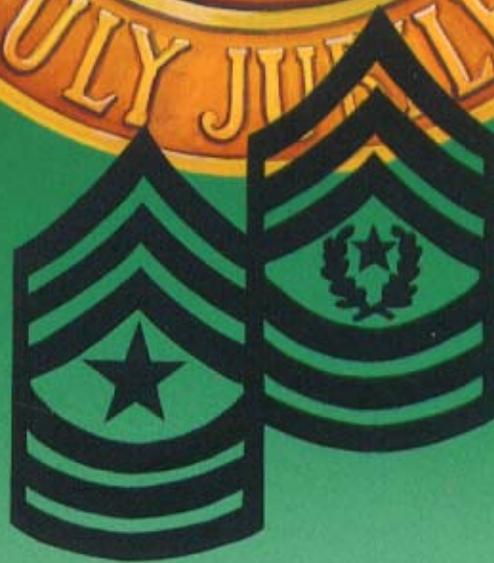
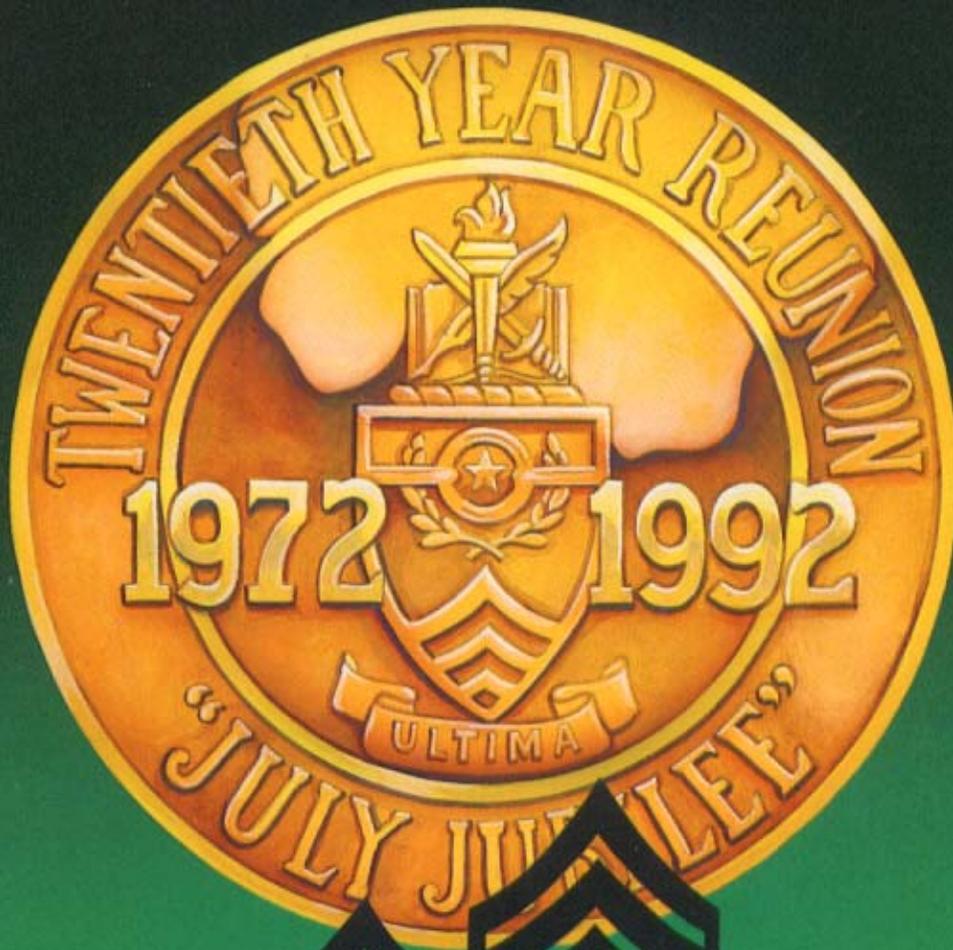


The NCO Journal

Fall 1992

A Quarterly Forum for Professional Development



20 Years of NCOES



NCO Charge

(Author Unknown)

I do solemnly dedicate myself to uphold the traditions, the dignity and the high standards of the United States Army Corps of Noncommissioned Officers. I willingly accept the responsibility for the actions, good or bad, of every one under my command and supervision.

Should I observe errors or actions detrimental to the service, committed by any subordinate, I will have the moral courage to take immediate corrective actions. This I recognize as my greatest obligation as a Noncommissioned Officer.



The NCO Journal

Vol. 2 No. 4

Fall 1992

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by the U.S. Army
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COL Fredrick Van Horn
Commandant, USASMA

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Command Sergeant Major

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The NCO Journal is a professional publication for noncommissioned officers of the U.S. Army. Views expressed herein are those of the authors. Views and contents do not necessarily reflect the official Army or Department of Defense positions and do not change or supersede information in other official publications.

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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Letters: Letters to the editor must be signed and include the writer's full name and rank, city and state (or city and country) and mailing address. Letters should be brief and are subject to editing.

