The NCO Journal

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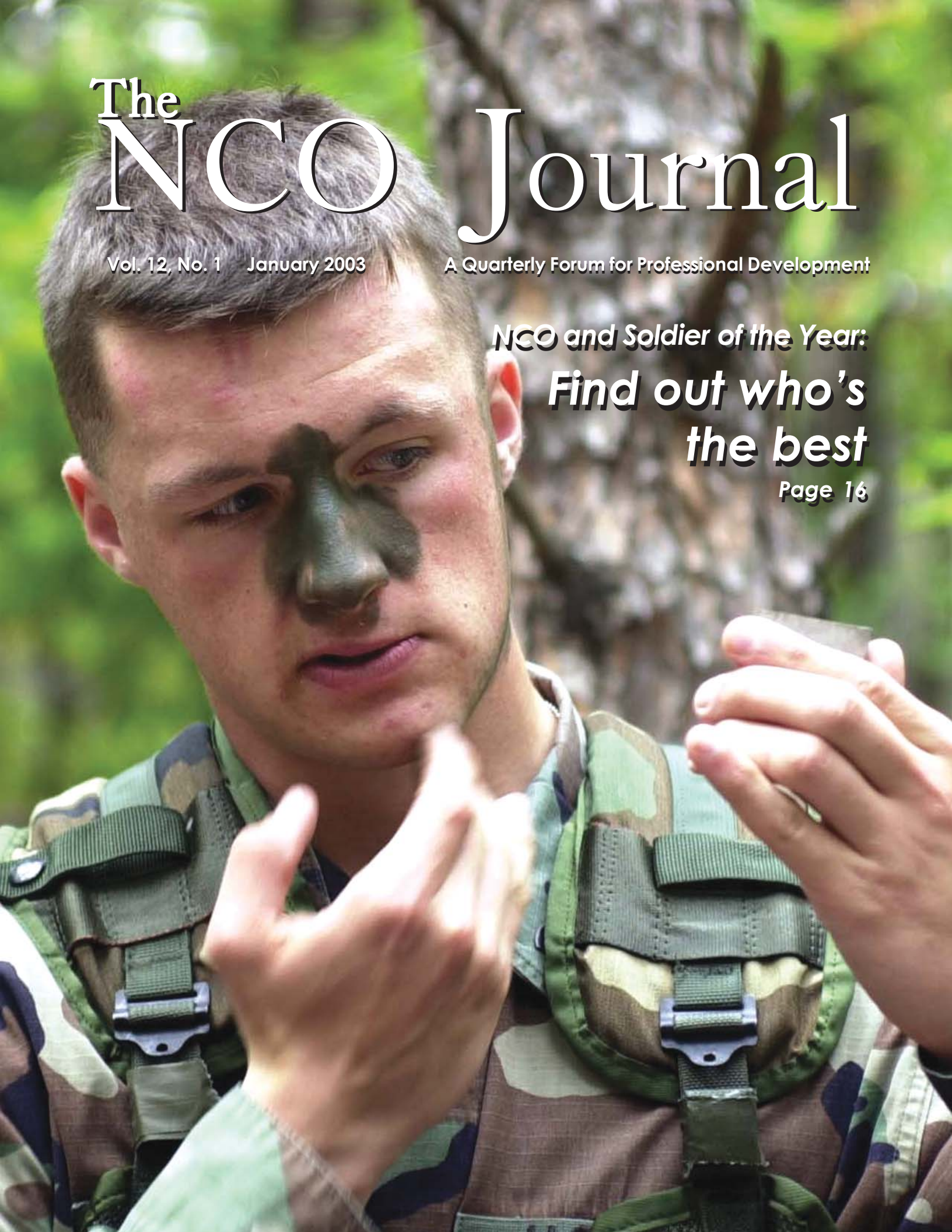

NCO and Soldier of the Year:

Find out who's the best

Page 16

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Vol. 12, No. 1 January 2003

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Sgt. Maj. of the Army Jack L. Tilley

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

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Training

Training for the fight

Command Sgt. Major Frank Grippe of the 1st Bn., 87th Infantry Regiment, 10th Mountain Division, tells how home-station training kept his soldiers alive in combat.
— Page 6

It's all in the delivery

What are the keys to successful instruction? Two top instructors unlock the doors to success. From preparation to delivery, they offer step-by-step guidance.
— Page 11

PLDC gets major overhaul

A pilot program currently being evaluated may change the Primary Leadership Development Course. The new regimen focuses on more hands-on training.
— Page 14

Leadership

The Army's best

Meet the Army's first NCO and Soldier of the Year.
— Page 16

On Point

Deadbeat dads...and moms

Soldiers who fail to support their families may face heavy penalties. The U.S. Army, Europe Inspector General strives to educate soldiers on support issues.
— Page 24

Ethics 102: Choosing courses

The Land Navigation Model of ethical decision making helps NCOs make the right decisions.
— Page 26

On the cover...

Spc. Justin M. Nrown, the 2003 DA-level Soldier of the Year, applies camouflage during the week-long competition to select the Army's best NCO and soldier. See pages 16-22 for guidance from the winners and more information on all the participants.

U.S. Army Combat Camera 55th Sign. Co.

Sgt. Maj. of the Army Jack L. Tilley visits the NCO and Soldier of the Year competitors at Fort A.P. Hill, Va., in October. The competition pitted the NCOs and soldiers of the year from each of the major commands in a head-to-head battle to be named the best. This was the first year a competition has been held at Department of the Army level. See pages 14-20 for the winners' views on leadership and information on all the competitors.

Sgt. Maj. of the Army Jack L. Tilley

This is your 'Journal'

As we bring in the New Year, we also welcome a new look and focus for our *NCO Journal*.

I am excited about all the changes that are in store for the Army's only publication dedicated to the professional development of our Noncommissioned Officers' Corps.

The publication has continued to improve since it was brought back in 1998. However, this year you will see the *Journal* transform even more.

We are not only changing the look, but more importantly enhancing the content. The *Journal* will now provide NCOs with an innovative tool to help them learn about their craft, enhance their skills, and educate themselves and their soldiers.

Expect to see more articles about deployment lessons learned, counseling, taking care of soldiers and leadership techniques. At the same time, the *NCO Journal* will still include news you can use. The Army NCO Corps is doing tremendous things and our *Journal* is one way to recognize some of those accomplishments.

This month the highlight is on our first Department of the Army Level NCO and Soldier of the Year Competition. Congratulations to Sgt. 1st Class Jeffery Stitzel and Spc. Justin Brown. They represent all of us.

We will also see more about our history. I am always troubled by the lack of knowledge people have about our Corps. Our history is as old as the Army itself. We need to educate ourselves about where we came from to prepare us for where we are going.

Our veterans and retirees have had a tremendous impact on where we are today. They laid the foundation for our success. We cannot allow ourselves to forget their accomplishments.

The *NCO Journal* remains your publication. You, the reader, will make it a success. Your articles, letters and e-mails are what make it a living magazine. I ask that you share the *Journal* with your soldiers.

The articles and lessons on leadership are for all of us. Our young privates and specialists are the NCOs of tomorrow. They need to learn and grow now. Take advantage of this resource and prepare them to replace you. The *NCO Journal* is one way to do that.

Enjoy the latest issue and pass it around.

Good luck in 2003. Be safe and keep up your hard work and dedication. You make me proud every day to be called an NCO.

Sgt. Maj. of the Army Jack L. Tilley
12th Sergeant Major of the Army

What's new at 'myPay'

The Web site "myPay," formerly called E/MSS, gives soldiers an inside view to their pay status that soldiers serving 20 years ago may envy. Now, even more enhancements are available at the site, according to Command Sgt. Maj. Jesse T. Sablan, U.S. Army Finance Command.

Key enhancements at the site include:

— a redesigned home page
— new trifolds
— Thrift Savings Plan control
— capability for soldiers to print their own W- Form beginning this month
— a new web address coming soon (myPay.dfas.mil) to replace the current one at https://emss.dfas.mil/mypay.asp (the old address will continue to work after the change)
— less clicks to navigate the site

Sablan highlighted the fact that the ability to manage allotments through the site is only available to members of the Marine Corps, but that the option is one that Sablan's team at Finance Command are working to make available to the Army, as well.

He also cautioned that not every myPay option will be available at all times to everyone in the world. Sablan said that local installations have similar abilities available to fulfill customer needs and Finance Command continues to improve the site, making most features more accessible to all.

Sablan said he hoped users would agree that myPay not only serves the Army's soldiers and civilians well, but it does so in ways unavailable in the past. He stressed that using the Web site makes handling pay issues faster and easier than ever before.

Sablan asks users to remember to provide comments and suggestions via the "Contact Us" button on the home page.

PERSCOM switches to AKO e-mail

Capt. John L. Barrett

ALEXANDRIA, Va. (Army News Service) — In terms of personnel business, Army Knowledge Online recently became the official e-mail for all soldiers.

U. S. Army Personnel Command replaced all soldier e-mail addresses currently in its database with AKO addresses. Enlisted soldiers' AKO addresses are required on NCO Evaluation Reports to shorten contact time when an NCOER requires a correction.

Previously, various unit and personal e-mail addresses were saved in the Army's personnel database. Some remained current while others were not updated after soldiers moved away from an installation.

"We want every soldier to be accessible," said Lt. Col. Georgia Bouie, whose office headed the e-mail transfer. The only way to ensure that is to use a common e-mail address that the soldier will have for his entire life."

AKO e-mail is currently used for a variety of official purposes, such as correspondence from career managers and the electronic mailing of travel voucher settlements from the Defense Finance and Accounting System.

The change was implemented at PERSCOM, with no action required on the part of soldiers. Soldiers without AKO addresses will not have a contact e-mail in their database. Soldiers who do not currently have an AKO address should sign up for an account from the AKO Web site at www.us.army.mil, officials said.

AKO e-mail is just one of the various features of the larger AKO initiative. It includes functions such as AKO Chat — which allows soldiers to communicate electronically in real time — and the AKO White Pages, where soldiers can search for other soldiers. AKO provides troops access to functions normally included in the electronic communities of the private sector, officials said.

Private firm offers software to improve board performance

A commercial line of software products recently released may interest soldiers preparing for board appearances.

In a news release from Transcender LLC, the company announced it has released a software program featuring flash cards that sells for around $15. The company claims its product can be used as a "training tool for soldiers who want to improve their careers and chances of promotion."

Called "NextRank NCO Board," the program provides access to more than 50 reference publications. The company offers licenses for the software through its Web site at www.nextrank.com.

"Our NCO Board product spans the gamut of knowledge needed to excel before the NCO board," said Scott Baldridge, NextRank content developer. "We have provided a thorough amount of material, with questions that cover 35 subject areas."

The company also touts the program as being user friendly. The flash cards can be used to study at any time and hyper links take the user directly to the relevant portions of the official references.

For more information, visit the company's Web site.

DoD Web site offers single source for deployment info

By Sgt. 1st Class (Ret.) Phil Tegtmeier

Department of Defense health officials are offering Army NCOs access to a Web site that helps NCOs better prepare their soldiers for deployments.

"Soldiers today are smarter than ever before," said Dr. Michael E. Kirkpatrick, director, Deployment Health Support, Department of Defense. "More than ever, they question the world around them and the decisions that affect them. If NCOs view this [questioning by soldiers] as an opportunity to share information, they can present facts to their soldiers that will better prepare everyone for deployments."

Kirkpatrick's office evolved from the one created in the aftermath of Operation Desert Storm to answer questions about Gulf War Syndrome. He said the DoD's senior leadership saw the need to become more proactive in informing soldiers about possible illnesses deploying forces might encounter. The question, though, was who would provide that information to junior soldiers.

"The aim is for NCOs to translate information from large population studies on illnesses and diseases to individual-level information that makes sense to the soldier," Kirkpatrick said.

One of the answers to providing that information to NCOs is through DoD's DeploymentLink. The site, http://deploymentlink.osd.mil, is the NCO's source for:

— Current news
— Gulf War illnesses
— Medical readiness
— Deployments
— Family member issues

"One of the primary concerns we have is to prevent situations where units fail to properly screen soldiers for health complications before deploying to forward areas," Kirkpatrick said. "Keeping tabs on soldiers is clearly NCO business. We wanted to do our part and make health information readily available to NCOs so that they can do their jobs well.

"The bottom line is that NCOs need to be advocates for health concerns, and individuals need to take responsibility to get treatment when necessary."

New tool helps ID scam artists preying on military

WASHINGTON (Army News Service) - Service members, Department of Defense civilians and their family members now have a tool to stop cons who prey on military personnel.

In a joint effort, DoD and the Federal Trade Commission created Military Sentinel, a Web site to be used to identify those who seek to steal identities and set up telemarketing scams, fake sweepstakes and get-rich-quick schemes.

"Members of the military, their families and civilian DoD employees face the same problems as other consumers," said Timothy Muris, the Federal Trade Commission chairman. "However, members of the military and DoD civilians have unique challenges: their extended work schedules; they're away from home for long periods; they relocate often and unexpectedly; and they may not have ready access to consumer-protection channels or consumer information."

Military Sentinel allows members of the U.S. Armed Forces to enter consumer complaints directly into a database that is immediately accessible by more than 500 law enforcement organizations throughout the United States, Canada and Australia. These law enforcement agencies use this complaint data to target cases for prosecution and other enforcement measures.

Installation commanders can use the site to make informed decisions when granting businesses access to their installation, Muris said. It will provide DoD with the means to gauge consumer-protection issues facing the military community, he added.

OMPF updates at the speed of the Internet

Active-duty soldiers can now access their official military personnel records online at https://ompf.hoffman.army.mil/news.jsp. The Web site allows soldiers to view their official records and submit updates electronically.

