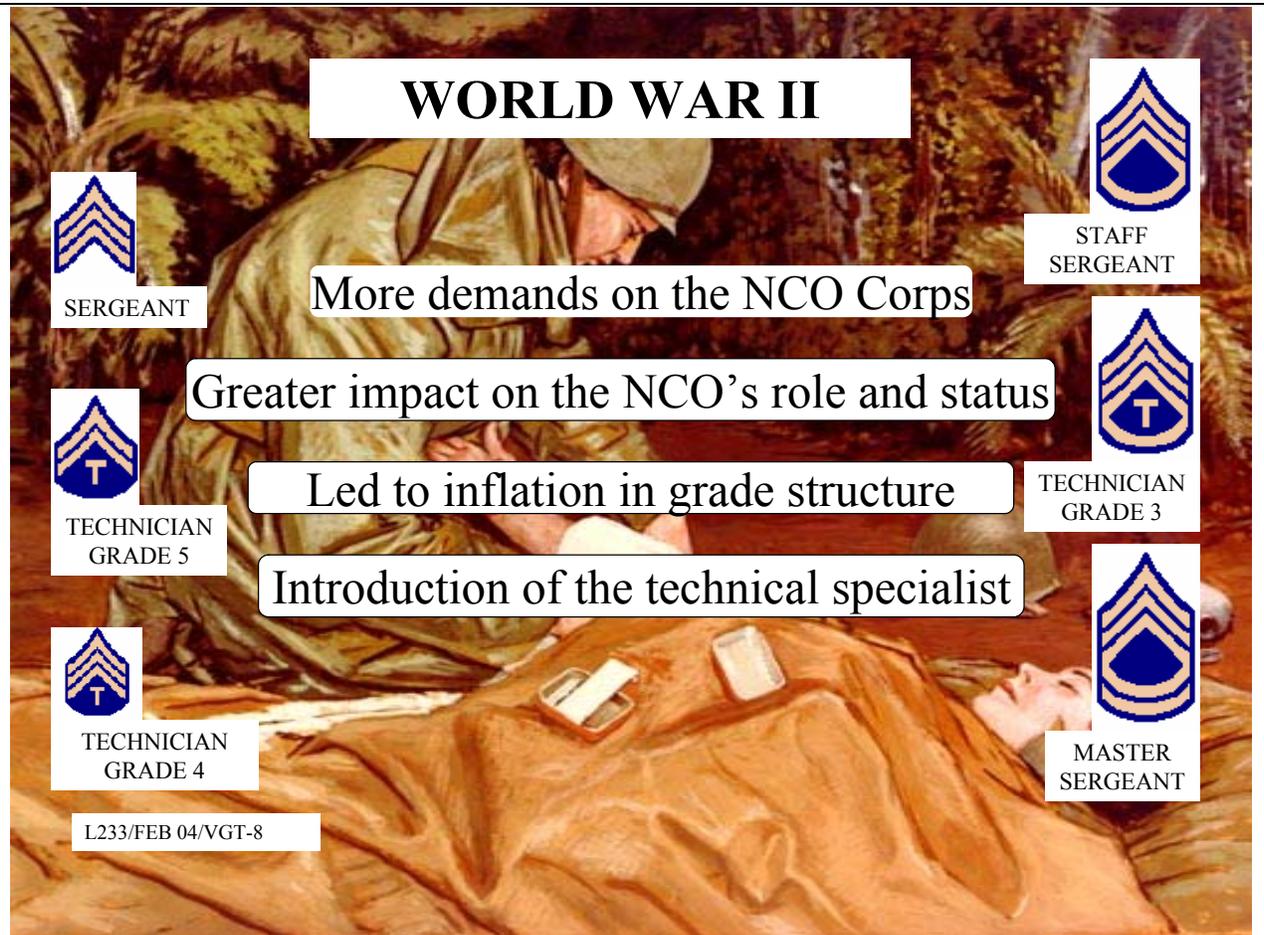
Significance of small unit operations

L233/FEB 04/VGT-7

Enabling Learning Objective F

Learning Step 1

VGT-8, WORLD WAR II



WORLD WAR II


SERGEANT


STAFF
SERGEANT

More demands on the NCO Corps

Greater impact on the NCO's role and status


TECHNICIAN
GRADE 5


TECHNICIAN
GRADE 3

Led to inflation in grade structure

Introduction of the technical specialist


TECHNICIAN
GRADE 4

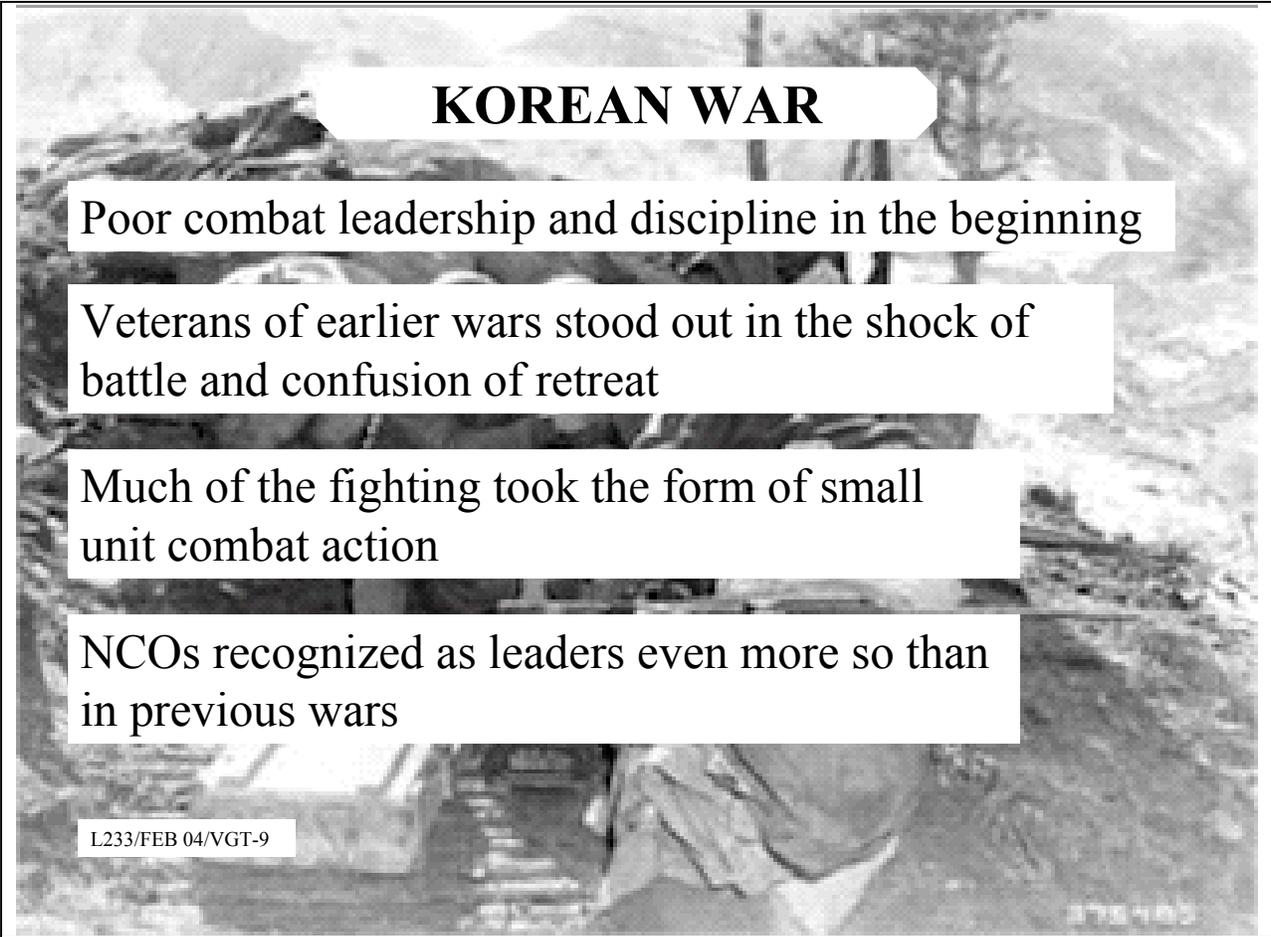

MASTER
SERGEANT

L233/FEB 04/VGT-8

Enabling Learning Objective G

Learning Step 1

VGT-9, KOREAN WAR



KOREAN WAR

Poor combat leadership and discipline in the beginning

Veterans of earlier wars stood out in the shock of battle and confusion of retreat

Much of the fighting took the form of small unit combat action

NCOs recognized as leaders even more so than in previous wars

L233/FEB 04/VGT-9

A painting depicting a soldier in a field of tall, golden-brown grass. The soldier is wearing a dark uniform and is holding a rifle. The scene is illuminated by a bright light, possibly the sun, creating a strong glow and long shadows. The overall mood is somber and reflective.

VIETNAM WAR

First American forces arrived as advisers

NCOs filled their traditional role as skilled trainer and small unit leader

Use of airmobility made the role of the NCO more effective and of greater importance

Brought about the end of the selective service draft and the building of the Modern Volunteer Army.

L233/FEB 04/VGT-10

Enabling Learning Objective I

Learning Step 1

VGT-11, OPERATIONS JUST CAUSE/DESERT STORM FACTORS FOR SUCCESS:



OPERATIONS JUST CAUSE AND DESERT STORM FACTORS FOR SUCCESS:

- Soldier's trust in NCOs
- Realistic training
- Pre-deployment checks
- Training Assessment
- Rehearsals
- Checking standards
- Battle drills
- Family support
- Trust between Commanders and Senior NCOs
- NCO combat vets
- Enforced discipline