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■ Cover

The coin and sergeants major ranks rendered by CSM (Ret) Gary Boggs both symbolize and pay tribute to the 20th year of the U.S. Sergeants Major Academy and the Noncommissioned Officers Education System. This "July Jubilee" issue covers NCO professional development topics discussed by senior NCOs at the NCOES and SMA conferences held at the Academy.

■ Inside Front Cover

The NCO Charge

■ Inside Back Cover

Photo by Mike Pike

■ Back Cover

Mapping your career, DoD

■ Inside Artists

Frank Hughes, page 3; Dennis Kurtz, page 5; Maggie Aguilar, page 7; Gary Boggs, page 20.

News and Issues

Send Addresses

USASMA needs current addresses from NCOs recently selected for the correspondence course for Sergeants Major so information packets may be sent.

If you've been selected for the non-resident course, call USASMA at Fort Bliss, Texas, and give them your current mailing address. Call toll free (800) 892-2819, DSN 978 8584/8883 or COM (915) 568-8584. Soldiers in Europe may call collect.

USASMA, Fort Bliss, Texas

Uniform Prices Rise

Enlisted soldiers will see an increase in their annual clothing-replacement allowances in 1993. The increase in allowances will offset the 1.1 percent price increase for military clothing.

Here are the Army replacement allowance rates scheduled to take effect on Oct. 1, 1993:

Men's basic allowance: \$190.80, up \$10.80 (6 percent).

Men's standard allowance: \$270, up 10.80 (4.2 percent).

Women's basic allowance: \$216, up \$10.80 (5.3 percent).

Women's standard allowance: \$306, up 10.80 (3.7 percent).

The Army is changing glove styles and requiring soldiers of both sexes to wear a new shade of green in garrison caps, trousers and coats. Women's skirts also will be in a new shade.

Army Times and DoD

Automated Admin

The Total Army Personnel Command (PERSCOM) is developing an automated information system to assist company commanders and first sergeants in performing administrative duties. The Army Company Information System (ARCIS) will replace many of the systems now used in the field and will reduce the amount of time spent on administration at the unit level.

ARCIS software will assist table of organization and equipment (TOE) company commanders and first sergeants in making decisions in the following areas: commander's general information, commander's training, commander's programs, company reports, rosters and logs, first sergeant programs and supply operations.

ARCIS is designed for garrison and tactical environments.

For more information, write: Common Sense Administration, PERSCOM, TAPC-PDO-CS, 200 Stovall Street, Alexandria, VA, 22332-0400, or call DSN 221-2791 or COM (703)325-2791.

PERSCOM, Alexandria, Va.

DI Awards

In recognizing the active duty and reserve drill sergeants of the year in the last issue, the NCO Journal failed to mention the NCOA's Military Excellence Award which was also presented to the two soldiers. The NCOA also hosted a reception for the 34 finalists and their families the night before the awards ceremony.

TRADOC Public Affairs

Hall of Fame Needs...

A selection board for the 1992 Quartermaster Hall of Fame at the Quartermaster Center and School, Fort Lee, Va., revealed two disturbing challenges.

The first reflected a need to do a better job of publicizing the existence of and explaining the intent of this Hall of Fame. The second challenge is that the footprints of NCO and Enlisted quartermasters are fading away. Written or mental records that are available generally provide limited information.

Quartermaster Corps NCOs, enlisted logisticians and affiliated civilians may be nominated no later than December of each year. Nominees' portfolios should be forwarded to:

The Quartermaster Center and School, ATTN: Office of the Quartermaster General, Fort Lee, Va., 23801. Write the Quartermaster Center for eligibility and portfolio information.

*Quartermaster Center and School
Fort Lee, Va.*

Career Maps

The link between personal self-development activities and military career goals is the NCO Leader Self-Development Career Map.

Career Maps provide clear directions for professional growth, listing activities that allow soldiers to become more proficient in current and future jobs.

Focusing on broad, general recommendations that address skills, knowledge and attitudes (SKAs), career maps recommend activities that support leader development and job performance.

These maps recommend self-development activities such as post-secondary level courses, individual reading from a professional reading list and computer-based instruction.

The map's design corresponds to the pillars in the leader development process: operational assignments, institutional training and self-development.

Career Maps show NCOs what leader competencies they will need at various points in an Army career.

Career Map activities should be taken over a period of time so they don't interfere with duty assignments. However, it's up to the soldier when to start the process. (See back cover.)

Upcoming Themes

"The NCO-Officer Relationship" will be the theme for the next issue of The NCO Journal, which will be published in January 1993. Deadline for submissions is 30 October.

The April 1993 spring issue theme will feature "The NCO and Safety." Deadline for submissions is 1 February.

If you have opinions, ideas, suggestions and would like to discuss them before putting them on paper, let us hear from you. Call DSN 978-9068 or COM (915) 568-9068.

PRINT

ON LINE

The NCO Journal

I've come to look at my new assignment as editor of your NCO Journal as "a favorable juncture of circumstances," or better known to you as opportunity.

I won't bore you with those "favorable circumstances" that landed me here. That's not important. What is important is that I am committed to continuing to publish a professional publication. Since its birth in the Spring of 1991, The NCO Journal's goal has been to provide an open forum for NCO leader issues, in articles written for and by NCOs, to help us grow as NCOs.