The new service is coordinated through Army Knowledge Online and requires the soldier's AKO user name and password for access. Clicking the direct link from the AKO Web site enables users to enter without having to reenter their user names and passwords.

Similarly, Army Reserve soldiers can view their records and submit updates electronically at the Army Reserve Personnel Command Web site, the My2xCitizen Portal, at https://www.2xcitizen.usar.army.mil/portal/.

Although most National Guard enlisted soldiers do not have their OMPFs in permanent records, the existing National Guard permanent records should be included at the OMPF Web site in 2003. Until their permanent records are filed at the OMPF Web site, National Guard soldiers must go to their local Military Personnel Office to review their records.

New pocket-sized guide offers instant references for NCOs

By Staff Sgt. Dave Enders

A new, pocket-sized reference for NCOs is only a few mouse clicks away. Field Manual 7-22.7, *The Army Noncommissioned Officer Guide,* is now available for electronic download; hard copies of FM 7-22.7 are scheduled to arrive at active-duty units this month.

According to the guide's preface, FM 7-22.7 provides the Army's NCOs a guide for leading, supervising and caring for soldiers. While not all-inclusive nor intended as a stand-alone manual, the guide offers NCOs a ready reference for most situations.

The U.S. Army Publishing Agency will distribute FM 7-22.7 to all established active-duty account holders; however, Army National Guard and Reserve units must order copies. All Army components may order copies of FM 7-22.7 through USAPA as they would any other field manuals.

In addition to the printed version, USAPA has established an electronic version for download at the Gen. Dennis J. Reimer Training & Doctrine Digital Library (http://www.adtdl.army.mil/cgi-bin/atdl.dll/fm/7-22.7/fm7-22.7.htm). NCOs can link to the Reimer library through Army Knowledge Online (http://www.us.army.mil) and the U.S. Army Sergeants Major Academy home page (http://usasma.bliss.army.mil/dotd/ncoguide.htm). From the AKO home page, go to the Reference section and select "Manuals." The USASMA home page contains a direct link, and there's also a link at the "Training and Doctrine" section of the site.

Field Manual 7-22.7, which replaces Training Circular 22-6, *The Noncommissioned Officer's Guide*, is five chapters long and 5 1/2 inches wide by 8 1/2 inches long and fits in the cargo pocket of a battle dress uniform. The handbook offers instructions, guidance and information on NCO-related topics, including leadership, training, history, duties, responsibilities and authority.

In September 2001, Gen. John N. Abrams, former commander of the Training and Doctrine Command (TRADOC), directed an update to Training Circular 22-6, *The Noncommissioned Officer's Guide*. He did so based on recommendations from the Army Training and Leadership Development Panel members, who had conducted a study to determine how the Army could make a professional NCO corps even better. One of the panel's recommendations was that FM 22-600-20, *The Army Noncommissioned Officer Guide*, be re-established, updated and published, but the recommendation didn't address TC 22-6.

Soon after the USASMA Director of Training and Doctrine, Sgt. Maj. Ricky Smith, was asked to oversee the project, THE EDGE Research and Development, an El Paso firm, was awarded the contract. Maj. (Ret.) Stephen Snyder led the three-person team, all retired soldiers.

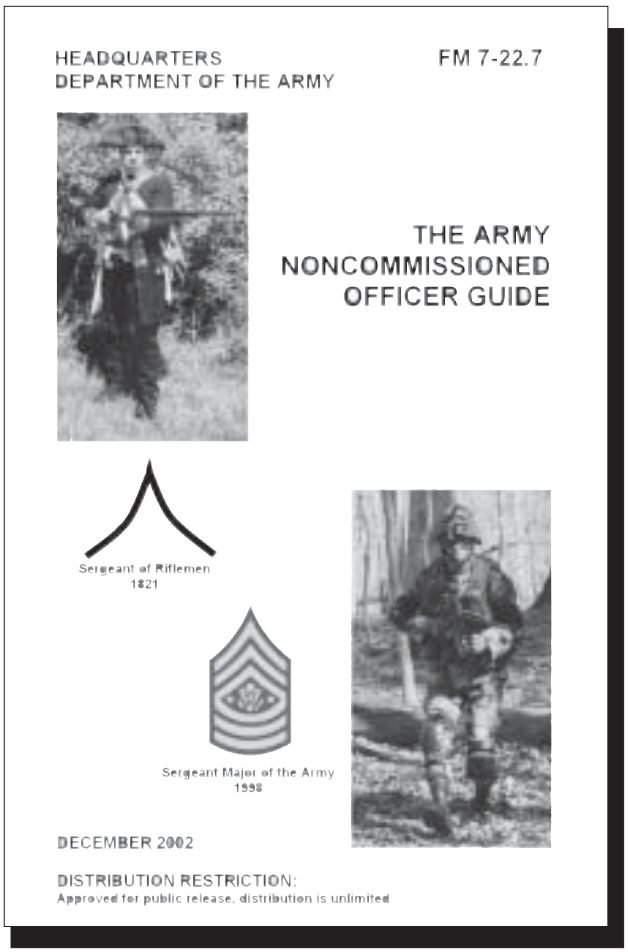
"These are still soldiers who are passionate about what they're doing," said USASMA Command Sgt. Maj. Clifford R. West.

Although his writing team was responsible for assembling most of the information for FM 7-22.7, Snyder credited several others as key to the success. "The Sergeant Major of the Army took a personal interest in this project," said Snyder. In fact, Sgt. Maj. of the Army Jack L. Tilley endorsed the *NCO Vision* in the beginning of the book. Snyder also specifically credited three others who he said greatly contributed to the vision and concept for FM 7-22.7: TRADOC Command Sgt. Maj. Anthony J. Williams, Combined Arms Center Command Sgt. Maj. Cynthia A. Pritchett, and West.

These top NCOs continually offered suggestions and guidance throughout the development of FM 7-22.7, said Snyder.

The writing team focused those top NCOs' vision to build a portable reference that Army leaders can easily reference in a variety of situations. The team recommended it as FM 7-22.7.

"It is a ready reference that draws from literally hundreds of other field manuals, Army regulations, Army pamphlets and other sources," said Snyder. "We wrote this so that all Army leaders could use it and benefit from it."


HEADQUARTERS
DEPARTMENT OF THE ARMY

FM 7-22.7

THE ARMY
NONCOMMISSIONED
OFFICER GUIDE

Sergeant of Riflemen
1821

Sergeant Major of the Army
1998

DECEMBER 2002

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Handbook assists spouses in adapting to Army's culture

By Spc. Jimmy Norris

The Army is a world of its own that can be as unnerving as a first visit to a foreign country. It has its own culture, customs and even its own language. Acronyms like BAH, PX and ACS are all part of a soldier's daily lexicon. Soldiers don't sit down to dinner at 6 p.m. They eat chow at 1800. Even to new soldiers, military life can sometimes be confusing. To spouses, who are thrown into in the military community without any introduction, it can be somewhat daunting.

But help is on the way. *The Spouse's Handbook,* an online resource for soldiers' spouses, is scheduled for a tentative release date Feb. 1. *The Spouse's Handbook* is an initiative of Sgt. Maj. of the Army Jack Tilley, who wanted a book for young spouses who are unaware of what's available to them within the Army support network said *The Spouse's Handbook* editor, Billy Williams, a training specialist assigned to the U.S. Army Sergeants Major Academy Directorate of Training and Doctrine.

While the book's target audience is the spouses of soldiers who are graduating the Primary Leadership Development Course, *The Spouse's Handbook* is designed for the spouses of soldiers of all ranks, and military occupational specialties or branches, Williams said.

"The protocol used for a junior enlisted spouse is same as that used for a senior enlisted [soldier's] or officer's spouse," Williams explained.

The book offers information on military customs and courtesies, services and problem solving. The book includes chapters on Army Family Team Building, Family Advocacy and social functions. It spells out military acronyms, military time and traditions, and includes a directory of useful services.

"It's designed mainly for spouses who don't know much about the military," said Shirley West, one of the main contributors to *The Spouse's Handbook.* With 30 years experience as an Army spouse, West has been a part of the soldier-spouse-Army team as her husband has risen through the ranks from private to command sergeant major. She's the veteran of 16 permanent change of station moves. She's held down the homefront and survived on her own through what's added up to 10 years of accumulated field time and countless temporary duty assignments. She's also served as advisor for several family readiness groups. "When a soldier is about to become a sergeant, [*The Spouse's Handbook*] explains to the soldier's spouse what the new sergeant's job will be and what the spouse's role will be should she choose to participate."

"The military is now using a husband-and-wife-team concept," added Williams. "This is a tool that will equip the spouse to be a member of [the] team in the military support chain."

Williams started working on the handbook in November 2001. Shortly after finishing the first draft of *The Spouse's Handbook* five months later, he sent a copy of the 10-page booklet to West, who'd helped write *The Handbook for New Army Spouses,* a guide offered by Fort Campbell's Army Community Service, and asked for her input.

Together West and Williams began polling spouses throughout the Army to find out what they felt they needed to know. They e-mailed more than 100 people and enlisted the help of every major command sergeant major in the Army.

"I compiled a lot of information people gave me and put it in the guide. [Authorship of *The Spouse's Handbook*] was a combination of all of us who took an interest and wanted to help develop the book," said West.

The result of their efforts is a 39-page booklet aimed at making the military lifestyle easier to understand for the civilian spouses of soldiers.

"It's a how-to and a need-to-know booklet for spouses that are not familiar with the military," said Williams. "It's what every spouse wished they'd known before [their soldiers] reached the senior-NCO [or] senior-officer level. There's not a lot of military jargon and it's pretty easy reading."

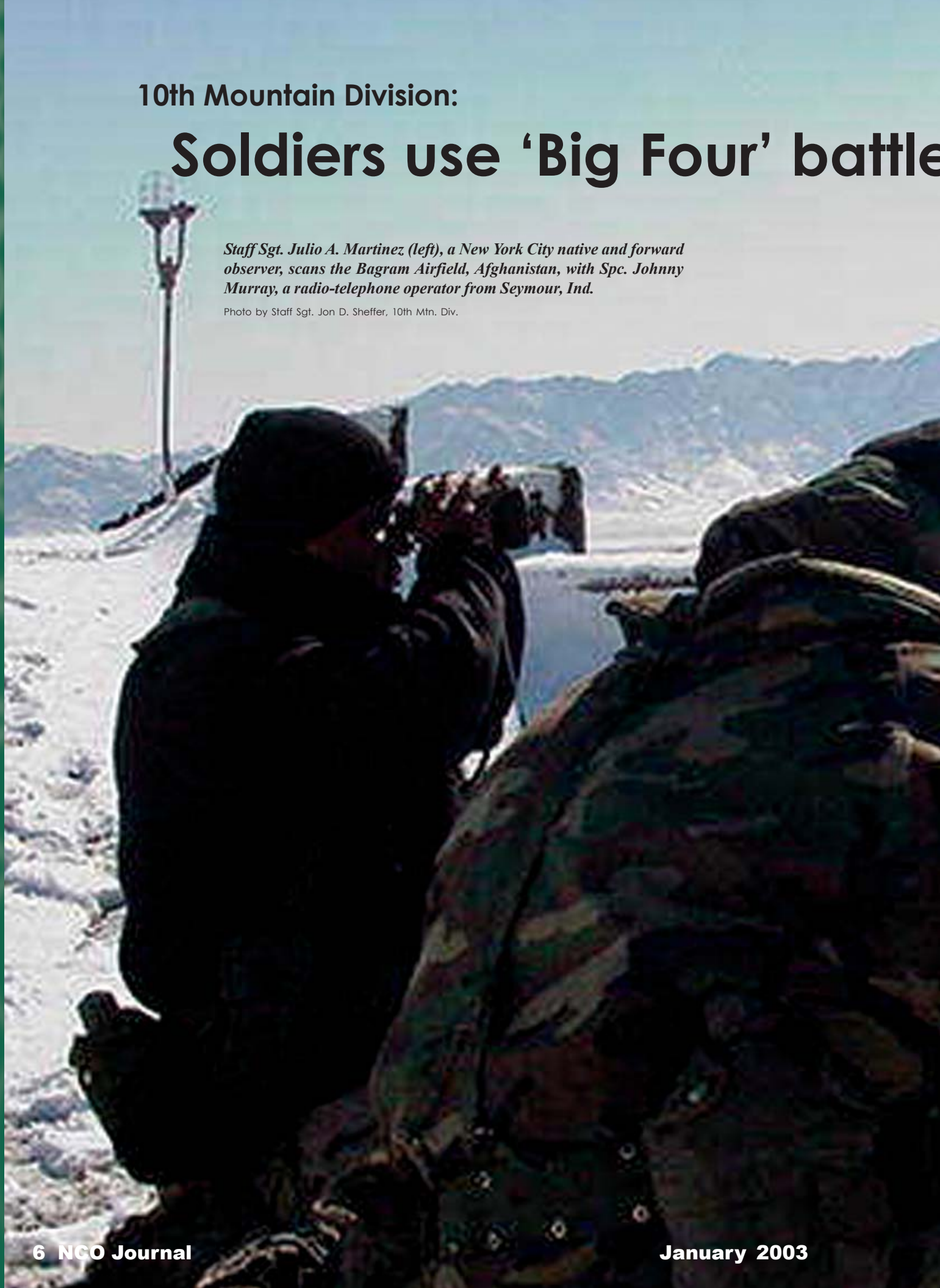
West explained that *The Spouse's Handbook* is a living document. In fact, the Feb. 1 release is just the first edition.

"By no means do we know everything," she said. "We're going to solicit feedback for updates and additions. Since it's online we can update without the cost of producing new books."

The Spouse's Handbook, which according to Williams will be easy to download, will be posted online at http://usasma.bliss.army.mil. First click on "Training and Doctrine", then "PLDC" and finally "What's New."