L233/FEB 04/VGT-11

Enabling Learning Objective J

Learning Step 1

VGT-12, THE WAR ON TERRORISM

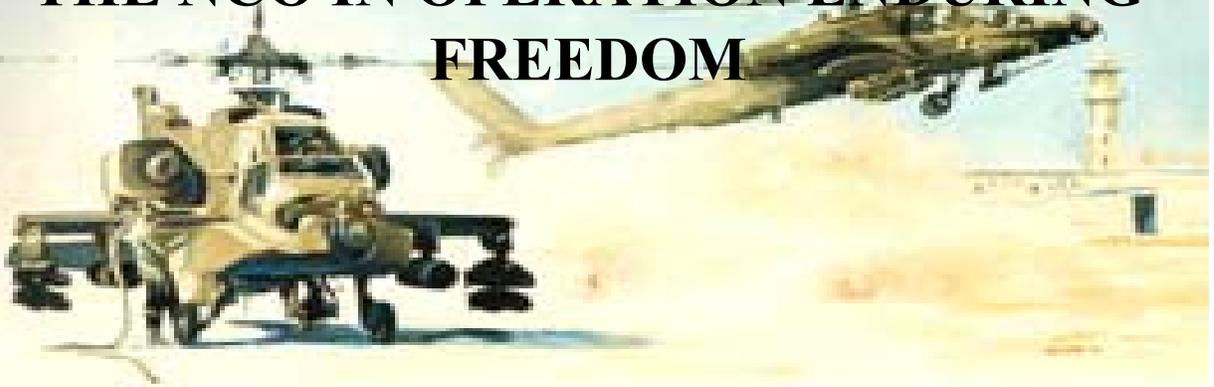


THE WAR ON TERRORISM

- **1993 bombing of the World Trade Center in NYC**
- **1995 bombing of the Alfred P. Murrah Building in OK**
- **1996 bombing of the Khobar Towers in Saudi Arabia**
- **1998 bombings of U.S. Embassies in Africa**
- **2000 bombing of the USS Cole in Yemen**
- **2001 Pentagon and World Trade Center attacks**

L233/FEB 04/VGT-12

THE NCO IN OPERATION ENDURING FREEDOM



“Continuing a
Proud
Tradition.....”

- Dedicated professionals
- Taking pride in critical roles
- Trusting fellow soldiers
- Taking care of each other
- Best trained in the world

L233/FEB 04/VGT-13

Enabling Learning Objective K

Learning Step 1

VGT-14, NCOES

NCOES

1971, NCOES implemented

1975, Enlisted Personnel Management System introduced

1980, Noncommissioned Officer Development Program introduced

1986, The Primary Leadership Development Course became the first NCOES course as a prerequisite for promotion

L233/FEB 04/VGT-14



NCOES COURSES

Primary Leadership Development Course (PLDC)

Basic Noncommissioned Officer Course (BNCOC)

Advanced Noncommissioned Officer Course (ANCOC)

Sergeants Major Course (SMC)

L233/FEB 04/VGT-15



FUNCTIONAL COURSES

**Battle Staff Noncommissioned Officer Course
(BSNCOC)**

First Sergeant Course (FSC)

Command Sergeants Major Course (CSMC)

L233/FEB 04/VGT-16





TODAY'S NCO

Small unit leader operations include:

- Combat Offensive
- Peacekeeping
- Combat Defensive
- Humanitarian
- Foreign Internal Defense
- Security
- Missile Defense
- Observation
- Rescue
- Drug Interdiction
- Civil Affairs
- Disaster Relief
- Logistical
- Evacuation
- Environmental

L233/FEB 04/VGT-18



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Appendix B - Test(s) and Test Solution(s) (N/A)

Appendix C - Practical Exercises and Solutions (N/A)

Appendix D HANDOUTS FOR LESSON 1: L233 version 2

This appendix contains the items listed in this table--

Title/Synopsis	Pages
SH-1, Advanced Sheet	SH-1-1 and SH-1-2
SH-2, Extracted material from FM 7-22.7 and TRADOC Regulation 350-10	SH-2-1 and The NCO Creed

Student Handout 1

Advance Sheet

Lesson Hours This lesson consists of two hours of small group instruction.

Overview Although NCOs today receive better training and are more professional than ever, the achievements of your predecessors have contributed much to your career. Get to know them, and you will see that the NCOs of the past are as much your comrades in arms as the men and women you train with in the Primary Leadership Development Course (PLDC). You will become the NCO the Army looks upon to train, test, judge, reward, and discipline soldiers of today, as well as in the future.

Learning Objective Terminal Learning Objective (TLO)

Action:	Identify the historical evolution and significant contributions of the noncommissioned officer corps.
Conditions:	In a classroom environment, as a small unit leader responsible for 5 to 10 soldiers.
Standards:	Identified the historical evolution and significant contributions of the noncommissioned officer corps (as it existed during the pre-Revolutionary War period; the Revolutionary War; the War of 1812; the Civil War; World War I; World War II; the Korean War; Vietnam War; Operations Just Cause, Desert Storm, and Enduring Freedom; the war on terrorism; and today) IAW CMH Pub 70-37, CMH Pub 70-38, TRADOC Reg 350-10, and FM 2-22.7.

ELO A Identify the role of the noncommissioned officer existing in the pre-Revolutionary War period.

ELO B Identify the role of the NCO during the Revolutionary War.

ELO C Identify the role of the NCO during the War of 1812.

ELO D Identify the role of the NCO during the Civil War.

ELO E Identify the role of the NCO during World War I.

ELO F Identify the role of the NCO during World War II.

ELO G Identify the role of the NCO during the Korean War.

ELO H Identify the role of the NCO during the Vietnam War.

ELO I Identify the role of the NCO during Operations Just Cause and Desert Storm.