As the Journal continues into its second year, I feel fortunate to have the opportunity to continue with such a great NCO Corps publication. However, as in all things, I believe we can make great things better. But not without your help.

With that in mind, I bring you to the second definition of opportunity— "a good chance for advancement or progress." To me, this definition is synonymous with The NCO Journal. This magazine was designed with the advancement or progress of NCOs in mind, not simply as a magazine with cute, interesting stories in it. Instead, it is a professional journal that includes articles geared toward your opportunity to develop as an NCO.

Reading your NCO Journal is not enough. Your "chance to advance or progress" will also come from contributing articles to The Journal. Still missing from the pages each quarter are the stories that capture the wealth of your ideas, opinions, knowledge and experiences.

Take this opportunity to address concerns, seek advice, offer solutions to common NCO problems and also to raise some questions to the NCO Corps. If you have a story idea, call us and discuss that idea.

The NCO Journal's articles, for the most part, are based on a theme that is important to the Army as a whole or NCOs in particular. But, we'll also take your article even if it isn't related to a current theme. This issue bases its theme on the July Jubilee celebration marking 20 years of the Noncommissioned Officer Education System and the U.S. Army Sergeants Major Academy. Articles include topics discussed at the Sergeant Major of the Army Conference and the NCOES Conference held in El Paso and at Fort Bliss, Texas. Command sergeants major and sergeants major from throughout the Army attended the conferences, so read on and find out what's going on in your NCO Corps.

Proposed future themes are discussed on page 2 under **News and Issues**. Finally, I'd like to ask you to do one more thing to support your Journal. Make sure your soldiers are getting it to read. We print one copy per five NCOs in the Army. You should order your copies the same way. For individual or unit copies, see **Distribution or Subscriptions** on page 1.

Brenda J. Hester
Editor-in-Chief

EJH

Sexual Harassment

IT'S NO JOKE

3 A young private reports to her first duty station. Several weeks later she is pressed for dates by her section supervisor. She declines. He tells her it could mean a promotion, if she says yes.

4 Several soldiers gather outside the snack bar during lunch. Two female soldiers pass by. The male soldiers make derogatory comments to the female soldiers.

9 A single, male NCO works at the base hospital. The officer/doctor he works for is female. She often makes comments about his gorgeous smile and his strong physique saying he probably looks great in a bathing suit.

By MSG Brenda L. Hoster

Examples of sexual harassment? You bet. However, these examples are obvious.

Some cases of sexual harassment aren't quite so obvious. If you were sexually harassed, would you know what to do about it? Do you know how to recognize the problem as an NCO, and are you prepared to take action if and when problems like these arise?

These are all concerns the services face in recognizing and eliminating sexual harassment from their ranks. The topic has become a loaded one for the military since the Tailhook Association Convention in Las Vegas last year. The

Army's Chief of Staff, GEN Gordon R. Sullivan and SMA Richard A. Kidd have made their position on this subject very clear.

GEN Sullivan, along with the other service chiefs, discussed these gender issues before the House Armed Services Committee in July. SMA Kidd answered questions on the subject for *The NCO Journal*. Their responses follow.

"...we must modify... behavior."

GEN Sullivan says modifying attitudes and behavior will help end sexual harassment. "We have the means to control and ... punish behavior," he told the committee. "This only treats symptoms. If we are to get to the cause, then we must...modify...attitudes."

Attitude adjustment begins with the Army's basic leadership ethic. As soldiers progress through professional military education, they learn about sexual harassment "...in terms of appropriate behavior, identification, prevention and correction," Sullivan said. "These programs stress the skills, knowledge and attitudes that leaders at all levels should possess.

"We must be constantly vigilant. Sexual harassment will not go away simply because we emphasize new policies and stricter enforcement. Hoping that this behavior will disappear is not the answer; we must be action-oriented."

However, Sullivan stressed the

Army's "...deep-seated commitment to an ideal known as equal treatment, regardless of race, ethnic origin, religion or gender.

"The Army is proud of its record of providing career opportunity based on merit and talent," he said. From past racial discrimination to alcohol and drug abuse, "America's Army has shown that it can deal satisfactorily with the concerns of its members and the American people."

Stressing that this commitment applies to the Total Army, Sullivan said combat readiness is at stake.

"One of the fundamental imperatives to producing a trained and ready Army is quality—quality people, equipment and training," he told the committee.

"The environment in which almost two million people live and work must be one characterized by dignity, respect and freedom from harassment or oppression. It must be an environment in which all can grow."

The system is in place, with policies and procedures for recognizing and reporting harassment. "Where we have not been as successful as we must be, is in the execution of the program," the general admitted.

As an example, he mentioned the human-relations consultant who will tour Army installations, talking to soldiers and equal opportunity personnel, to assess the success of EO programs. This is part of "...the Army's ongoing process of self-appraisal," Sullivan said.

"The Army has a good record of concern, initiative and effectiveness that few institutions can match. However, we cannot and will not rest."

ssment



“...no room in...Army for such behavior.”

SMA Kidd echoed the Chief of Staff's comments on sexual harassment saying, "...simply put, there is no room in the total Army for discrimination, abuse or sexual harassment. Such behavior is unacceptable and will not be tolerated."