10th Mountain Division:

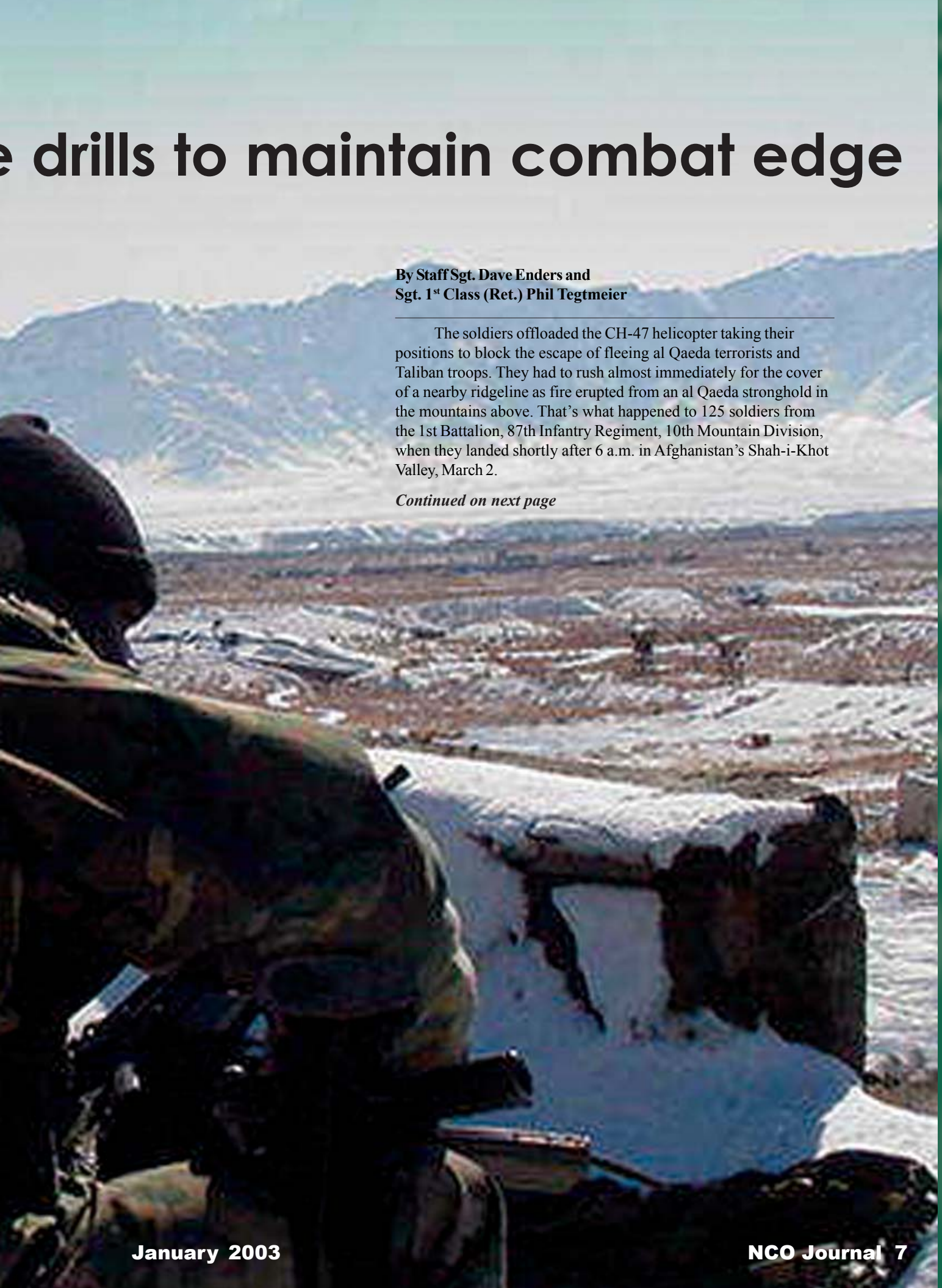
Soldiers use 'Big Four' battle



Staff Sgt. Julio A. Martinez (left), a New York City native and forward observer, scans the Bagram Airfield, Afghanistan, with Spc. Johnny Murray, a radio-telephone operator from Seymour, Ind.

Photo by Staff Sgt. Jon D. Sheffer, 10th Mtn. Div.

e drills to maintain combat edge



By Staff Sgt. Dave Enders and
Sgt. 1st Class (Ret.) Phil Tegtmeier

The soldiers offloaded the CH-47 helicopter taking their positions to block the escape of fleeing al Qaeda terrorists and Taliban troops. They had to rush almost immediately for the cover of a nearby ridgeline as fire erupted from an al Qaeda stronghold in the mountains above. That's what happened to 125 soldiers from the 1st Battalion, 87th Infantry Regiment, 10th Mountain Division, when they landed shortly after 6 a.m. in Afghanistan's Shah-i-Khot Valley, March 2.

Continued on next page

"We knew there were al Qaeda in the area, but we didn't know there were that many or that they were that well fortified," said then 1-87 Inf. Command Sgt. Maj. Frank Grippe. He and his unit have since returned to home station at Fort Drum, N.Y., where Grippe now serves as the 1st Infantry Brigade command sergeant major.

"We were expecting to move by land about 500 meters and set up blocking positions to prevent the escape of any al Qaeda or Taliban forces."

But al Qaeda terrorists who were already positioned in the mountain caves opened fire within moments after Grippe's battalion hit the ground. The firefight escalated quickly as the al Qaeda group avalanched everything they had onto the battalion from the snowcapped mountains.

Fire from above

"Within the first few minutes of the fight, we started receiving mortar fire, rocket-propelled grenades, heavy machinegun fire, light machinegun fire and small-arms fire, all from the hills above us," said Grippe. The 1-87 soldiers had been in Afghanistan since November, but this was the first time they had engaged in a prolonged firefight.

When they first moved into the Shah-i-Khot Valley, the 1-87 Inf. soldiers expected to have time to take up their fighting positions and wait for the enemy, but instead found themselves at the base of an al Qaeda stronghold.

"We hunkered down and manned our blocking positions. Nobody got through," said Grippe. "We didn't have enough troops to attack, so we maintained our blocking positions. Later that night, we asked for reinforcements to attack, but we were airlifted out at night and repositioned to attack from high ground." That attack set a record for the Army.

Record-setting altitude

"It was the highest elevation that the U.S. has ever fought at. We were operating in excess of 10,000 feet," said Grippe. "It was the longest continuous battle since the Vietnam War."

The fight was part of Operation Anaconda, a campaign to isolate and eliminate Taliban and Al-Qaeda fighters in the Shah-i-Khot Valley. The battle involved not only the 10th Mountain Division soldiers in Grippe's unit, but also Special Forces soldiers and the Rakkasans of the 101st Airborne Division (Air Assault). The fight also included Afghan forces from the Northern Alliance.

The 1-87 soldiers deployed to Uzbeckistan the first week of October 2001. Their first mission there was to secure the airbase at Karsi Kanabad, which would later serve as the forward staging area for U.S. forces entering Afghanistan. The first 1-87 soldiers deployed into Baghram, Afghanistan, as the Quick Reaction Force for the 5th Special Forces Group, to provide security to forward deployed U.S. military personnel. By Thanksgiving night, Co. B, 1-87 soldiers were in Bagram working side by side with Northern Alliance soldiers.

While in Afghanistan from November 2001 to April 2002, Grippe's battalion also participated in operations at Mazar-i-Sharif to quell rioting Taliban prisoners. They also processed 3,000 enemy prisoners of war at Shebergan and worked side by side with U.S. Special Forces and Northern Alliance soldiers on patrols and numerous operations. The 1-87 were the first conventional Infantry soldiers to enter Afghanistan on a mission.

The 1-87 Inf. soldiers were ready for their missions because, like all U.S. warfighters, they train the way they expect to fight, said Grippe. In addition to being prepared for the wide variety of missions the battalion faced in Afghanistan through training like that, Grippe said. NCOs must be trained and led in a way that prepares them to be flexible in combat.

"You have to have complete confidence in your NCOs," Grippe said. "You have to delegate responsibilities all the way down to junior NCOs during peacetime training. You should allow soldiers to train two levels up."

Photo by Spc. Steven L. McGowan, 10th Mountain Division Public Affairs

The soldiers continue physical training during the deployment. For example, the 10th Mountain Division soldiers set up a gym in a tent at Karshi Kanabad, Uzbekistan.

Training pays off

Grippe credited the training at the 10th Mountain Division and his own commander for having prepared his battalion well enough to get through such an intense firefight with such success. The battalion suffered no deaths, but 22 out of the 86 soldiers at Grippe's position were wounded (including Grippe himself, who was hit with enemy shrapnel in the firefight). Grippe said he trains his troops according to what he calls the "Big Four": battle-drill training, shooting skills, combat lifesaver training and physical fitness for the warfighter.

While all soldiers must be trained to Army standards, Grippe has always been able to train his soldiers beyond the standard. "The commanders that I've worked with and I have thought a lot alike," said Grippe. "We all worked together."

Grippe said the 1-87 Inf. battle-drill training was basic Army doctrine taken from a variety of sources. Grippe integrated a great deal of additional training into the battalion's scheduled training events. One driving force is the changing nature of combat. Grippe said the U.S. Army in Afghanistan continued to adapt to a new mindset, based on operational experiences there.

"The Army's too small to have a mentality that there's a separation between special operations soldiers and other light infantry forces," he said. "We need to build continuity between conventional and special operations forces." He cited the fact that throughout his battalion's rotation in Afghanistan, they worked almost exclusively alongside Special Forces and allied forces.

Photo by Spec. Steven L. McGowan, 10th Mountain Div. Public Affairs

A 10th Mountain Division soldier carries fuel to generators.

While collective training is important, Grippe's Big Four focuses on basic individual skills as well.

Marksmanship skills go well beyond shooting on the range, said Grippe. Some of the training that takes soldiers beyond marksmanship on the range includes taking the soldiers out to the known-distance range to shoot beyond 300 meters and shooting at night with lasers.

"The end state is that every squad needs to be able to live-fire at night with night observation devices," Grippe said. But it takes well-rounded training to keep soldiers alive, including learning how to help wounded buddies in combat.

Combat lifesaver training is standard for everyone in his unit, said Grippe. "We stress EMT (emergency medical technician) training, not just to the medics but to personnel in the rifle platoons because they're going to supplement the medics." This stress on medical training may have been key to keeping the wounded soldiers alive, he said.

"We had soldiers who were seriously wounded within the first 10 minutes of the firefight, but because of the intensity of the battle, we couldn't get them out of there until 14 hours later. Those with minor injuries went out with the main body 18 hours later," Grippe said.

Throughout the firefight, the 1-87 Inf. soldiers treated each other's wounds; they relied on their own lifesaving skills, said Grippe. "Everyone has to continually retrain on their medical skills to keep them fresh," said Grippe. "At a minimum you should have at least one EMT-qualified person per squad." The battalion sent soldiers through an EMT course at a local university to ensure that there would be enough medical personnel on hand in any given situation.

While Grippe ensured his troops were trained to treat wounds, he also ensured that they were physically fit enough to endure the combat conditions they faced in the mountainous terrain. In the Shah-i-Khot Valley, his soldiers slept in the snow in 15-degree temperatures and got next-to-nothing for sleep for eight days straight. The soldiers

gained their endurance in part from being smart about preventive medicine, and in part from tough physical conditioning at home station and in the theater.

Physical fitness pays off

Physical fitness training must go well beyond training for the Army Physical Fitness Test, said Grippe. "We use a full-body workout. We don't train for the APFT; we train for combat."

Grippe equated the unit's ability to succeed with the amount of training and confidence its senior leaders place in its younger soldiers. "No matter how elite our officer corps is, no matter how elite our senior NCO corps is, if the junior NCOs and junior enlisted fail in their missions, the country fails," he said. "Can you imagine if we were not successful in all of our operations in Afghanistan?

"Everyone has to be ready for immediate deployment to a combat zone," said Grippe. "The U.S. Army is a very small force. No matter where you are in the U.S. Army, you have to be ready to go to war in a moment's notice."

10th Mountain Div. Public Affairs

CH-47 Chinooks carry the brunt of the troop-movement work in Afghanistan.

10th Mountain Div. Public Affairs

A 110th Military Police Battalion soldier guards the military camp at Bagram, Afghanistan.

Throughout their careers, NCOs train soldiers on a variety of topics. Here, two top trainers offer their views on effective training.

Army's best trainers on training:

Preparation is key

By Spc. Jimmy Norris

So you just got "hey-you'ed" to give a class. You know this stuff; you do it every day. So why do you have sweaty palms and a lump in your throat? Because in that instant, you're visualizing the blank stares of a classroom full of soldiers as you begin to pontificate on the rewards and gratification of the Oil Exchange Program.

Now as you begin the class — reading the task, conditions and standards from your portable dry-erase board — you notice the glazed looks in the eyes of your soldiers. They're already glancing at their watches. They're expecting yet another dull class. Signs of life have already begun to drain from their faces, and in another five minutes they will have tuned you out completely. What they don't know is that you've taken some tips from top Army instructors on how to give a class guaranteed to keep them awake while teaching them the required material.

Two NCOs – Staff Sgt. Randy Cheadle, the Army Drill Sergeant of the Year, and Master Sgt. Kevin Keefe, the TRADOC Army Reserve and National Guard Instructor of the Year – share some of their secrets to the elusive art of dynamic instruction.

The Army's top drill

Cheadle spent 18 months at Fort Leonard Wood, Mo., where he trained more than 1,000 of the Army's military police during their combined basic and advanced individual training. He currently conducts assessments of Initial Entry Training instructors and advises the TRADOC commander and command sergeant major on all drill sergeant and IET matters.