ELO J Identify the role of the NCO in the War on Terrorism and Operation Enduring Freedom.

ELO K Identify the role of the NCO as it exists today.

Assignment

The student assignments for this lesson are--

- Review Student Handout 1, Appendix D.
 - Read TRADOC REG 350-10, Chap 5, para 5-1 thru 5-9.
 - Read FM 7-22.7, p 2-19 thru 2-22 and the inside back cover.
 - Participate in classroom discussion.
 - Turn in recoverable reference material.
-

**Additional
Subject Area
Resources**

None

Bring to Class

You must bring the following materials to class--

- Pen or pencil and writing paper.
 - All reference material and student handouts for this lesson.
-

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Student Handout 2

This student handout contains 4 pages of extracted material from FM 7-22.7, The Army Noncommissioned Officer Guide, 23 Dec 02 and 4 pages of extracted material from TRADOC Regulation 350-10, Institutional Leader Training and Education, 12 Aug 02.

Chapter 2, pages 2-19 thru 2-22
Chapter 5, pages 23 thru 26
Inside of back cover (The NCO Creed)

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NCO RANKS

SERGEANT MAJOR OF THE ARMY

2-57. Established in 1966, the Sergeant Major of the Army (SMA) is the senior enlisted position of the Army. The sergeant major in this position serves as the senior enlisted advisor and consultant to the Chief of Staff of the Army. The SMA provides information on problems affecting enlisted personnel and proposes solutions to these problems concerning standards, professional development, growth and advancement of NCOs, morale, training, pay, promotions and quality of life for soldiers and family members.

2-58. Using command information channels, the SMA keeps soldiers current on important NCO issues and through the public media informs the American people of the Army mission, soldiers' accomplishments and future enlisted trends. The SMA directs NCO support channel activities through the major commands' CSMs by using written and verbal communications. The SMA also presents the enlisted viewpoint to Congress, DA boards and committees, meets with military and civilian organizations to discuss enlisted affairs, and receives and represents Army enlisted personnel at appropriate ceremonies.

COMMAND SERGEANT MAJOR AND SERGEANT MAJOR

2-59. The Command Sergeant Major is the senior NCO of the command at battalion or higher levels. The CSM carries out policies and standards on performance, training, appearance and conduct of enlisted personnel. The CSM gives advice and initiates recommendations to the commander and staff in matters pertaining to enlisted personnel. A unit, installation, or higher headquarters CSM directs the activities of that NCO support channel. The support channel functions orally through the CSMs or first sergeant's call and normally does not involve written instruction. The CSM administers the unit Noncommissioned Officer Development Program (NCODP), normally through written directives and the NCO support channel. As the senior NCO of the command, the CSM is the training professional within the unit, overseeing and driving the entire training program. The CSM assists the commander in determining leader tasks and training for NCOs.

2-60. The CSM and commander jointly coordinate and develop the unit's Mission Essential Task List (METL) and individual training tasks to create a team approach to battle-focused training. The CSM and NCO leaders then select the specific individual tasks, which support each collective task to be trained during this same period. CSMs use command information channels to inform, express concerns on enlisted issues and build esprit. They also represent the commander at military and civilian functions to maintain good community relations.

2-61. The Sergeant Major is often the key enlisted member of the staff elements at battalion and higher levels. The sergeant major's experience and ability are equal to that of the unit command sergeant major, but leadership influence is generally limited to those directly under their charge. The sergeant major is a subject matter expert in his technical field, primary advisor on policy development, analytical reviewer of regulatory guidance and often fulfills the duties of the command sergeant major in his absence. Sergeants major also serve in non-staff and leadership positions such as Special Forces Team Sergeant Major, instructor at the Sergeants Major Academy or as the State Senior Enlisted Advisor.

Colors and Color Guards

Flags are almost as old as civilization itself. Imperial Egypt and the armies of Babylon and Assyria followed the colors of their kings. Ancient texts mention banners and standards. The flag that identified nations usually were based on the personal or family heraldry of the reigning monarch. As autocracies faded or disappeared, dynastic colors were no longer suitable and national flags came into being. These national flags such as the Union Jack of Great Britain, the Tricolor of France and the Stars and Stripes are relatively new to history. When the struggle for independence united the colonies, there grew a desire for a single flag to represent the new Nation. The first flag borne by our Army representing the 13 colonies was the grand union flag. It was raised over the Continental Army at Cambridge, Massachusetts, on 2 January 1776. The Stars and Stripes as we now know it was born on 14 June 1777.

The flags carried by Color-bearing units are called the national and organizational colors. The Colors may be carried in any formation in which two or more company honor guards or representative elements of a command participate. The Command Sergeant Major is responsible for the safeguarding, care and display of the organizational color. He is also responsible for the selection, training and performance of the Color bearers and Color guards.

The honorary position for the CSM is two steps to the rear and centered on the Color guard.

Duties, Responsibilities and Authority of the NCO

Because of the importance and visibility of the task, it is an honor to be a member of the Color guard. The detail may consist of three to eight soldiers, usually NCOs. The senior (Color) sergeant carries the National Color and commands the Color guard unless a person is designated as the Color sergeant. The Color sergeant gives the necessary commands for the movements and for rendering honors. The most important aspect of the selection, training and performance of the Color guard is the training. Training requires precision in drills, manual of arms, customs and courtesies and wear and appearance of uniforms and insignia.