He said the precluding factor to these three areas is solid leadership and fair treatment of all soldiers.

The attitude modification GEN Sullivan spoke of starts with education, the Army's top enlisted man said. "We give soldiers the initial training on this subject in BCI and follow it up in NCOES. Such training is designed to inform and

educate our soldiers on how to recognize and prevent sexual harassment."

The SMA added that refresher training is constant, even at the small unit levels.

In addition to unit training, Kidd said the Army NCO makes up about 85 percent of the student body attending the Defense Equal Opportunity Management Institute at Patrick Air Force Base, Fla. The institute trains equal opportunity counselors for the military.

The Army revised its regulation (AR 600-20) in April to include a clear definition of sexual harassment. (See box above, right) However, this revision was not done as a result of anything external, the SMA said. "We routinely review and revise our regulations."

While the number of sexual harass-

Army Regulation 600-20 defines sexual harassment as:

...a form of sex discrimination that involves unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

☐ submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of a person's job, pay, or career;

☐ submission to or rejection of such conduct by a person is used as a basis for career or employment decisions affecting that person; or,

☐ such conduct interferes with an individual's performance or creates an intimidating, hostile, or offensive environment.

Any person in a supervisory or command position who uses or condones implicitly or explicitly sexual behavior to control, influence, or affect the career, pay or job of a military member or civilian employee is engaging in sexual harassment.

Similarly, any military member or civilian employee who makes deliberate or repeated unwelcome verbal comments, gestures, or physical contact of a sexual nature is also engaging in sexual harassment.

Sexual harassment is not limited to the work place, can occur at almost any place, and violates accepted standards of integrity and impartiality required of all Army personnel. It interferes with mission accomplishment and unit cohesion. Such behavior by soldiers or Army civilians will not be tolerated.

ment complaints has decreased, the Army has seen a slight increase in the number of substantiated cases over the last two years.

The clearer regulatory guidance may be one contributing factor to the increase in substantiated cases, according to Kidd. "We also attribute that slight increase to a number of causes," Kidd said. "We believe our soldiers are better informed and I attribute that to the initial and follow-on training I spoke of earlier. Soldiers know what harassment is and how to report it.

"The most important aspect of fighting the battle against sexual harassment is to continue emphasizing the fair treatment of all soldiers," Kidd concluded.

It's more than just a game of chance...

Securing Assignments

By MSG Steve Plate

"Fair," "equitable" or "efficient" are words rarely heard in conversations about the Army's Enlisted Personnel Assignment System. In fact, in an informal survey conducted at the U.S. Army Sergeants Major Academy, a group of senior noncommissioned officers recently described their assignment managers as impersonal and calculating, and felt the process was plagued by a "it's who you know" method of management.

Claiming the system disguises assignment inequities under a heavy layer of bureaucracy and a healthy dose of "lip service," the majority believed that securing an assignment to a desired location is more a matter of luck than design.

Many of those interviewed related stories involving their involuntary selection for hardship (unaccompanied) assignments for the second and third time, while other soldiers within their career field had never been selected. Others told of situations where personal friends of the assignment manager would always receive a better choice of assignments or at least one of their preferences.

One senior noncommissioned officer said that on two separate occasions he was told by his assignment manager that he would be assigned to a specific loca-

tion. But, when the instructions were actually received, they were for a completely different location. When confronted, his assignment manager said that the requirement for the other location had been filled by someone else.

According to representatives of the Enlisted Personnel Management Directorate, Army policy states, "The primary goal (of the Enlisted Personnel Assignment System) is to meet the personnel requirements of the Army. Equalizing desirable and undesirable assignments, hardships of military service, meeting personal desires and assigning each soldier so that he will have the greatest opportunities for professional development are secondary goals to the system." However, PERSCOM claims that meeting these secondary goals is as important to them as the primary goal.

According to SGM Billy J. Williams, Combat Service Support Division, PERSCOM, "Soldiers can optimize their chances of obtaining a desired location by keeping personal information current and accurate, communicating with their career managers, maintaining realistic assignment objectives, and by having a rudimentary understanding of how the assignment process works."

The quality, efficiency, and responsiveness of the entire assignment process depends on the accuracy of information describing both the requirement and the soldier being reassigned.

Most of the personal information that affects the assignment process is automated and found within the Enlisted Master File. Besides containing the soldier's overseas and stateside assignment preferences, the system contains information used in determining the soldier's availability and eligibility for assignment.

Assignment eligibility codes, dates expected to return from overseas, military occupational codes, and security clearance codes all affect the assignment process and can mean the difference between selection or non-selection for a specific assignment.

In addition to the automated records, each career management branch keeps an individual file (Career Management Information File) on each senior noncommissioned officer. This file contains copies of evaluation and academic reports, personnel qualification records, photographs, and other individual information and is used in making career management decisions regarding assignments.

Communicating with career managers prior to availability for assignment, allows the manager to work with a soldier in matching personal desires with upcoming or projected assignment requirements. Waiting to communicate with a career manager after selection for assignment greatly reduces the chance of having to choose from among the available requirements.



Keeping personal objectives realistic increases the soldier's chance of obtaining a desired location. The soldier should select installations where his particular military skills can be utilized. Better yet, selecting geographic regions or more than one installation within a region greatly improves the soldier's chances of satisfying personal assignment goals.