Keefe has taught engineering military occupational specialties for seven years to more than 2,400 soldiers as the regimental training instructor for 1st Engineer Battalion, 164th Regiment, North Dakota National Guard.

"We all remember what it's like to be on the other side of the podium in a boring class," said Keefe. "As instructors it's our job to make sure that doesn't happen. You can do that by knowing your material and being prepared. If you're not prepared, you'll lose your audience."

Keeping classes interesting

According to Cheadle and Keefe there are a number of ways to keep classes interesting, but they agree the first step is preparation.

"We have to take it upon ourselves as NCOs to properly plan and execute training," Keefe said. "Make sure your class and training aids are prepared. When you've got that all locked and cocked you'll be more confident and better able to focus on the actual training of the soldiers."

Preparation includes putting together a lesson plan, establishing the task, conditions and standards and conducting a risk assessment. But before any of that can be done, there's an important first step instructors often overlook, said Cheadle.

"Getting the right person to teach the class is crucial," he said. "For example, I'm an MP. Military police have a number of different specialties such as [working with canines] and [military police investigators]. Since I don't have a background with canines, I would be the wrong person to teach that class."

Granted, Cheadle said, an NCO will sometimes receive a task to teach a class on a subject that he has no experience in. But the situation is far from hopeless.

Knowing the material

"The instructor must know the material," Cheadle said. Preferably he should have experience with the task, but if he doesn't have experience, he can gain it through field manuals and training manuals, Cheadle added.

After learning the material the instructor should put together the lesson plan. Keefe said while there are a number of steps that should be included in creating a lesson plan, such as identifying the task, obtaining the references

and resources and studying the material. There is no one proper way to do it.

"It's all up to the trainer. Whatever works for him, as long as it meets the standard, is okay," he said. "What might work for me may not work for the next guy.

Another factor in good training is obtaining the proper training aids.

Having the right 'toys'

"We call it 'having a toy for every boy,'" said Keefe. "If you're giving a class on land mines and you have 30 students, then you need to have 30 land mines. That way the soldiers can learn by doing."

Having realistic training aids prepares soldiers for the conditions they'll face in the field, and makes training more interesting, said Keefe.

There are, of course, times when training aids are simply unavailable. That doesn't mean training stops. "If you don't have the materials and the training aids, you have to relate your experiences on the battlefield to the soldiers," said Cheadle.

But lesson plans and training aids are only part of the preparation needed to conduct a successful class. Cheadle said one of the most common mistakes trainers make is failing to rehearse the class.

"Rehearsal is very important when giving a class," he said. "You can do it with the section chiefs and other NCOs in your unit. It gives you a chance to find out if there are any gaps in the lesson plan, such as missing information. It also allows him to prepare for any questions that may come up. The middle of a class is the wrong time to find out you missed something."

After planning and rehearsing comes the actual delivery of the class. According to Field Manual 25-101, Battle Focused Training, there are three methods of delivery — lecture, conference and demonstration. Each of these can be used alone or in any combination.

Lecture is generally used in a classroom environment. During the lecture, the instructor presents information with little or no discussion. "I talk; you listen," explained Keefe. While sometimes it may be the only available method, Cheadle said the lecture is the least desirable of the three methods. "It makes the [people] being taught feel uninvolved, and it's hard to keep their interest," Cheadle said.

When an instructor does have to give a lecture, Cheadle suggests using training aids to help hold the students' interest.

Using the conference format

Another method of delivery is the conference format, which involves a discussion between the instructor and the students.

"I talk; then I try to get you to talk back," said Keefe. It can be an effective form of instruction when soldiers already know something about the subject or when there is more than one correct way to do things. Military occupational specialty and NCO professional development training are two examples of training using the conference method.

"It's useful because you can get feedback from the students and find out how far along they are," Keefe said.

Master Sgt. Kevin Keefe (left) goes over the workings of an electrical panel with a student.

The third, and most preferred, method of instruction is demonstration, according to Cheadle.

"I'm done talking, now I'm going to show you," said Keefe. "I can explain all I want about how to assemble an M-14 multi-purpose firing device, but you'll never understand until I show you."

"Demonstration is the most effective of the three because you're leading by example. By showing your proficiency in a task you can motivate a soldier toward success."

To Cheadle, leading by example is one of the most important factors in being a good trainer. "I mentor my soldiers most by leading by example. When soldiers see their drill sergeant put on [Mission Oriented Protective Posture] gear and run around checking soldiers, they know we're not above the standard — and it motivates them."

Staff Sgt. Randy Cheadle, the 2002 Drill Sergeant of the Year, coaches a soldier on firing the AT-4 anti-tank weapon.

Even after the instructor has given the class, demonstrates the task and delivers the lesson plan — one important step remains.

Checking up afterward

"You can lecture and demonstrate all you want, but you'll never know if a soldier understands unless you do a check on training," Cheadle said. A check on training is a means of getting feedback from students. An instructor can get feedback by asking the students questions about the subject or by administering written or hands-on tests. Feedback provides the instructor with the information he needs to decide if the students need more training, and on which tasks.

Both Cheadle and Keefe said they are passionate about training soldiers, and they love doing it. But it's not without its challenges.

Personality differences, a lack of training aids and environmental difficulties are just a few of the creative challenges instructors may face when giving a class.

"Most of the challenges we have training soldiers involve tasks soldiers don't want to learn," said Cheadle. "For example, putting a soldier in all of his MOPP gear for four continuous hours has an effect on both the mind and the body. My job as an instructor is to help soldiers understand how it will keep them alive on the battlefield. Having the soldiers understand why we're training will help them want to achieve the standard."

The students themselves present many of the challenges instructors face. The solution to most of these problems seems to be flexibility.

"Different soldiers react to different leadership styles, and you have to change your leadership style to accommodate each soldier," said Cheadle. "What I do today to motivate one soldier may not work tomorrow with another soldier. Sometimes you have soldiers who are capable but unwilling. Other times you have soldiers who are willing but incapable. Yelling may be effective with one soldier and discouraging to others. I've got to constantly evaluate the soldier I'm dealing with and adopt a leadership style to suit the situation. Leadership is not a theory or a concept. It's a way of life, and how well you react to changes defines your character."

While many of the challenges in training soldiers come from the soldiers themselves, neither instructor believes there are any untrainable soldiers.

"In the drill sergeant world, we have the concept that there are no untrainable soldiers. We utilize the investment strategy – we will give every soldier the time and opportunity to excel through counseling, teaching, mentoring and coaching," said Cheadle.

Keefe put it even more simply.

"You can make them want to learn if you're dedicated enough," he said. "You have to be willing to spend time with the soldiers, even if it means doing it during your off-duty hours and help them learn the material. As an instructor and as an NCO, if you don't want to take the time to help soldiers learn, you're wrong."

New challenges await those headed for PLDC

By Spc. Jimmy Norris

A pilot program currently underway at Forts Bliss and Hood, Texas, and Grafenwoehr, Germany, may soon validate an entirely new version of the Primary Leadership Development Course for the entire Army. The program is scheduled to be implemented Army-wide Oct. 1. Schools participating in the program will teach the new course through three cycles and provide feedback to the NCO Education System Proponent at the U.S. Army Sergeants Major Academy.

"We're teaching it in a different way, which should result in a more hands-on course with less hours. We're also stressing more of the warfighting skills," said Sgt. Maj. Victor LeGloahec. He heads the USASMA office that oversees PLDC training worldwide. LeGloahec also headed the team responsible for the development of the pilot program.

He said the increased emphasis on warfighting skills was an improvement for a number of reasons.

"The world is evolving and the Army has to evolve with it," he said. "The Army is a lot smaller than it used to be. Before, an artillery unit, for example, could set up in the field and then have an infantry unit come guard them. We can't do that now. Another reason for the emphasis on warfighting skills is [that] only 10 percent of the Army is combat arms; the other 90 percent [of the soldiers] may not get to experience that. It's good training for the units to expand on."

"PLDC needed updating with a focus on new tasks. We're using a crawl-walk-run approach to training as it applies to the adult learning process," explained Billy Williams, a retired sergeant major and training specialist at the USASMA NCOES proponent. "We've developed these lessons to be progressive and sequential."

Williams said tasks which were tested in a field training exercise (FTX), but never addressed in the classroom before – combat orders, troop-leading procedures, tactical movements, occupying an assembly area, combat operations, map reading and night land navigation – the students will learn during a 25-hour block of instruction and hands-on practical exercises. Students will then practice the tasks during a 48-hour situational training exercise (STX). The 48-hour STX will replace the course's 91-hour FTX.

According to Master Sgt. Jimmie Nelson, chief of PLDC at the Fort Bliss NCO Academy – one of the three

Photos by Spc. Jimmy Norris

Spc. Javier Gonzalez, Battery E, 1st Battalion, 7th Air Defense Artillery, plots his course on the map on Fort Bliss' MacGregor Range.

schools implementing the pilot – the change from the FTX to the STX was one of the most noticeable changes to the program.

"The STX is a lot more realistic and it provides a lot more lane training than the FTX," he said. The former FTX included two days of land navigation, a subject addressed separately under the pilot program. During the FTX, the students then participated in two days of force-on-force missions, which Nelson said didn't provide as much room for evaluating the students as the pilot program does.

"The new STX really helps us test the soldiers' ability to lead in combat," Nelson said.

According to LeGloahec, the entrance requirements for PLDC will remain the same. Graduation requirements will also remain unchanged but some of the tasks will be streamlined.

The new course incorporates 106 tasks and clusters them into 31 lessons. These lessons are further consolidated into three areas: leadership, training and warfighting skills. The current PLDC program is composed of six areas: leadership, communication, warfighting skills, training and maintaining, professional skills and military skills.

The regimen should lead to more effective junior NCOs, said Larry Evans, a training specialist at USASMA's NCOES proponent and one of the pilot program's creators.

"The training is going to put them at a different maturity level," said Evans. "This gets them away from the Playstation™ weekend mentality and into a mature role. They're transitioning from followers to leaders."

The program has had good feedback.

"We love the pilot, and we want to do more of it. It's more hands-on, and it focuses on NCO skills instead of soldier skills," said Nelson. "It also gives us a chance to see if the soldiers learned anything, because we get to see them do it."

Spc. Christopher Taylor, Battery A, 2nd Battalion, 1st Air Defense Artillery double checks his azimuth reading.

Nelson said under the current PLDC curriculum, once a soldier passed land navigation, they had met most the requirements for graduation, but the pilot program's 48-hour STX gives instructors a chance to assess soldiers' leadership abilities in the field.

According to Frank Berta, a training specialist on the pilot program team, the new training allows the NCO academies more flexibility than before in how they assess their students.

The pilot program team surveyed soldiers of all ranks throughout the Army. They also solicited input from NCOES academy commandants, according to Berta.

"Your main mission could be a [simulated] river crossing," he explained. "But the instructors could add NBC (nuclear, biological and chemical) attack, an ambush or anything they want. The main thing is to test the soldiers' ability to lead troops."

"We gave the academies a specific list of missions to conduct during the STX," Berta said. "However, academies have the flexibility to substitute or add based on contemporary operating environmental constraints.

According to Nelson, this kind of latitude is a major part of what makes the pilot program such an improvement.

"This is better because we have more of an opportunity to assess a soldier's leadership abilities with hands-on testing," he said. "We used to just talk about these things. Now we do them."

First competition recogni

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Photos by U.S. Army 55th Sign. Co., Combat Camera

Competitors in the first DA-level NCO and Soldier of the Year Competition cover ground at Fort A.P. Hill, Va., during a three-day test of NCO skills and knowledge.

A contestant shoots an azimuth during the night-time portion of the land navigation course. Other events included a written test, the Army Physical Fitness Test and M-16 qualification firing.

By Sgt. 1st Class (Ret.)

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When soldiers have leadership like that, they'll follow orders with more enthusiasm, according to Brown.

Willingness to teach

"You can spot someone (a leader) willing to teach you. You know, sometimes someone will be real short in giving you an answer. It's much easier to learn from someone who doesn't look at you like some intellectual inferior, who shares information with you about why you do things a certain way," Brown said. "Discipline depends on the leader. If leaders display pride in their work, in their soldiers and in their country, then that rubs off on the soldier."

Brown described events that took place in his unit following the Sept. 11, 2001, attacks on America. He said the unit made a big push to clear out its maintenance backlog and tackle some of the projects that were waiting in the wings for a while.

"We were working 'til 2100 hours every day for three weeks. It got to the point where we were getting a little more lax in our discipline, a little more ornery," Brown explained. "Our leaders didn't say, 'Go do what you're told.' They sat us down and explained how the units we were supporting were using the equipment to keep their tanks and helicopters mission-ready. They said we were just doing our part to defend our country. When you know you're doing your part in something like that, you take more pride in what you do."

And, although Brown admitted the explanation didn't make him like his extra hours more, it did make the work go better and faster.

"I've been in the Army for 15 years now," Stitzel said. "I remember when I was younger I'd gripe about the same things my soldiers gripe about today. But you know what? It doesn't make me angry to hear them complain. I see it as my chance to say to them, 'Why not look at it this way?' It's good to give a purpose. If your soldiers understand why they're doing something, they'll remember whatever task you're trying to teach forever."

Stitzel said it was something like what FM 100-6, Information Operations, calls "situational awareness" that gave him a leg up on preparing for the board.

"Anyone can use their short-term memory and memorize a bunch of stuff long enough to pass a board. Understanding is about knowing why you do things," Stitzel said. "If I can see a thing myself and understand why it's that way, then I can give someone else a better answer and I can remember facts much longer."

Since Stitzel sees how it can work for him, he figures it can work for his soldiers.