A well trained color guard at the front of unit's formation signifies a sense of teamwork, confidence, pride, alertness, attention to detail, esprit de corps and discipline. The Color Guard detail should perform its functions as much as possible in accordance with ARs 600-25, 670-1 and 840-10 and FM 22-5.

FIRST SERGEANT AND MASTER SERGEANT

2-62. The First Sergeant is the senior NCO in companies, batteries and troops. The position of first sergeant is similar to that of the CSM in importance, responsibility and prestige. As far back as the Revolutionary War period, first sergeants have enforced discipline, fostered loyalty and commitment in their soldiers, maintained duty rosters and made morning reports to their company commanders. Since today's first sergeants maintain daily contact with and are responsible for training and ensuring the health and welfare of all of the unit's soldiers and families, this position requires extraordinary leadership and professional competence.

2-63. First sergeants hold formations, instruct platoon sergeants and assist the commander in daily unit operations. Though first sergeants supervise routine administrative duties their principle duty is training soldiers. The CSM, first sergeant and other key NCOs, must understand the organization's collective mission essential tasks during METL-based training. Through NCO development programs, performance counseling and other guidance, first sergeants are the Army's most important mentors in developing subordinate NCOs.

2-64. The Master Sergeant serves as the principle NCO in staff elements at battalion or higher levels. Although not charged with the enormous leadership responsibilities of the first sergeant, the master sergeant dispatches leadership and executes other duties with the same professionalism as the first sergeant.

PLATOON SERGEANT AND SERGEANT FIRST CLASS

2-65. While "Platoon Sergeant" is a duty position, not a rank, the platoon sergeant is the primary assistant and advisor to the platoon leader, with the responsibility of training and caring for soldiers. The platoon sergeant helps

the commander to train the platoon leader and in that regard has an enormous effect on how that young officer perceives NCOs for the rest of his career. The platoon sergeant takes charge of the platoon in the absence of the platoon leader. As the lowest level senior NCO involved in the company METL, platoon sergeants teach collective and individual tasks to soldiers in their squads, crews or equivalent small units.

2-66. The Sergeant First Class (SFC), may serve in a position subordinate to the platoon sergeant or may serve as the NCO in charge (NCOIC) of the section with all the attendant responsibilities and duties of the platoon sergeant. A platoon sergeant or sergeant first class generally has extensive military experience and can make accurate decisions in the best interest of the mission and the soldier.

2-67. Utilizing tough, realistic and intellectually and physically challenging performance-oriented training to excite and motivate soldiers, the platoon sergeant ensures Army standards are met and maintained. Additionally, the platoon sergeant must conduct cross training to promote critical wartime skills within the unit, evaluate the effectiveness of the platoon and provide training feedback to the commander and first sergeant during After-Action Reviews (AAR) on all unit collective training.

SQUAD, SECTION AND TEAM LEADERS

2-68. Staff Sergeants, Sergeants and Corporals are normally squad, section and team leaders and are a critical link in the NCO channel. These NCOs live and work with their soldiers every day and are responsible for their health, welfare and safety. These squad, section and team leaders ensure that their soldiers meet standards in personal appearance and teach them to maintain and account for their individual and unit equipment and property. The NCO enforces standards and develops and trains soldiers daily in MOS skills and unit missions.

“NCOs should make it a point to drop by the barracks on and off duty to visit soldiers and check on their welfare.”

SMA Jack L. Tilley

2-69. The NCO teaches individual and collective training, develops unit cohesion, fosters the values of loyalty and commitment and builds spirit and confidence. The NCO evaluates performance oriented training and through coaching and counseling grooms young soldiers for future positions of increased responsibility. Squad, section and team leaders teach everything from the making of sound and timely decisions to physical training to ethics and values. You, corporals and sergeants, are the basic trainer of today’s soldiers.

professional military education. This branch-immaterial resident course is conducted at the WOCC, Fort Rucker, AL, and provides warrant officers with a broader Army perspective required for assignment to grade CW5-level positions as technical, functional, and branch systems integrators and trainers at the highest organizational levels. Instruction focuses on “how the Army runs” (force integration) and provides up-to-date information on Army-level policy, programs, and special items of interest. Graduates of WOSSC are recognized by MEL code 1.

Chapter 5 The Noncommissioned Officer Education System (NCOES).