The dynamics of the Enlisted Assignment System can be mind boggling and

frustrating. The policies, restrictions, exceptions, and processes are so extensive that they fill a 120-page Army regulation (AR 614-200). This regulation states: "The Army seldom is manned at authorized strength; therefore, vacancies normally exist at most Army installations. Major commands and units are manned under established priorities. These priorities, in combination with vacancies, establish requirements."

Understanding what constitutes a re-

quirement and following the advice of the Enlisted Personnel Management Directorate will increase your odds of fulfilling your assignment objectives. One thing for certain, if you don't take a personal interest and actively manage those factors that affect the assignment processes, you will be entirely at the mercy of requirement priorities.

Plate is NCOIC, Personnel Management Section, Fort Leonard Wood, Mo.

"You lived it. You made it happen."

CSA Lauds NCOES, NCO Leadership

"What a great pleasure and honor it is for me to be here at the largest gathering of NCO leadership the Army has ever witnessed. It is also extremely gratifying that we assemble here and recognize the 20th anniversary of the Sergeants Major Academy and NCOES, the Noncommissioned Officer Education System. I cannot overstate the impact of this institution—the Sergeants Major Academy—and the NCOE System on leadership in our Army.

"The health of the Army is directly related to and influenced by the health of the NCO Corps. NCO leadership has sustained the institution, made it grow and flourish and most importantly, recovered it from a period of turmoil and uncertainty. Today is a time for us to reflect on the past 20 years and also to consider the future of our Army and the Noncommissioned Officer Corps as well.

"...Perhaps no other 20-year span in our Army's history has proven so critical to training as the last two decades.

"The weaknesses and shortcomings in the training of our soldiers, and most importantly in our noncommissioned officers, were glaring.

"In 1971, the Board for Dynamic Training found 'a widespread crisis of confidence in the U.S. Army Noncommissioned Officer Corps...senior NCOs seriously doubt the professional qualifications of their juniors.' Lack of standardized developmental schooling, coupled with limited opportunities for either military or civilian education, caused GEN Bruce Clarke to observe that 'we [were] running an Army with 95 percent of the NCOs untrained.'

"The system simply did not exist which could produce large numbers of truly qualified NCOs. We produced many who had neither the experience nor the expertise to skillfully carry out 'sergeant's business.'

"MOS testing in the early 70s proved

a limited success. SQT brought 'hands on' training into vogue, but without a centrally focused, standardized organization as a proponent for NCO training, we were seriously jeopardizing the Corps and its future. NCOES was born to meet a critical need in our Army, and the system has grown into a healthy and obviously successful process. We have worked the action—and the performance oriented training which resulted has made us winners.

"...With the creation of the Sergeants Major Academy in 1972, the Army finally had an institution which provided standardization, innovation and professional instruction for the junior and senior NCO.



GEN Gordon R. Sullivan spoke before the combined SMA-NCOES Conferences and July Jubilee celebration of the 20th anniversary of the USASMA and NCOES.

"The Noncommissioned Officer Corps now had access to the same kind of training we had been providing our Officer Corps for years. BNCOC, ANCOE and the Sergeants Major

Course were the original curriculum, but today, as you well know, the Academy also provides the First Sergeant, Battle Staff NCO and Command Sergeants Major courses. PLDCs and NCO Academies flourish throughout the Army..."

Although the role of improved doctrine and state-of-the-art weapons and equipment cannot be underestimated, Sullivan said, "...an Army is only as good as the soldiers who make it up.

"...We have now completed the transition to a professional Army, composed of patriotic and loyal citizens who offer selfless service to our nation. Today we are faced with a different transition.

"It wasn't a perfect, cut-and-dried process—it was evolutionary. The results speak for themselves—the results have brought us victory.

"...We're still training, we're still going to school; we're still recruiting quality people; and most importantly, we're retaining high quality men and women.

"...I know the change [brought about by the drawdown] has caused some pain, but we cannot expect to do what we have to without paying some price.

"We shall cope, survive, succeed because we have a system to keep ourselves trained and educated. We have standards based on our doctrine.

"We must focus on our vision of a total force, trained and ready to fight, serving the nation at home and abroad; a strategic force capable of decisive victory: doctrine, training, quality people, modern equipment, force structure and leader development—will help us maintain our equilibrium.

"I need your leadership skills now more than ever. Your Army and your country are relying on you and your willingness to share the responsibility for keeping vigilant and prepared. A strong NCO Corps, trained to standard—training young men and women to become part of the greatest Army ever assembled. You clearly are the key.

"The Noncommissioned Officer Corps is right where it has wanted to be from the beginning—firmly in place as the backbone of the United States Army. We are facing enormous challenges. We understand the task; the conditions are somewhat unclear; the standards remain clear—victory."



NCOES Sets the Pace for...

Enlisted Leadership

NCOs Evaluate Training Status-Issues

In July, some 300-plus NCOs from around the world gathered in El Paso, Texas, to confer on the past, present and future of the Noncommissioned Officers Education System (NCOES).

The conference was part of a "July Jubilee" celebrating 20 years of setting the pace for the enlisted leadership development of the U.S. Army.