"The NCO Corps has so many people with so many different backgrounds and experiences that we have a strength like no other Army in the world," Stitzel said. "It's not brainwashing. It just works. We have an all-volunteer Army — one of the largest companies in the world. There's a reason why people work for the military."

Leadership in the civilian world

He said that many former soldiers fit in well in the civilian sector because the civilian sector uses leadership principles the military has refined over the years.

"I don't know of many companies in the civilian world where you could convince your workers that taking that hill is the right thing to do," Stitzel said. "I'm proud of the fact that we will, and I wouldn't change my profession for anything."

Military leadership principles motivate soldiers; and motivation, according to Brown, starts with the little things.

"We have built respect in our unit," Brown said. "I know there's talk like we're just civilians in BDUs, blah, blah, blah. We want to show people that maintenance and support people can soldier like anyone else. If we go to the field and share a location with an infantry or engineer unit, the last thing we want is for them to look at us and say, 'Why do we have to be out here with them?'"

One thing Brown has noticed his leaders stress is the need for hands-on training in field craft and Common Task Training subjects.

"We were just out in the training area this morning, and our sergeants had us doing fighting

positions. One of the soldiers gave the class, and the NCOs were there to help him along and to help explain what we were doing. Because of training restrictions, we couldn't actually dig, but I got a much better idea of what it takes to build a fighting position."

Leadership influences motivation

Brown used the fighting position to carry on with his example of how leadership can influence motivation levels.

"It's one thing if your leader says, 'You'd better dig a good fighting position because you'll be out here for hours freezing in the cold.' It's another thing altogether if you have a leader who tells you you'll be out for extended periods of time, and 'here's how you keep your feet warmer,' and 'make sure you take out your cold-weather gear and extra socks.'"

He said the one type of leader makes you dread ever having to pull guard duty. The second helps you understand that the mission may not always be pleasant, but if you take precautions and plan ahead, you can handle any mission you're assigned.

Both Stitzel and Brown attribute their success in the board competition to one thing — self-motivation.

"When I was out in the NCO competition at DA, I saw most of your participants were the basic Type-A personalities. All were self-confident, all had high self-esteem," Stitzel recalled. "As a matter of fact, I talked to the SMA on the side and told him I was going to win this thing. But my competition wasn't against the others (23 soldiers and NCOs competed, representing all the Army's major commands). I was competing against the standards. I knew how many points were available for each of the events, and I knew how well I could perform toward them."

He said he was glad the Army Physical Fitness Test was the first event, because he knew that would be the hardest event for him. Other events at the competition held at Fort A.P. Hill, Va., Oct. 23-27 included a written test, a road march and M-16 qualification firing on one of the post's ranges.

Make standards clear

"When I got out of the APFT with a 298, I was at minus two. And I was determined I wasn't going to lose many more points," Stitzel said. "I'm the same way with my soldiers. I am clear cut on the fact that we have to meet the standards, but I also help my soldiers understand the standards so they have personal reasons for wanting to meet them."

Brown, too, noticed something in his fellow competitors. He explained that in a lot of the boards he went through to get to the DA-level competition a lot of the soldiers took part because they had to. In some cases, the soldiers went to the soldier of the month board only to gain experience for a promotion board.

"When I got to the DA competition, it was the first time where everyone who was there was there because they wanted to be there," Brown said. "I guess I won because I wanted it a little more than the others."

But while leadership styles can be debated and motivation techniques vary, Stitzel feels one element of leadership provides the glue that holds everything together.

Sgt. 1st Class Jeffery Stitzel, the first DA-level NCO off the Year, is currently serving as an infantryman with the 3rd U.S. Infantry (The Old Guard) at Fort Myer, Va. A native of Michigan, Stitzel is married and has three children. Stitzel is working on a bachelor's degree in criminal justice.

"Loyalty is a big one. You have three kinds of loyalty: to your superiors, to your peers and to your subordinates," Stitzel said. "Sometimes, it can seem that loyalties conflict, like when a soldier tells you something the officer ordered [the platoon] to do won't work."

He said that, at face value, an NCO could only be loyal to the superior and order the soldier to do the work anyway, or the NCO could be loyal to the soldier and have the soldier ignore the officer's orders.

"But there really is no conflict in situations like that, if you remember your biggest loyalty is to the Army," Stitzel said. He said the easy solution is to be loyal to the soldier and have him do the work right, and be loyal to the officer and tell him about the changes.

He also added that, as NCOs move up the chain and assume platoon sergeant and first sergeant duties, they will find maintaining their loyalties to the officer as indispensable.

"My relationship with the lieutenant who is our platoon leader is almost like one I would have with my parents," Stitzel said. "I have 15 years of experience, and the lieutenant has maybe two, so the L.T. finds himself behind the power curve sometimes. Like, he'll come in asking if we should do something, and I look at him like he was two years late. Well, he knows we know what we're doing, but he checks on us anyway. And that's good, because what happens if I forget something?"

Keep soldiers informed

Stitzel said his relationship with his platoon leader requires trust and open communication. That trust, Stitzel said, has its roots in shared loyalties that open communica-

tions maintain. Brown agreed on the importance of having leaders who keep him informed.

"If we're doing training for mobilization, for example, if someone tells me we're doing it because we're probably going to end up going somewhere, I tell myself, 'okay,' and I get back to work," Brown said. He said when his leaders trust him with information, he feels more motivated to do his share of the work.

What's true in a maintenance shop also applies in the infantry world. Stitzel said he makes it a point to keep his men informed, because when the whole platoon understands the reason behind the mission, it's easier for everyone to get along.

A grader scores one of the contestants during the Common Task Test skills portion of the competition.

"I don't care if my soldiers like one another," Stitzel said. "But they know they have to respect and trust the person they're with. Just look at [Major League Baseball players Barry] Bonds and [Jeff] Kent. Everyone knows they don't get along at all, but Bonds still told management if they let Kent go, they'd have to let him go too. It's not about popularity. You just have to trust the people you work with. When you go into combat, that's the guy who's going to be covering your flank."

Working from a shared vision, empowering soldiers to make more decisions and building leadership that relies on flexible styles are all hallmarks of the next generation of soldiers, according to Force XXI doctrine.

One of the benefits of being the Army's NCO of the Year is winning the chance to name your next duty position.

Spc. Justin M. Brown, the first DA-level Soldier of the Year, is currently serving as a test, measurement and diagnostic equipment specialist with a detachment of the 95th Maintenance Company in Baumholder, Germany. A native of Illinois, Spc. Brown is working on his associate's degree in general studies.

"I was going to leave here and ask for another airborne position," Stitzel said. "But my mentors told me I might want to look at going mechanized [infantry], volunteering to work with the Stryker (the Army's new infantry fighting vehicle). So I got to thinking that maybe I should think about going that direction, because if I get to be a command sergeant major and am assigned to a mechanized unit then, how will I be in a position to help the commander make good decisions if I have no experience. And believe me, this Stryker is here to stay. I spent two weeks around the Pentagon after I won this award and all the bigwigs were talking about it."

Glance down the road

While NCOs are charged with staying in their lanes, they might want to make it a point to take an occasional glance down the road. Stitzel has seen how that can benefit senior NCOs, and Brown said why he thought young soldiers needed to be forward-looking as well.

"I've been in a few years now. I go before the E-5 board Dec. 2. Pretty soon I'll have the responsibility to learn and teach my soldiers," Brown said. "I think I have an idea of the best styles of training and how to deal with leadership. And I've seen some leaders where I say, 'wow, if I turn out like that I hope I'll shoot myself.' It's good to stay in your lane, but every once in a while it's good to glance down the road and put things into perspective."

One other perspective Stitzel keeps in mind is the one he shares with many soldiers — that of a parent.

"You can't balance family and the Army anymore," Stitzel said. "I'll bet we have guys in Afghanistan who've been there more than a year. With the deployments we go on and the missions we face, you can't spend equal time on family and your career. What I try to do is set an example for my kids and show them how I'd like them to be — a role model for them and hope they turn out all right."

It's kind of like that with his soldiers, Stitzel said. "I love my soldiers as much as I love my kids," he said. "And I treat them that way. Maybe they'll turn out all right, too."

Sgt. 1st Class Antonio Valentin, FORSCOM

Valentin currently serves as an artillery observer-controller/trainer with the 2nd Battalion, 315th Regiment in New Cumberland, Pa. A native of New Jersey, he is married, has three children, received his associate's degree from Jefferson Community College and is working toward a paralegal degree with the University of Maryland.

Pvt. 1st Class Ryan P. Delaney, FORSCOM

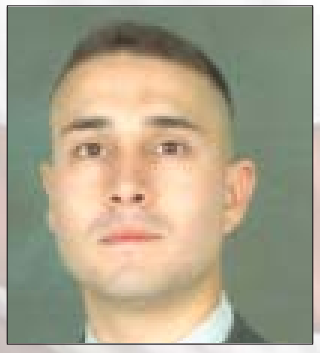
Delaney is a multichannel transmissions system operator/maintainer with Company A, 51st Signal Battalion at Fort Bragg, N. C. Married with three children, he attended Suffolk Community College, the University of Southern Maine and is enrolled full time for the fall semester at Campbell University.

Sgt. 1st Class Reginald D. Sampson, TRADOC

Sampson is serving as a Senior Course Writer and Developer for the Basic Career Counselor Course and the Advanced NCO Course at Fort Jackson, S. C. A native of Texas, he married his high school sweetheart and received his associate's degree from the University of Maryland.

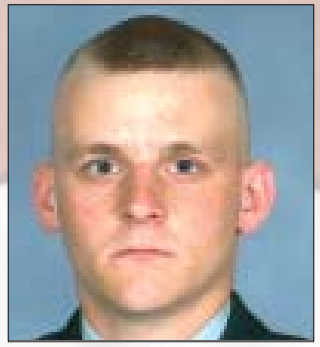
Spc. Daniel C. Davis, TRADOC

Davis serves as a military police corrections specialist with the 705th Military Police Battalion at Fort Leavenworth, Kan. A native of Illinois, Davis' father is a retired master sergeant, and his sister and brother are both serving in the armed forces. He was the Soldier of the Year for TRADOC.



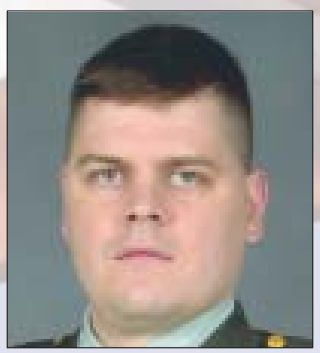
Staff Sgt. Erick R. Macher, USAREUR

Macher currently serves as a field artilleryman with Battery A, 1st Battalion, 7th Field Artillery, 1st Infantry Division in Schweinfurt, Germany. A native of California, he has completed 34 hours at the North Central Institute. He is married and has two children.



Sgt. Alan J. Suskey, USAREUR

Suskey is a military policeman with the 18th Military Police Brigade in Mannheim, Germany. A native of Florida, his brother, Eric, is currently serving in the U.S. Navy. Suskey was recently named the USAREUR Soldier of the Year.



Staff Sgt. Nelson B. Justice III, USACE

Justice currently serves as an instructor with the U. S. Army Prime Power School at Fort Belvoir, Va. A native of Kentucky, he is married, received his bachelor's degree from Murray State University and would like to pursue a master's degree in electrical engineering.

Staff Sgt. Khalida S. Hendricks, USFK

Hendricks is currently serving as a counterintelligence agent with Company B, 102nd Military Intelligence Battalion in South Korea. A native of New Mexico, she has an associate's degree in Arabic with honors from Monterey Peninsula College and would like to complete a bachelor's degree in Middle Eastern studies.

Spc. Kevin M. Murphy, USFK

Murphy currently serves as a legal specialist with the 19th Theater Support Command at Camp Henry, South Korea. A Massachusetts native, he was the 2002 Eighth Army Soldier of the Year. He is working toward a degree with the University of Maryland.

Staff Sgt. Robert A. Barlow, AMC

Barlow is currently serving as a radio and communications security repairer with the Combat Equipment Battalion-Luxembourg. A native of South Carolina, he has a daughter and is working on an associate's degree in computer networking. Barlow is a recipient of the Meritorious Service Medal and is the U.S. Army Materiel Command NCO of the Year.

Staff Sgt. Gerald Allen Wood, MEDCOM

Wood is currently serving as a medical specialist with the U.S. Army Medical Activity in Wuerzburg, Germany. Wood graduated high school in Kingston, Jamaica, and received his associate's degree from Miami Dade Community College. He is married, has one child and was the U.S. Army Medical Command NCO of the Year.

Spc. Esmeralda L. Hernandez, MEDCOM

Hernandez is a medical laboratory specialist with the U.S. Army Institute of Surgical Research at Fort Sam Houston, Texas. A Texas native, she is married and is working toward the completion of her master's degree in business administration.

Staff Sgt. Timothy A. Morgan III, USARPAC

Morgan currently serves as a military policeman with the 25th Military Police Company at Schofield Barracks, Hawaii. A native of Virginia, he is married and has two children.

Sgt. Rebecca A. Young, USARPAC

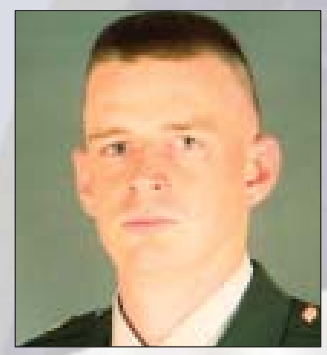
Young serves as an interrogator at Schofield Barracks, Hawaii, with the 125th Military Intelligence Battalion. A native of Idaho, she holds a bachelor's degree in political science from the University of San Diego and is currently pursuing a master's degree in international relations. She is married.