Section I General

5-1. Background.

a. The goal of NCOES and NCO training is to prepare NCOs to lead and train soldiers who work and fight under their supervision and assist their assigned leaders to execute unit missions.

b. The NCOES consists of PLDC, BNCOC, ANCO, and SMC. Both PLDC and SMC are branch-immaterial courses, while BNCOC and ANCO include branch-immaterial common core and branch-specific training. Branch immaterial functional courses are BSNCO, FSC, and CSMC. Common core will be fully incorporated into NCO training IAW the appropriate CMP. Exception to this is the Stand-Alone TASS Phase I USASMA ANCO and BNCOC Common Cores that are listed in ATRRS separately. Noncommissioned Officer Education System ANCO/BNCOC technical phase MOS proponents will only list and include Phase I as part of their MOS course administrative data for instructor contact hours purposes as “developed by other – USASMA Common Core.” Successful completion of Phase I is a prerequisite for attendance at ANCO or BNCOC phase II MOS-specific training courses. Exception to this policy is when the Phase II is conducted at Interservice Training Review Organization, Department of Defense (DOD) or a joint service school where scheduling of quotas is not controlled by U.S. Total Army Personnel Command (PERSCOM) or other Army element.

c. The NCOES courses provide NCOs with progressive and sequential leader, technical, and tactical training that is relevant to duties, responsibilities, behaviors and missions they will be required to perform in operational units after graduation. Training builds on existing VASA and experience.

5-2. Selection, administration, and assignments for NCOES. See AR 614-200, NGR 600-200 and AR 350-1.

5-3. Primary Leadership Development Course (PLDC). The PLDC is a branch-immaterial course conducted at NCOA worldwide and TASS school

battalions, which provides basic leadership training for soldiers selected for promotion to sergeant. Primary Leadership Development Course provides an opportunity to acquire the leader VASA and knowledge needed to lead a team-size unit, and serves as the foundation for further training and development. Graduates of PLDC are recognized by MEL code X IAW Enlisted Distribution and Assignment System (EDAS) input into Standard Installation Division Personnel System (SIDPERS). Training focuses on—

- a. Self-discipline.
- b. Demonstrating professional ethics and values.
- c. Leading, disciplining, and developing soldiers.
- d. Soldier performance-oriented counseling.
- e. Planning, conducting and evaluating individual and team-level performance-oriented training.
- f. Caring for soldiers and their families.
- g. Establishing the foundation for further training and leader development.

5-4. Basic Noncommissioned Officer Course (BNCOC). The BNCOC provides soldiers selected for promotion to staff sergeant an opportunity to acquire the leader, technical, tactical, VASA and knowledge needed to lead squad-size units. Training builds on experience gained in previous training and operational assignments. Branch schools and selected TASS school battalions conduct this course. Graduates of BNCOC are recognized by MEL code V. Training focuses on—

- a. Preparing unit and subordinate elements for peace and wartime missions and contingencies.
- b. Planning, supervising, and executing tasks and missions assigned to squad-size units.
- c. Leading, supervising, disciplining, training, and developing subordinates.
- d. Planning, scheduling, supervising, executing, and assessing the unit’s mission-essential training.
- e. Planning, initiating, and supervising personnel, administration, and supply actions.
- f. Planning, supervising, and assessing the safe use, maintenance, security, storage, and accountability of personal and organizational equipment and material.
- g. Caring for subordinates and their families.
- h. Active Component soldiers will be scheduled in ATRRS to attend BNCOC Phase I common core and MOS technical training sequentially within the same fiscal year. Active Component soldiers may attend Phase I

common core at full resident NCOAs, via video teletraining (VTT), or at the nearest TASS training site.

i. The first general officer in the AC soldier's chain of command may grant a waiver extension of up to 6 months or until the next Phase II technical MOS course start date, whichever occurs first.

j. Reserve Component BNCOC common core training requires formal school attendance one weekend per month for 6 consecutive months or 2 weeks AT/ADT. Soldiers must begin branch-technical training within 24 months of completing common core training. Request for waiver to the 24-month requirement will be forwarded through command channels for approval by the first general officer in the soldier's chain of command as follows:

(1) An additional 12 months may be granted for cogent reasons by the first general officer in the soldier's chain of command. However, soldiers must begin BNCOC branch-technical training within 36 months of completing common core Phase I training. Soldiers will report to school with a copy of the approved waiver and the DA Form 1059 indicating successful completion of Phase I.

(2) An additional 12 months (added to the 36 months) may also be granted by the first general officer in the chain of command for a reclassification training requirement incurred following completion of common core training (soldier must start branch-technical training within 48 months of completing common core training). Soldiers will report to school with a copy of the approved waiver and both common core and MOS reclassification training DA Forms 1059.

(3) Any AC/RC soldier that exceeds their maximum waivable NCOES time line attendance windows, as applicable in paragraphs 5-4 or 5-5, must submit an exception to policy through the first general officer in the soldier's chain of command, to Commander, TRADOC, ATTN: ATTG-I. This request packet must include the following:

(a) Memorandum requesting exception to policy.

(b) Army Training Requirements and Resource System printout showing soldier's course attendance record and available course start dates.

(c) Any documentation that supports the soldier's claim for the exception requested.

(d) DA Form 1059 for completion of Phase I training.

(e) Name, e-mail address, phone and FAX numbers of soldier's unit POC.