Although many NCO schools existed prior to 1972, there was never a system as comprehensive and all-encompassing as NCOES as it exists today.

The system consists of PLDC, completion of which is required for promotion to sergeant; BNCOC, completion required for promotion to staff sergeant; and ANCOC, completion required for promotion to sergeant first class. Only graduates of the Sergeants Major Course can be promoted to sergeant major. Rules for ANCOC and SMC take effect in October, 1993.

Other courses include the Command Sergeants Major Course, a five-week First Sergeants Course and a six-week Battle Staff Course.

Conference attendees addressed a number of issues affecting PLDC, BNCOC and ANCOC.

PLDC, BNCOC, ANCOC Programs of Instruction. Overall, AC/RC conferences agreed these programs of instruction are on track and POI changes cur-

rently being worked are the right ones. NCOA commandants recommended some changes in content and lesson hours for specific lessons. Some concern was voiced over the late issue of training support packages to the academies.

USASMA agreed to send TSPs direct to academies at the same time they are forwarded to appropriate headquarters. A proposal to teach RC/PLDC in the ADT/AT-only mode received strong support. RC commandants felt this first-time leader development course should be taught straight through rather than in a piecemeal way. TRADOC is coordinating action to eliminate PLDC IDT at the MACOM level.

First Sergeants and Battle Staff Courses. RC participants had good things to say about the recently fielded RC First Sergeants Course POI and are proud of the RC-produced Battle Staff Course. Recommendations to reduce

"Meeting other commandants assured me that we are all fighting the same battles as far as improving the way we run our academies. There were several good briefings, particularly the separate working session for Reserve Components—a first for the conference. It was beneficial to both the Active and Reserve Component commandants.

"We also got a better understanding from the PERSCOM side of the house on how the automated reservation system (ATRRS) works for BNCOC."

CSM Emily Myles
NCOA, Ft. Harrison, Ind.

the number of RC schools teaching the Battle Staff and First Sergeants courses were viewed with caution; however, most agreed the proposals merited further study.

Self-Development Test. AC/RC participants agreed that the SDT pilot program should be completed before a final decision is made to continue or abandon the program. Most agreed that SDT results should be used for Enlisted Personnel Management System decisions

"Many of us left the conference with the agreement that if SDT continued, it should be a smaller percentage on technical issues and a larger portion common core tasks. We felt this way because it's difficult to measure one soldier's technical skills against those of a soldier in a different MOS. Besides, some MOSes don't have an SDT. The majority felt the SDT needed to be modified or eliminated. If so modified, the SDT would facilitate a clearer, more equitable measurement."

CSM Milton Hazzard
Quartermaster Center & School
Ft. Lee, Va.

and all were adamant there should be no SDT waivers.

APFT for RC NCOES Schools. The proposal to conduct the APFT in RC NCOES schools, although an emotional issue, received strong support from many in attendance. Also discussed was a proposal to eliminate the APFT re-test in NCOES and functional courses. TRADOC recommended these changes

in August, 1992 and they are being staffed for decision.

Sergeants Major Course Proposal. A proposal to change the Sergeants Major Course to one nine-month course per year received strong support from all concerned. The proposal is in response to a smaller Army, the need to strengthen training in several areas, the need to take better care of student families and the need to make more resident and non-resident course spaces available to the RC. TRADOC forwarded this pro-



"NCOES is the catalyst for the magnificent training NCOs are receiving today. I always quote GEN William DePuy, who said NCOs went into World War II with training '...just above ridiculous.'

"The NCO of today is head and shoulders above soldiers of my era in training and that's why they're better today. In 1945 if you got 100 NCOs together and asked how many had received advanced training, you might get two.

"The staff sergeant of today is better equipped to do his job—and more—than my company commander was in WW II. And that's not taking a shot at my commander, who was great. But it's all due to NCOES and the training that is received today."

SMA (Ret) William Bainbridge

posal to the Department of the Army for analysis and decision in September, 1992.

Reading Comprehension Levels. There was consensus that reading comprehension is directly correlated to academic relief and that testing/remedial training prior to NCOES was needed. The question exists whether TABE really measures a soldier's ability to advance and the suggestion was made either to validate TABE or develop a more definitive diagnostic test. Some felt the key rests with senior NCOs taking the time to sit down and counsel and work with individual soldiers.

First Sergeant Course. Participants agreed that all first-time first sergeants should attend the First Sergeant Course, preferably within one year of appointment. Also, selection of NCOs

"Overall, the conference was worthwhile for the interchange, the chance to discuss and resolve common problems.

"Being a school and regimental sergeant major, I took my commandant, four DOTD sergeants major and a civilian.

"We met each night after the conference for a readback. At times, we felt that decisions had already been made as to what to do about problems."

CSM James K. Hussey, Jr.
Signal Center & School
Ft. Gordon, Ga.

for first sergeant duty should rest with the battalion CSM.

Feedback from the field shows that the objectives of the conference were met.

▶ AC/RC NCOA commandants and staff members were brought together to discuss the "One Army" Noncommissioned Officer Education System.

▶ NCOES issues were discussed with the Sergeant Major of the Army, all MACOM Command Sergeants Major and key Noncommissioned Officer Academy leaders from all over the Army.