Staff Sgt. Darrick M. Noah, SMDC

Noah currently serves as a satellite communications system specialist with the Army Space Regional Satellite Support Center-Pacific at Wheeler Army Airfield, Hawaii. A native of Chicago, he is married and is pursuing his bachelor's degree in business. He recently completed Marine Corps Jungle Warfare Training.

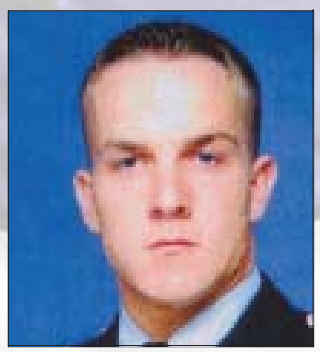
Sgt. Sherman L. Johnson, SMDC

Johnson is a satellite network controller team chief with Company B, 1st Satellite Control Battalion at Fort Meade, Md. A native of Virginia, Johnson hopes to obtain a bachelor's degree in architecture. He recently graduated on the commandant's list from PLDC.



Staff Sgt. Peter N. Johnson, USASOC

Johnson currently serves as a psychological operations specialist with the 17th Psychological Operations Battalion in Illinois. A native of Illinois, he received his bachelor's degree (summa cum laude) in criminal justice and his master's degree in urban life and learning from Loyola University.

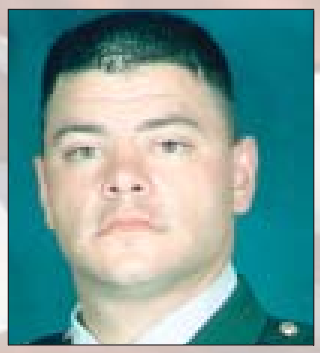


Spc. Joshua C. Simmons, USASOC

Simmons is currently a radio repairer and technician with Company C, Support Battalion, 1st Special Warfare Training Group at Fort Bragg, N. C. From Florida, he has completed an Advanced Computer and Network Repair Course.

Pvt. 1st Class Christopher M. Clayton, National Capital Region

Clayton is a signal support systems specialist with the 3rd U. S. Infantry (The Old Guard), at Fort Myer, Va. A native of West Virginia, Clayton is married and has one child. He is currently pursuing a bachelor's degree through West Virginia University.



Staff Sgt. Lance K. Pinnow, USARSO

Pinnow is currently serving as a military policeman with the U.S. Army Garrison Military Police Detachment at Fort Buchanan, Puerto Rico. A native of Montana, he assisted in the mobilization of two national guard platoons and one reserve company following the Sept. 11, 2001, attacks.

Spc. Raymond Thomas Nagley, USARSO

Nagley is currently a counterintelligence agent with Company D, 202nd Military Intelligence Battalion at Fort Buchanan, Puerto Rico. A native of Texas, he is married and has a daughter. Nagley and his family were nominated from USARSO to the Association of the United States Army as the Volunteer Family of the Year.

The Army Noncommissioned Officer's (NCO) Website - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites History Print

Address http://www.squad-leader.com Go

60-SECOND REVIEW

At squad-leader.com, it's not just a job, it's a Web site

By SFC (Ret.) Phil Tegtmeier

How we rate it

Ease of use: ★★★★½

Value to user: ★★★★★

Design quality: ★★★★

Overall rating: ★★★★½

(Scale of 1-5 stars)

We're kicking off this new feature with a visit to a Web site that's been around since before there were Web sites. We picked *squad-leader.com* because it's a site we'd noticed had come up in conversations. It's a one-stop haven for NCOs looking to connect with other NCOs in chat sessions, forums and advice columns from both the old-and-crusty to the new-and-forward-looking.

I hit the "skip intro" option as soon as it came up, just because I always do. Then I thought better of it, went back, and let the intro run through. It didn't take long for the java-scripted welcome to load. The intro advised me that squad-leader.com was going to be, like the title of this article suggests, something worth looking into.

The homepage sports a simple, white background, easy-to-read and download look. The visitor faces a number of options, including a link to the *NCO Journal* online. A "motivation check" link brought up a small window that checked my system's sound volume while also informing me that I am, in fact, "hooah" today.

In fact, this is a "hooah" Web site that shouldn't have a dot-com address. Rather, it's more like a dot-org than anything else. It offers a wealth of links and information available with no pop-up advertisements like most sites I've been to.

Maybe that's because *squad-leader.com* isn't run by some big marketing outfit. Checking out the page links for the site's history, I discovered that squad-leader began as, and still is, an information-sharing project by real-live Army NCOs. Command Sgt. Maj. Dan Elder, a regular contributor to these pages over the years, kicked the thing off in 1991 as a bulletin board service for NCOs wanting to share ideas over their computers and these newfangled modem things us geeks drooled over back in those days. The site has expanded its scope and size over the years and, if rumor has it right, might even become an official Web site real darn soon.

Let's look at some of the things I found off the site or from links.

I read comments on a forum about NCO Evaluation Reports. I didn't see any flamers. I did see solid advice on how to link an NCOER to performance through the use of performance-related quarterly counseling sessions.

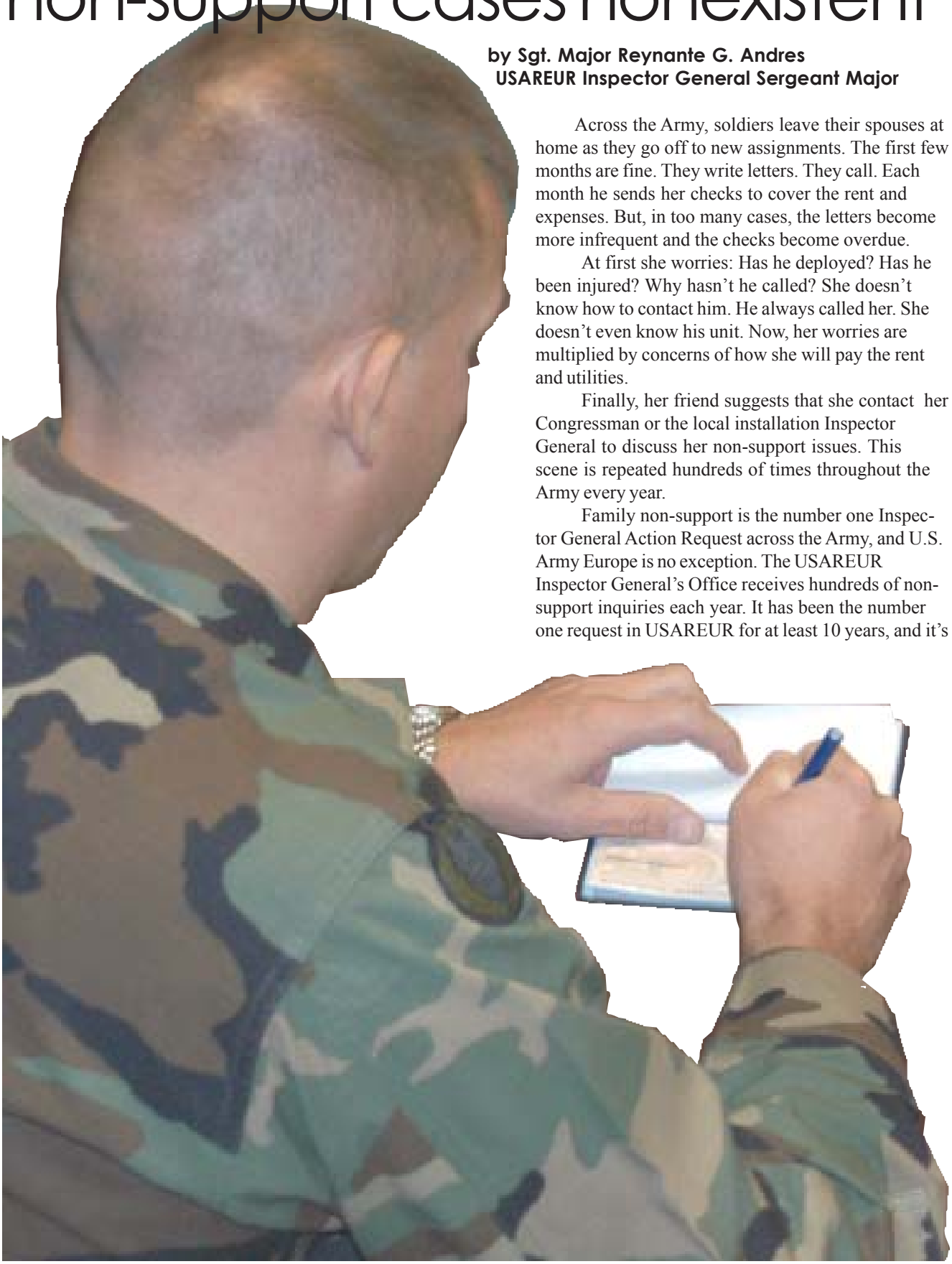
I passed on the opportunity to spend $15 for a software download for an additional duties appointment program but went for the no-cost download of an MS Access database for tracking my company's Common Task Training status (the fact I no longer have a company is irrelevant). For some reason four advice inputs appeared twice when I clicked on "show advice," but I didn't mind, and it didn't detract that much from the overall professionalism evident elsewhere on the site. Being one who leans to making spot corrections, I used the available link to advise the webmaster of the glitch I'd discovered. The glitch went away within hours.

All-in-all, this is a grade-A Web site. It reaffirms the notion that the NCO Corps I know of is professional and capable of accomplishing much with few resources and lots of heart. Check this one out at www.sqaud-leader.com.

Done Internet

NCOs can assist in making non-support cases nonexistent

by Sgt. Major Reynante G. Andres
USAREUR Inspector General Sergeant Major



Across the Army, soldiers leave their spouses at home as they go off to new assignments. The first few months are fine. They write letters. They call. Each month he sends her checks to cover the rent and expenses. But, in too many cases, the letters become more infrequent and the checks become overdue.

At first she worries: Has he deployed? Has he been injured? Why hasn't he called? She doesn't know how to contact him. He always called her. She doesn't even know his unit. Now, her worries are multiplied by concerns of how she will pay the rent and utilities.

Finally, her friend suggests that she contact her Congressman or the local installation Inspector General to discuss her non-support issues. This scene is repeated hundreds of times throughout the Army every year.

Family non-support is the number one Inspector General Action Request across the Army, and U.S. Army Europe is no exception. The USAREUR Inspector General's Office receives hundreds of non-support inquiries each year. It has been the number one request in USAREUR for at least 10 years, and it's

a growing concern, not only for USAREUR, but also for the Army at large.

In USAREUR, the problem is amplified by the distance factor. Some soldiers believe they can disregard their obligation to support their family members because they are 4,000 miles from home. They don't understand that Basic Allowance for Housing (BAH) is for family support or it returns to the U.S. Treasury.

NCOs can assist commanders in fixing this problem by enforcing Army standards, along with educating and informing our soldiers about their financial obligations.

The USAREUR IG is using a comprehensive teach-and-train program geared toward the company leadership to reduce the burden that non-support issues bring to our units.

In the USAREUR Office of the Inspector General, we have initiated the following in an attempt to set our leaders up for success:

First, we brief soldiers on their financial support responsibilities during their initial processing into the unit. During this briefing, we focus on policy, the commander's responsibility, the soldier's responsibility and what can happen if you ignore your obligation. (See inset box for more details.)

Second, we encourage commanders and first sergeants to ensure new soldiers are counseled on the repercussions of nonsupport to family members during the Reception and Integration stages of inprocessing.

Third, we conduct teach-and-train seminars at the Commanders/First Sergeants and Rear Detachment courses. In one of these seminars, we offer tactics and techniques for solving family non-support issues, and we offer suggestions on how they can prevent it.

Fourth, we're expanding our training programs to include the USAREUR NCO Academy, especially the Primary Leadership Development Course. We believe that teaching these young NCOs early in their career will better prepare them and their soldiers to prevent non-support problems.

The way ahead: Time will tell whether or not we are successful at drawing down the number of complaints concerning non-support. We strongly believe that incorporating the Non-support Teach and Train Scenario into our leadership courses – and particularly the NCOES school system – will build more informed and better educated soldiers. Equipping our leaders with knowledge on how to prevent issues before they become crisis will yield high returns in the future. We recommend our approach as one way of dealing with a long-standing issue that has distracted our units from important readiness and well-being priorities for years.

Editor's note: Sgt. Major Andres wishes to acknowledge Master Sgt. Dwight Anderson, 1st Armored Division, and Sgt. 1st Class Samantha Headon, USAREUR IG, for their assistance in writing this article.

The USAREUR approach

Policy – We remind soldiers that financial support of family members is an official matter of concern. It is an individual soldier responsibility and a command issue.

Commander's responsibilities – We inform soldiers that commanders have the responsibilities to enforce the policies outlined in AR 608-99. The commanders must determine whether a violation of the regulation occurred, counsel soldiers when substantiated complaints are brought against them, inform them of Department of Army policy on support of family members, and take appropriate action against soldiers who fail to comply with AR 608-99 or lawful orders.

Soldier's responsibilities – We tell soldiers that they have to maintain reasonable contact with their family members so that the family's financial needs and welfare do not become official matters for the Army. They have to conduct themselves in an honorable manner with regard to parental commitments and responsibilities. They have to provide adequate financial support to their family members. And, they have to comply with all court orders.

What can happen to you if you ignore your obligation – we emphasize that the Army is serious about non-support and they can receive a memorandum of reprimand, bar to reenlistment, administrative separation from the service, nonjudicial punishment under UCMJ, and even court martial if they do not fulfill their obligations.