5-5. Advanced Noncommissioned Officer Course (ANCOC). The ANCOC provides soldiers selected for

promotion to sergeant first class an opportunity to acquire the leader, technical, tactical VASA and knowledge needed to lead platoon-size units. Training builds on experience gained in previous operational assignments and training. Branch schools and selected TASS school battalions conduct this course in a live-in learning environment. Graduates of ANCOC are recognized by MEL code T. Training focuses on:

a. Preparing unit and subordinate elements for peace and wartime missions and contingencies.

b. Planning, supervising, and executing tasks and missions assigned to platoon-size units.

c. Leading, supervising, disciplining, training, and developing subordinates.

d. Planning, scheduling, supervising, executing, and assessing the unit's mission essential training.

e. Planning, initiating, and supervising personnel, administration, and supply actions.

f. Planning, supervising, and assessing the safe use, maintenance, storage, security, and accountability of personal and organizational equipment and material.

g. Caring for subordinates and their families.

h. Active Component soldiers will be scheduled in ATRRS to attend ANCOC phase I common core and MOS branch technical training sequentially within the same fiscal year. Active Component soldiers may attend Phase I common core at resident, via VTT, or at the nearest TASS training site.

i. Active Component commanders will send ANCOC/SFC promotion selectees to Phase I and II when scheduled by PERSCOM. Commanders must notify PERSCOM NLT 45 days from the scheduled course date if this soldier is physically unable to attend on the date scheduled. In all cases, PERSCOM will be the final approval granting authority on requests for class deferments.

j. Reserve Component soldier attendance at ANCOC common core training requires formal school attendance one weekend per month for 6 consecutive months or 2 weeks AT/ADT. Soldiers must begin branch-technical training within 24 months of completing common core training. Request for waiver to the 24-month requirement will be forwarded through command channels for approval by the first general officer in the soldier's chain of command as follows:

(1) An additional 12 months may be granted for cogent reasons by the first general officer in the soldier's chain of command. However, soldiers must begin ANCOC branch-technical training within 36 months of completing common core Phase I training). Soldiers will report to school with a copy of the approved waiver and

the DA Form 1059 indicating successful completion of Phase I (third year).

(2) An additional 12 months (added to the 36 months) may also be granted by the first general officer in the chain of command for a reclassification training requirement incurred following completion of common core training (soldier must start branch-technical training within 48 months of completing common core training). Soldiers will report to school with a copy of the approved waiver and both common core and MOS reclassification training DA Forms 1059.

(3) Any AC/RC soldier that exceeds their maximum waiverable NCOES time line attendance windows, as applicable in paragraphs 5-4 or 5-5, must submit an exception to policy through the first general officer in the soldier's chain of command, to Commander, TRADOC,

ATTN: ATTG-I. This request packet must include the following:

(a) Memorandum requesting exception to policy.

(b) Army Training Requirements and Resource System printout showing soldier's course attendance record and available course start dates.

(c) Any documentation that supports the soldier's claim for the exception requested.

(d) DA Form 1059 for completion of Phase I training.

(e) Name, e-mail address, phone and FAX numbers of soldier's unit POC.

5-6. Sergeants Major Course (SMC). The SMC is a branch-immateral course for master sergeants and first sergeants selected for promotion to sergeant major, and for recently promoted sergeants major. (The DA board may also select non-promotable master sergeants and/or first sergeants for early attendance.) The Sergeants Major Course is a task-based, performance-oriented, scenario-driven course that includes instruction in leadership, combat operations, and sustainment operations. Specific areas of study include team building, communicative skills, national military strategy, training management, force projection, and professional development electives. The course integrates the learning objectives of the battle staff NCO course, and master fitness training. A corresponding studies program is also available, which consists of resident and non-resident phases. Graduates of SMC are recognized by MEL code S.

5-7. Battle Staff Noncommissioned Officer Course (BSNCOC). The BSNCOC is a two-phase branch-immateral functional course for staff sergeants through sergeant major selected for staff assignments. Curriculum phases and attendance criteria are as follows:

a. Phase I is the preresident phase (self-study package) including an exam taken via the Internet. Battle staff designees will have 60 days to complete Phase I before attending the resident phase (Phase II) of the course. Phase II can be completed in one of three methods and course lengths. The soldier may complete Phase II via resident attendance either at USASMA (Fort Bliss, TX), at one of the USASMA delivered VTT training sites, located in both CONUS and OCONUS, or at the NCOA at Fort McCoy, WI.

b. Training focuses on managing day-to-day operations of a battalion level or higher command post.

c. The prerequisites for attending the BSNCOC course are:

(1) Be a staff sergeant through sergeants major.

(2) Assigned to a valid ASI coded 2S position IAW DA Pam 611-21.

(3) Meet the height and weight guidelines IAW AR 600-9.

(4) Pass an APFT during Phase II as a graduation requirement.

d. Active Component requests for training should be forwarded through local approval authority (for example, G3, Director of Plans, Training, Mobilization, and Security (DPTMS)) who submits an A1 application to PERSCOM requesting a school seat in ATRRS. Reserve Component requests for training are submitted as follows: Troop Program Units forward requests for training through their MACOM for approval. Active Guard Reserve forwards requests through the Full Time Support Management Division for approval. National Guard Units requests for training should be forwarded through their major subordinate command who submits requests to the state Plans Operations and Training Officer for approval.

e. Graduates of BSNCOC are awarded the ASI 2S.