▶ Consensus on most major issues

was reached. Direction for the future was established.



"Understand that I am a positive supporter of NCOES. However, there are still some shortcomings.

"I really get upset with the amount of rhetoric that attaches itself to the term 'caring.' NCOs graduating from ANCOC must truly care for their soldiers and their families. Lip service will not do.

"Some NCOs feel that simply attending an academy makes them better soldiers.

*"All that attendance does is enhance the intellectual capabilities of the NCO. The individual NCO must then apply the information made available. When you leave ANCOC you are a role model, a mentor. And if you fail in this area you fail as a leader. If you want to make the Army a career, you **must** be a mentor. You **must** be a role model. Only then do you, as an NCO, become a true leader.*

"That said, I sincerely believe both the Army and the Officer Corps have been enhanced 1,000-percent by NCOES."

SMA (Ret) L. L. Van Autreve

200 Rounds Fired ★★160 Vehicles Killed ★★Damn Good Shooting



On 27 February 1991, the 2nd Brigade of the 1st Armored Division closed with elements of the Iraqi Medina Division, dug in northwest of Kuwait in Iraq. The Division was considered one of Saddam Hussein's crack units.

MG (then) Ronald H. Griffith, 1st AD commander, got a call from 2d Bde commander, COL Montgomery Meigs, saying he had lots of Iraqi armored vehicles in front of him and was taking a lot of fire. He asked Griffith for permission to attack to destroy those forces.

"I had two other big fights going on at the time and we couldn't do much talking. But, 40 minutes later Meigs called again. He said, 'We've destroyed everything in front of us and we're continuing to advance.'

"We later determined that about 160 armored vehicles had been destroyed and that only about 200 tank rounds had been fired by Meigs' tankers. Most of the fighting was tank-to-tank, although some TOWs were being fired by Bradleys and Apaches were also employed to a limited extent in this fight. But any way you choose to look at it, that's damn good shooting.

"That performance had nothing to do with generalship or the brigade's great commander, COL Meigs. It was done by the tank commanders; the NCOs in charge of those tanks. It was due to their discipline, maintaining good fire distribution and taking care of their soldiers. I credit that kind of outcome to our NCOs. They did what they were supposed to do. They did what they were supposed to do because of 15 to 20 years of the Army's emphasis on the critical role of the NCO in—and our commitment to—NCOES. That NCOES program has played a major role in building the professional competence of our great NCO Corps and has honed their warfighting and leadership skills.

"We are now blessed with an NCO Corps that is truly the backbone of our Army. That NCO Corps is a precious resource which our institution must protect and continue to cultivate."

LTG Ronald H. Griffith
1G, U.S. Army

Distributed Training Program Aims at Modernizing Instruction

The Distributed Training Program (DTP), a pilot program aimed at modernizing institutional training and maintaining the Army's technical edge into the next century, will use computer-based instruction, videotape and video tele-training as well as printed lessons distributed to the field.

Several proponent school courses were selected as pilots for modernization and distribution. These include six Basic Noncommissioned Officer Course (BNCOC) Common Leader Training (CLT), six Advance Noncommissioned Officer Course (ANCOC) CLT, a further eight BNCOC and two ANCOC and eight Officer Advance Course (OAC) pilots. Initially, pilots will consist of resident course lessons re-configured for distribution using printed instructional material. Follow-on pilots will use interactive multimedia training technologies to modernize, improve and enhance instruction.

Individual NCOs may pursue pre-resident, self-development, leader development and sustainment training at their respective home stations.

The program aims to prepare students arriving for resident instruc-

tion with a common level of knowledge.

DTP resembles the Army Correspondence Course Program (ACCP) except that the lessons contain material extracted from the resident curricula. Students scheduled to attend pilot courses will receive pre-resident packages of instructional materials covering about two weeks of current institutional instruction. Students will be responsible for completing all distributed course materials. They will receive the lessons and tests in sufficient time to complete them before the resident course begins.

Students arriving for the resident course of instruction (having already completed the distributed portion) will have a higher average knowledge of course material and can proceed at a rate of learning that stimulates, motivates and challenges the entire class.

For information contact MAJ Steve Rodis (DSN 680-5529 or COM (804) 728-5529), CPT Andrew Riley (DSN 680-5542 or COM (804) 728-5542) or Mr. Frank Goodwin (DSN 680-5545 or COM (804) 728-5545) at the Training Development and Analysis Directorate (TDAD), HQ, TRADOC, Fort Monroe, Va.



CSMs James (left) and Gene McKinney, although often mistaken for one another, agree that the bottom line is "...taking care of soldiers. We may disagree on how, depending on where we are. Basically, we want to assure promotion and retention of the best soldiers we have." James is CSM, 7th Army Training Command, Germany, and Gene is CSM, USAEUR.

The SMA Leadership Conference

“What you think doesn’t need to be what I think. I need the best advice you can give me.” —SMA Richard A. Kidd



Editor's note: The NCO Journal had the unique opportunity to sit in on the recent Sergeant Major of the Army Leadership Conference. Because the success of the conference depended upon the honest and candid exchange of information, the proceedings were closed to all but the attendees and the participants' comments were non-attributable. We didn't take notes. Therefore, the following is a recount of the three-day conference rather than a standard reporting of policy decisions.