Ethics 102:

The ethical land navigation model

"Army leaders should focus on developing the 'enduring competencies' of self-awareness and adaptability…self-awareness is the ability to understand how to assess abilities, know strengths and weaknesses in the operational environment, and learn how to correct those weaknesses. Adaptability is the ability to recognize changes to the environment; assess against that environment to determine what is new and what to learn to be effective…"

— Army Training and Leader Development Panel Officer Study Report to The Army

Chap. (Maj.) Jeffery L. Zust
USASMA Command Chaplain

There is more to doing the right thing than doing the right thing. Leaders need to know how to make good decisions in rapidly changing environments across a full spectrum of operations. These decisions include the ability to make ethical decisions that reflect Army values and maintain the warrior ethos in situations extending from our motor pools and training areas into our areas of operations in Kosovo or Afghanistan. *[From* The Army Training and Leader Development Panel Phase II NCO Study Final Report*. The study emphasizes the role of the warrior ethos for the NCO, "compels soldiers to fight through all conditions to victory, no matter how long it takes and no matter how much effort is required. It is the soldier's selfless commitment to the nation, mission, unit and fellow soldiers (FM 6-22)."]*

If a child were wounded in the streets, would you stop your squad and help? This is typical of the ethical decisions NCOs must face.

Ethics is the process of putting our values into action. One size or style doesn't fit all. Ethical decisions require both self-awareness and adaptability. This article is about understanding the four different ethical systems at work in the Army today (self-awareness), and applying this knowledge in order to lead soldiers (adaptability).

Consider this scenario, a variation of a scenario based upon after action reports that is used in ethical training courses:

You are deployed in a stability operation, and have directions not to give medical treatment to any wounded civilians because your soldiers might acquire some diseases that are out of control in this country. One day you are on a patrol and you pass a young wounded child. One of your soldiers stops to help. You order the soldier to leave the child alone, and the soldier refuses your order. The child will die without help, and your soldiers are the only ones in a position to help. What will you do?

There are different answers to this scenario based upon which ethical system you use to put your values into play. You could obey the directive, follow orders, leave the child alone and drive on. Or, you could disobey the directive, and help the child. If you choose the second option you could justify your actions by citing the purpose of the mission (Stability Operation), the effects of your actions upon the civilian population, an inner value that it is wrong to let a wounded child die or appealing to a higher rule of law. These options are the product of the four ethical systems that are used by leaders to make decisions: rules, results, situation, and character. So, which system is better?

In the Fall 2002 *NCO Journal*, Sgt. Maj. Mark Kalinoski described the Army's Ethical Reasoning Process found in FM 22-10. The process has four basic steps:

— Define the problem.
— Know the rules.
— Develop and evaluate courses of action.
— Choose the course of action that best represents Army values.

He compared this ethical process to following a set of instructions to assemble a bicycle. Instructions can save a lot

of heartburn. However, what happens if the same instructions have four different configurations for the same bicycle? The finished bike will depend on which configuration we used for assembly. Likewise, our ethical decisions depend upon the ethical process we use. So which process is better?

Herein is the problem with the ethical decision making process. It is a very good decision matrix, but it does not help us develop or judge between courses of action that are the product of different ethical systems. First, it assumes that rules will resolve any situation, and that the Army values are a simple standard of measurement. But what happens in a situation like the previous scenario where rules and values conflict? Second, suppose we don't have the time to work the process, but we have a "gut instinct" about what is right? Time and emotion play a role in ethical decision making. What about the role of conscience in ethical decision making? It is good to stop and think, but the process assumes a reasoned response is better. Some decisions give us the luxury of time for reflection, but some situations place us in an intersection where we have a split second to make a decision.

The Army's Land Navigation Model helps soldiers understand how to make ethical decisions that account for more variables.

Any soldier who has been to National or Joint Regional Training Center knows that the battlefield is a fluid environment where rehearsed plans do not always survive contact with the enemy. We are also dependent upon battles drills, experience, commander's intent and situational awareness when we execute a mission. That is why training beforehand is vital for success and survival. The same is true for ethical training. It requires both a self-awareness of ethical systems and values, and the adaptability to use these systems to put our values into action.

Four ethical systems and Army values

There are four ethical systems used in the Army today – rules, results, situations and character. Army values are the product of the ethical system used to give meaning to each value. I will use the Army value "Duty" as an example of the relationship between values and the ethical systems.

Rules. These are actual laws, regulations, orders or principles that we appeal to as absolute authority for our actions. Therefore, duty is a matter of obeying these rules and authority. We justify our actions by saying, "I am following orders."

Results. Some label this system as the "ends justify the means." In the Army, we use "mission" and "end state" to define our purpose and measure our progress. Therefore, duty is a matter of mission accomplishment. We justify our actions by saying, "I did what the mission required."

Situations. In the Army, we reward initiative. Situationism acts upon what a particular scenario requires. It makes use of experience and current data by acting on the question, "What is the best result we can achieve in a particular situation?" Duty seizes opportunity, and it is defined by the circumstances we encounter. We justify our actions by saying, "I acted this way because the situation called for me to do _____."

Character. This system is dependent upon deep-seated/ingrained beliefs that we live by. Communities teach and reinforce these beliefs, and character becomes a matter of conscience. Army values and the methods we use to teach and reinforce them are efforts to build a character ethical system where these *values become a reflex action for us.* Here, duty is a bottom line – an internal line that we don't cross *regardless* of rules, results or situations. A soldier operating out of a character system of ethics could justify his/her actions similar to the way this young private explained his actions while on a mission in Vietnam:

"We all figured that we'd be dead in the next minute, so what difference did it make what we did?

But the longer I was over there, I became convinced that it was the other way around that counted – that because we might not be around much longer, we had to take extra care how we behaved."

— Pvt. Erickson, quoted in Daniel Lang's "Casualties of War"

People and organizations use all four systems in different times and in different combinations. So how do we decide which system to use or which system is better? As leaders I would like to suggest a model consistent with the Army's ethical decision making process that puts these systems to use in developing and evaluating courses of action.

The Land Navigation Model

If a value such as duty can be defined four different ways by rules, results, situation or character — how does this knowledge help us make ethical decisions? It doesn't, unless we ask the question: can duty be a combination of all four systems? So, the key question is how we make these four ethical systems work together? I believe the best way to put these systems to work is to approach an ethical problem like a land navigation problem, using the four ethical systems as tools for land navigation.

- Compass – rules, regulations, and principles. These elements orient us and give us direction. These elements also set limits to our actions.
- Destination/Distance – results, mission, intent, or vision. Where are we going? What is the end state? How far until we get there?
- Terrain – The situation, equipment, time available, etc. What is going on around us? What are our resources, and what do the circumstances require?
- Map – Character. What are the ingrained values that we use to interpret our situation, and what are the boundaries of conscience that we will not cross?

Thus the ethical decision process is somewhat revised to look like the accompanying chart.

A leader with land navigation skills will use a map, compass, destination and terrain together to choose the best route of travel. Disregarding any one system can mean a "no-go", even though it is possible to choose a route using any one system. Any soldier who has ever misused a compass, missed a pace count, misplotted a destination, walked through a swamp or wondered how a mysterious road not on the map suddenly "appeared" knows that selection of a good route always depends upon a combination of using all the systems together.

The same is true of ethical decision making. We can and we do make decisions using any one of four ethical systems, and for the most part our decisions are good. But what happens when a decision isn't easy and choosing between courses of action is difficult?

Professional soldiers will disagree about the best course of action to a particular problem, and they may do so *because* of the different ethical systems they are using to make their decisions – not because they are unethical or failing to reflect Army values. In these circumstances, taking the time to lay out the problem like a land navigation problem gives us tools to develop courses of action and to choose the route that best obeys the rules, completes the mission, regards the situation and reflects our character.

The land navigation method also offers help when all the systems do not align. It offers a self-critiquing mechanism that reveals the ethical traps that we are prone to trigger. When mission doesn't align with rules, or the situation we are facing seems to go against our conscience, or we find ourselves moving in a direction contrary to both our destination and our compass this should indicate a red flag for any course of action we are taking, and a method to rethink our approach to the problem.

Conclusion

Doing the right thing is as simple as building a bicycle. Doing the wrong thing is also as easy as falling off the bicycle we build. As leaders we are accountable for our decisions, and ethical problems will us give us much ground to cover. A land navigation approach to ethical problems builds upon the existing decision matrix by using the ethical systems and values already present in the Army. It holds us accountable to the all the ethical systems at work in any given situation by adding an internal check on our decisions. For the most part, the right thing is obvious, but for those tough times we need tools that provide us both the self-awareness and adaptability that allows us to make good decisions. Our profession demands this ability from us.

Comparing the old to the new

Army Ethical Decision Process

1. Define the problem.
2. Know the rules.
3. Develop and evaluate courses of action.
4. Choose the COA that best represents Army values.
5. Choose the COA that is consistent with all four systems.

Land Navigation Process

1. Define the problem.
2. Ask yourself:
   - What are the rules (compass)?
   - What is the result (destination/distance)?
   - What is the situation (terrain)?
   - What does character require (map)?
3. Align all four systems.
4. Develop COAs (routes).

Letters

Why are you in the Army?

When I was about to graduate from high school and join the Army in 1988, I was a bit nervous about how difficult my life might become. My older brother, another service member, advised me, "Don't quit something because you don't like it. Quit because you've found something better to do." Over 14 years later, his advice is still sound. I can't think of anything better to do than serving in our Army.

It's important to think about why you're in the Army from time to time. After reflection, I've outlined some important reasons why I enjoy serving:

Working with NCOs. I've seen some of the best examples of leadership in the Army while working with NCOs. When I think of training leaders, I'm reminded of one command sergeant major's well-run NCO Development Program and the way he took a personal interest in helping soldiers and NCOs face challenges and grow. When it comes to setting the example, I think of a certain first sergeant who could outrun anyone in the company and knew more about maintaining our tracked vehicles than most of the mechanics, but inspired them all to excel instead of pointing out their shortcomings. I think of a sergeant first class who, when it comes to competence, was an expert in absolutely every area of light combat engineer knowledge, tactics, and skill. For sacrifice, I'm reminded of a staff sergeant who gave up a coveted platoon sergeant job so he could deploy with rest of the company to Bosnia and support it as the Operations NCO. In the area of motivation, I think of a sergeant who trains cadets on light infantry platoon operations. He actually got them excited about digging individual fighting positions in the sweltering heat of July.

Challenge. Every day in the Army is a challenge. Every day is a call to excel. The call may come as an Army Physical Fitness Test, a training exercise, an inspection of your unit, or even a counseling session with a soldier who has financial problems. Some days there are more challenges than we might want, but there's never a shortage. I can't imagine what it would be like to work in a job or profession that doesn't challenge you. I hope I never have to find out.

Camaraderie. Not every person in the Army is your best friend, but everyone you serve with, train with, deploy with, or undergo any other hardship together is your comrade. I'm sure there are people you've argued with over how to accomplish a given mission or task, but they're still your comrades. What is a comrade? It's someone you'd bend over backwards to help out 10 years after you've last seen them. It's also someone who would do the same for you.

Focus. Everyone wants to be in the best unit, ready for war or any other mission our country gives them. To paraphrase Gen. Norman Schwarzkopf, "Nobody goes down to the recruiter and says 'I want to join the Army so I can screw up.'" Everyone wants to do their best. If you can acknowledge that motivation, the rest of the work is helping them learn the skills and techniques to be individually competent, along with developing the teamwork to work well as a unit. I'm not saying that it's easy. It's a challenge for everyone, but I appreciate that we're all focused on the same end state — competent soldiers in trained and ready units.

Service. Every enlisted soldier, every NCO and every officer serves their Army and their country every day. Whether qualifying on a weapon, maintaining a vehicle or providing medical aid to an injured family member… all of us provide an invaluable service that helps our unit readiness, directly or indirectly. In doing everyday activities, we make our Army better prepared to serve the nation.

Your list probably doesn't agree with mine. That's okay, because this article isn't about whether my list is correct. It's about your list. Take the time to think about your own personal list and write it down. Then share it with a quality enlisted soldier, NCO, or officer who you know is thinking about getting out of our Army. If you want to help them make a good decision, share your perspective on why you enjoy serving in the Army. They'll make their own decision, but at least you'll help them make an informed one.

Capt. Brian J. Lunday
West Point, N.Y.

High standards for all?

I am deeply dismayed at the published quote on the back of the Summer 2002 edition by deceased President Woodrow Wilson. The fact of the matter is that President Wilson's standards were "so high," he literally "resegregated" the military, the country and the White House after a brief period of equality for African Americans. History books were changed during this period, and White and Black people were separated based on his "high standards." President Wilson would have been appalled to have his "high standards" quote beneath the photograph of an African American soldier like the one [the "Journal"] displayed. The crown President Wilson spoke of so eloquently in his address to the soldiers in 1917 was a crown specifically intended for one race. I strongly suggest you do your research before publishing insults to injuries for hundreds of African American soldiers during Wilson's tenure. "American Patriots" by Gail Buckley is a good start.

Sgt. 1st Class Lamont C. Gilliam
Dublin, Ohio

I selected the quote referred to, and I was indeed unaware of its impact on to the African American community. All who found the remark offensive have my apology.

Sgt. 1st Class (Ret.) Phil Tegtmeier
Managing Editor

Behind the changes to your *NCO Journal*

With this issue, we welcome a new year and a new design for the *NCO Journal*. You will hopefully notice some changes. We've added more pages, gone to a full-color format and made a few adjustments to our editorial content.

Some of the articles are shorter and more to the point. These changes are an attempt to accommodate NCOs who are incredibly busy and only have time to scan the pages of the *Journal*. Several of the articles offer some sort of guidance that NCOs can incorporate into their training or missions. We can always learn from other's experience. An example of this is Command Sgt. Major Frank Grippe's story of his soldiers – 1st Battalion, 87th Infantry of the 10th Mountain Division – and what they faced during their first firefight in Afghanistan and why they were ready for the challenge.