5-8. First Sergeants Course (FSC). The FSC is a two-phased branch-immateral functional course for first-time first sergeant designees. Curriculum phases and attendance criteria are as follows:

a. Phase I is the preresident phase (self-study package) including an exam taken via the Internet. First sergeant designees will have 60 days to complete Phase I before attending Phase II. Phase II consists of 15 training days (resident or VTT). All Active Army sites conduct Phase II over a 3-week training period. The Reserve Component Training Institutions will conduct Phase II in 15 consecutive training days.

b. Training focuses on leader, technical, and tactical tasks relevant to missions, duties, and responsibilities assigned to leaders of company-size units. Training

expands previously acquired skills, knowledge, and experience by adding company-level functional areas such as personnel, administration, maintenance, training, supply, security, UCMJ, etc.

c. In accordance with AR 614-200, paragraph 8-21, all Active Army first-time first sergeants will attend the FSC prior to assumption of duties.

d. The prerequisites for attending the FSC are:

(1) Be a SFC, SFC(P), or master sergeant.

(2) Be an ANCOC graduate. First sergeant designees in rank of SFC must complete one year of service after graduation from ANCOC prior to attending FSC.

(3) Be a selectee for, or filling a valid first sergeant or detachment sergeant position.

(4) Meet the height and weight guidelines IAW AR 600-9 for Phase II enrollment.

(5) Pass an APFT during Phase II as a graduation requirement.

e. Active Component requests for training should be forwarded through local approval authority (for example, G3, DPTMS) who submits an A1 application to PERSCOM requesting a school seat in ATRRS. Reserve Component requests for training are submitted as follows: Troop Program Units forward requests for training through their major subordinate command for approval. Active Guard Reserve forward requests through the Full Time Support Management Division for approval. National Guard Units requests for training should be forwarded through their major subordinate command who submits requests to the state Plans Operations and Training Officer for approval. Graduates of FSC are recognized by MEL code R.

f. FSC graduates are recognized by SQI «M».

5-9. Command Sergeants Major Course (CSMC). The CSMC is a branch-immaterial course conducted at USASMA for newly appointed CSM. The CSMC prepares individuals for battalion-level CSM assignment and includes a program for spouses.

Section II Noncommissioned Officer Academies (NCOA)

5-10. Overview.

a. Noncommissioned Officer Academies conduct training in a challenging leadership-intensive environment designed to reinforce leadership and professional skills as part of student academic training and embedded in the daily routine.

b. Branch proponents and selected MACOM and

installations establish NCOA per AR 350-1 and this regulation.

5-11. NCOA staffing and organization.

a. The NCOA commandant is a CSM who works under the supervision of a MACOM, installation, or division commander and that commander's CSM.

b. Staffing of NCOA is governed by the Manpower Staffing Standards System (MS3). Noncommissioned Officer Academy manpower is identified by management decision package «TSGT.»

c. Commandants will attach and/or assign to the NCOA sufficient numbers of full-time SGLs, by MOS mix, and SSGLs, by CMF mix, required to train their programmed NCOES annual, by course, student loads.

(1) The SGL assigned to conduct each course/class will mentor and evaluate their students from day one through course graduation and complete separate DA Form 1059s on each student enrolled at the end of both common core and MOS technical training. It is the TRADOC Commander's intent that except where prohibited due to safety concerns/constraints, the assigned or attached SGL should teach, coach, mentor, counsel and evaluate their students to the maximum extent possible during the conduct of all NCOES courses.

(2) The SGL MOS will be immaterial for the conduct of Phase I stand-alone ANCOC/BNCOC Common Core. However, for quality mentoring purposes, it is desired that a like CMF/MOS SGL be used to train soldiers who receive Phase I and II of their ANCOC or BNCOC congruently at their MOS proponent NCOA/school.

(3) Proponent NCOES students will not be administratively handed off, released, or turned over to the school's technical training departments at the end of Phase I ANCOC or BNCOC. While the proponent school's technical training departments may be responsible for delivering the MOS-specific curriculum, the NCOA commandant will remain responsible for each student's status. An assigned or attached academy SGL will remain in control of all NCOES attendees until they graduate or are otherwise disenrolled.

(4) Soldiers arriving at proponent schools for Phase II only (having already completed Phase I at another location), will be assigned to an academy like MOS SGL and join a like-MOS group for completion of their technical training.

(5) At ANCOC/BNCOC, no honors certificates or diplomas (other than the DA Form 1059) will be issued until the entire level of training or course (Phase II technical MOS phase/phases of the course) is completed.

Chapter 6 Civilian Leader Development



Creed of the Noncommissioned Officer

No one is more professional than I. I am a Noncommissioned Officer, a leader of soldiers. As a noncommissioned officer, I realize that I am a member of a time honored corps, which is known as "the Backbone of the Army." I am proud of the Corps of Noncommissioned Officers and will at all times conduct myself so as to bring credit upon the Corps, the military service and my country regardless of the situation in which I find myself. I will not use my grade or position to attain pleasure, profit or personal safety.

Competence is my watch-word. 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 noncommissioned 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.

Officers of my unit will have maximum time to accomplish their duties; they will not have to accomplish mine. I will earn their respect and confidence as well as that of my soldiers. I will be loyal to those with whom I serve; seniors, peers and subordinates alike. I will exercise initiative by taking appropriate action in the absence of orders. I will not compromise my integrity, nor my moral courage. I will not forget, nor will I allow my comrades to forget that we are professionals, Noncommissioned Officers, leaders!