The *Journal* will continue to spotlight excellence in the NCO ranks, as we have in this issue with the story on Sgt. 1st Class Jeffery Stitzel and Spc. Justin Brown, the Army's first NCO and Soldier of the Year.

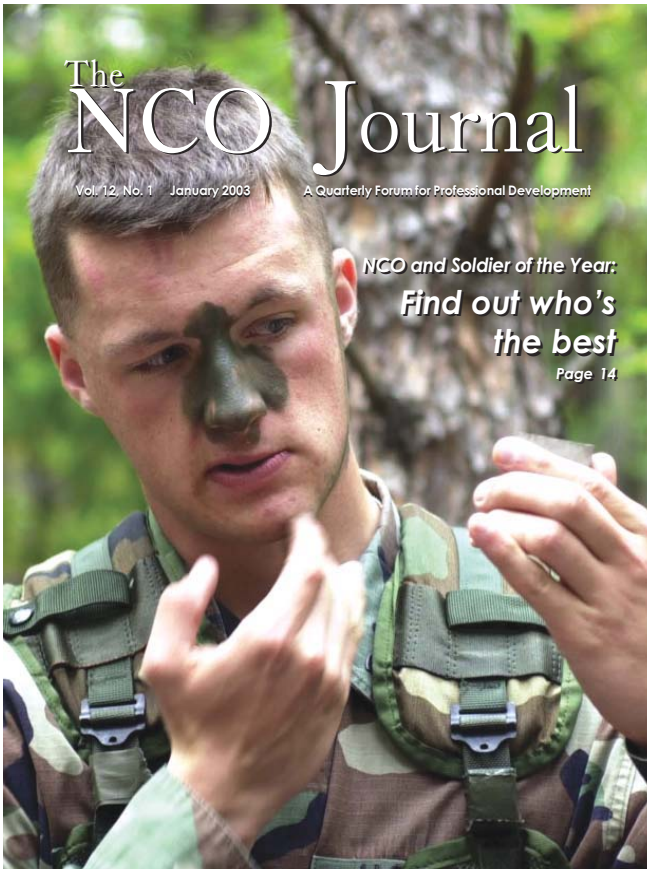
The *Journal* will also continue to be a source of news for NCOs, reporting on trends, publications and even Web sites that can assist you in your duties. In other words, news you can use.

Like every other aspect of the Army, the *Journal* is a work in progress; it's an evolving publication. The *Journal* staff cannot presume to know what NCOs across the Army want to read in the *Journal*. And so, for the first time in five years, the *NCO Journal* staff is conducting a readership survey. You will find it on Page 31. The survey takes about 10 minutes to complete. Or if you'd prefer to complete the survey online, you can log onto http://usasma.bliss.army.mil/journal.

What we can assure you will remain unchanged is the fact that this is your *Journal*. The *NCO Journal* will always be a publication that is the voice of the Army's NCO Corps. And, since you are the boots on the ground, it is your perspective that *Journal* wants to share with the rest of the Army. As such, we still ask for your articles, story ideas, letters and feedback.

We look forward to your articles and feedback.

Master Sgt. Lisa Hunter
Editor in Chief



Submission guidelines for articles, artwork

We recently revised our editorial requirements to open up the pages of the *NCO Journal* to a wider variety of subjects. We will no longer adhere to a theme for each issue, for example. Instead, we encourage soldiers in the field to submit from 100 to 1,000 words on any subject that will benefit other members of the NCO Corps. The best articles will be brief and will discuss creative solutions to common challenges. When sending us electronic versions of manuscripts, please save your document either as a Microsoft Word ™ document or in a rich-text-format (.rtf) file. Send manuscripts to the e-mail address below.

Artwork and photographs to accompany articles will be helpful in illustrating the message in the text. We will accept photos, drawings, sketches and diagrams in a variety of formats. We prefer to receive electronic versions of artwork. When sending photos as e-mail attachments, send them as .jpg files no larger than 1.5MB. Send one photo per e-mail; our mail server limits attachment sizes. If you send a PowerPoint document, include the individual artwork files used in building the slide. The same is true for MS Word documents containing graphic elements. Contact us for further information on formats and graphics ideas.

All submissions can be sent by e-mail, fax or mail. For e-mail, send to atss-sj-ncojournal@bliss.army.mil. Our fax is DSN 978-8540 or comm. (915) 568-8540. Our mailing address appears on the inside front cover each issue.

When thinking of ideas for submission, it helps to consider the *Journal* as the *Popular Mechanics* of the NCO Corps. If you have a creative approach to an issue, share it with your fellow NCOs through the pages of the *NCO Journal*.

NCO *Journal* Readership Survey

The *NCO Journal* staff wants your feedback. For the questions below, circle the best answer for each question. When you have completed the survey, please fold it into thirds, staple it closed and apply first-class postage before mailing the survey. To complete the survey on-line, log in to http://usasma.bliss.army.mil/journal. Check out the survey results in the July 2003 issue.

1. Have you read or looked at a copy of the *NCO Journal* in the last 12 months?
   a. Yes (continue with Question 2)
   b. No (Skip to Question 25)

2. How many of the four issues of *The NCO Journal* produced in the last 12 months have you read?
   a. 1
   b. 2
   c. 3
   d. 4

3. How much of each *NCO Journal* do you usually read?
   a. All or most of it
   b. More than half
   c. About one-fourth
   d. Very little
   e. None

4. How do you usually receive the *NCO Journal*?
   a. Unit or office distribution
   b. Barracks break room
   c. Library
   d. Learning resource or education center

5. After reading th*e NCO Journal*, you usually:
   a. Route it through the unit or office
   b. Give it to someone else
   c. Clip what you want to keep for reference
   d. Keep the entire issue for reference
   e. Leave in dayroom, library or office

6. What is the primary reason you read the *NCO Journal*?
   a. NCO professional development
   b. History articles
   c. Doctrine and policy
   d. Army News Service
   e. All of the above

7. How often do you find the *NCO Journal* a reliable source of NCO professional development information?
   a. Always
   b. Sometimes
   c. Rarely
   d. Never

8. How much of the *NCO Journal* should be devoted to NCO professional development?
   a. All or most of it
   b. More than half
   c. About one-fourth
   d. Very little
   e. None

9. How much should be devoted to history articles?
   a. All or most of it
   b. More than half
   c. About one-fourth
   d. Very little
   e. None

10. How much should be devoted to doctrine and policy?
   a. All or most of it
   b. More than half
   c. About one-fourth
   d. Very little
   e. None

11. How much should be devoted to Army news?
   a. All or most of it
   b. More than half
   c. About one-fourth
   d. Very little
   e. None

12. How much should be devoted to current topics?
   a. All or most of it
   b. More than half
   c. About one-fourth
   d. Very little
   e. None

13. The *NCO Journal* is easy to read.
   a. Strongly agree
   b. Agree
   c. Neither agree nor disagree
   d. Disagree
   e. Strongly disagree

14. The *NCO Journal* is easy to understand.
   a. Strongly agree
   b. Agree
   c. Neither agree nor disagree
   d. Disagree
   e. Strongly disagree

15. The *NCO Journal* information is useful.
   a. Strongly agree
   b. Agree
   c. Neither agree nor disagree
   d. Disagree
   e. Strongly disagree

16. The *NCO Journal* is well-written.
   a. Strongly agree
   b. Agree
   c. Neither agree nor disagree
   d. Disagree
   e. Strongly disagree

17. The *NCO Journal* helps me on my job.
   a. Strongly agree
   b. Agree
   c. Neither agree nor disagree
   d. Disagree
   e. Strongly disagree

18. *The NCO Journal* information makes me think.
   a. Strongly agree
   b. Agree
   c. Neither agree nor disagree
   d. Disagree
   e. Strongly disagree

19. *The NCO Journal* has helped me become a better NCO.
   a. Strongly agree
   b. Agree
   c. Neither agree nor disagree
   d. Disagree
   e. Strongly disagree

20. How helpful is the *NCO Journal* in keeping you informed and up-to-date on changes and developments in NCO professional development issues?
- a. Extremely helpful
- b. Very helpful
- c. Moderately helpful
- d. Slightly helpful
- e. Not helpful

21. Over the past 12 months have you used suggestions, ideas or information from the *NCO Journal* to better understand your role as an NCO, improve your leadership skills or train other NCOs and/or soldiers in your unit or organization?
- a. Very frequently
- b. Frequently
- c. Sometimes
- d. Seldom
- e. Not at all

22. How often do you read the on-line version of the *NCO Journal*?
- a. Very frequently
- b. Frequently
- c. Sometimes
- d. Seldom
- e. Not at all

23. How helpful is the on-line version of the *NCO Journal*?
- a. Extremely helpful
- b. Very helpful
- c. Moderately helpful
- d. Slightly helpful
- e. Not helpful

24. Would you prefer to read the *NCO Journal* on line or in print?
- a. On-line
- b. In print

25. What is your current duty status?
- a. Active Army
- b. Army National Guard
- c. Army Reserve
- d. Army civilian employee
- e. Military retiree
- f. Nonmilitary

26. What is your pay grade?
- a. PVT-CPL
- b. SGT-SSG
- c. SFC-MSG
- d. SGM-CSM
- e. W01-CW5
- f. LT – CPT
- g. MAJ – COL
- h. Civilian

28. What is your age?
- a. 20 or younger
- b. 21 – 24
- c. 25 – 29
- d. 30 – 34
- e. 35 – 39
- f. 40 – 45
- g. 46 or older

29. What is your gender?
- a. Male
- b. Female

30. Where are you stationed?
- a. United States
- b. Europe
- c. Pacific
- d. Middle East

31. What is your civilian education level?
- a. High School, GED or some college
- b. Associates degree
- c. Bachelor's degree
- d. Master's degree of higher

Your comments: In the following space, please write your comments and suggestions that have not been covered in the questions above:

_____

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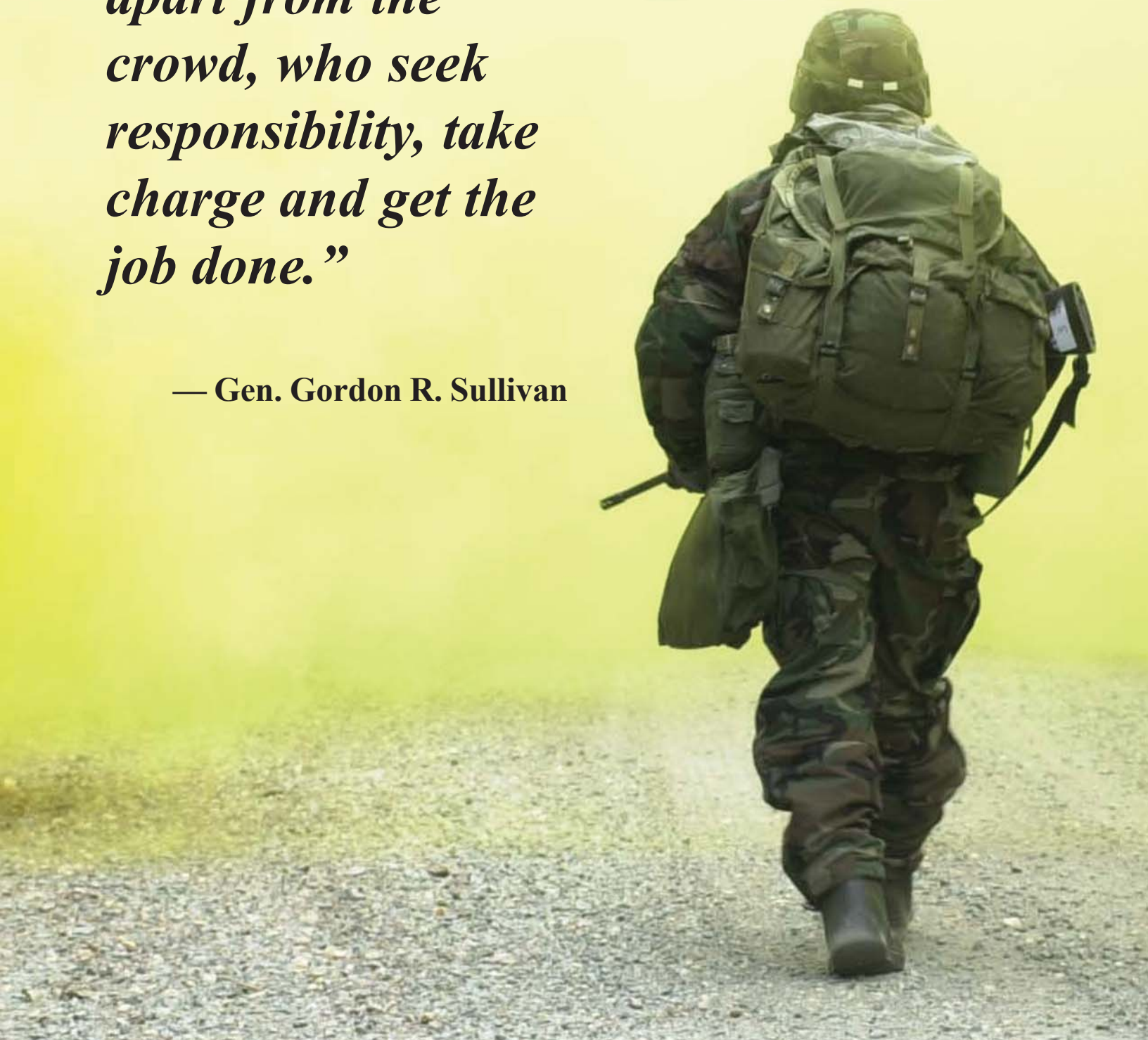
"NCOs are not ordinary people. They are men and women who stand apart from the crowd, who seek responsibility, take charge and get the job done."

— Gen. Gordon R. Sullivan



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