By MSG John K. D'Amato

“Use every available minute for honest, candid discussion...identify, plan change, revise, solve, create and envision...We must think, talk and work as if the future of the Army depends on what we do here—because it does.”

Such was the challenge Sergeant Major of the Army Richard A. Kidd issued to 29 of the Army's most prominent Noncommissioned Officers during this annual Leadership Conference in July.

As he led the discussion from the head table, Kidd balanced his role as the Army's top enlisted leader with that of a sergeant major in a room of his peers. He was first among equals.

As issues were raised, the Sergeant Major of the Army offered an objective assessment, reserving his own feelings on the matter until the others had a chance to speak their minds.

He sent a clear message: “What you think doesn't need to be what I think. I need the best advice you can give me.” He was looking for straight-forward discussions that would provide information, and occasionally a consensus of opinion, on issues he could carry back to the Pentagon.

“My job is to represent soldiers and their families and to advise the Chief of Staff and all of the major staff elements at the Department of the Army level. In order to do that, I have to have the information I get from these people,” said the Sergeant Major of the Army.

Flanking Kidd at the head table were the National Guard Bureau's CSM G. Steven Blackwood and CSM Collins L. Younger, top enlisted leader from the Office, Chief of Army Reserve. Their presence further reiterated the Sergeant Major of the Army's position that we are all part of one Army, The Total Army, comprised of the Active Component and the Reserve Component.

The 16 Major Command Command Sergeants Major and representatives from the Association of the U.S. Army and Noncommissioned Officers Association all shared the oneness of purpose. Not once during the week did anyone stand up and say “my soldiers need this or my command is facing this problem.

“The participants were more than voices for their individual units; they acted as a combined conscience that would shape the Army for years to come. They knew the issues facing the Army were bigger than simply the problems facing their commands; the advice



Photo by Mike Pike

they gave and the open discussions reflected their abilities to be advocates for all soldiers and family members that comprise our Army, rather than simply advocates of their own commands.

Five former Sergeants Major of the Army rounded out the group. William Wooldridge, George Dunaway, Silas Copeland, Leon Van Autreve and William Bainbridge provided a vital historical link with the Army's enlisted past.

“We always, always invite the former Sergeants Major of the Army because of their experiences and institutional memory,” said Kidd. The former SMAs offered valuable insight to the draw-down issues, improved housing and the Noncommissioned Officer Education System, to name a few.

—At one point during the conference,



Photo by Mike Pike

on a particularly difficult issue, one of the former Sergeants Major of the Army slammed his hand on the table and asked "Why are we still dealing with this? This was a problem when I was the SMA." He then detailed how the Army leadership had attempted to solve the problem at that time and how it had failed. His contributions were instrumental in turning the group away from failed solutions and helping them chart new courses of action.

The group tackled issues ranging from enlisted pay and promotions to child care facilities, from medical and dental care to distributive training in military schools. They addressed training, leadership and a broad spectrum of soldier-care issues.

There was occasional agreement;

some discussions provided a consensus. Other issues sparked debate that did not provide a clear-cut majority agreement. There were no quick fixes and for many of the tough issues, there were no immediate, clear solutions.

In the end, what was most striking was not what was said, but how it was said. The process, not the product, left the greatest impression. When all was said and done, the Sergeant Major of the Army had what he needed. He had input on a variety of complex soldier issues. The three days provided him with the knowledge and background that he can use in his vital role of representing soldiers and soldier families.

D'Amato is the Public Affairs NCO for USASMA.

Reserve Components Have Their Say

by MSG John D. Davie

If Task Force FAST (Future Army Schools Twenty-One) accomplishes its stated goal, there will be no need for a Reserve Component breakout during an NCOES Conference. That goal, of a cohesive and efficient total army school system of fully accredited and integrated active component, Army National Guard, and Army Reserve schools, would erase the distinction between Active Component NCOES courses and academies and their Reserve Component (RC) counterparts. (continued)



Photo by MSG Brenda Hoister

This sculpture stands at the center of the U.S. Army Sergeants Major Academy complex. Dedicated to the Academy in July in celebration of the school's 20th anniversary, it stands as a tribute to continued NCO professional leader development. The sculpture, created by NCOs for NCOs, has four white stone blocks to symbolize purity and the ideals of duty, honor, country and selfless service. The words—Leading, Training, Maintaining and Caring—on the four stones remind NCOs of their duties and responsibilities. Each stone faces outward in a different direction to represent that NCOs are found worldwide and are dedicated to serving their soldiers, and not themselves. Three steel supports pointing upward represent the three pillars of NCO professional leader development—self development, operational assignments, and institutional training. Two rank insignia sit above those pillars. The sergeant major and command sergeant major rank represent the ultimate in NCOES and are the ranks all enlisted soldiers should strive for throughout their careers.

However, a lot of work must be done to reach that point. But, a good start came about during two days of the worldwide NCOES conference held July 6-10, 1992 at the U.S. Army Sergeants Major Academy, Fort Bliss, Texas. Representatives from the National Guard Bureau, Office of the Chief, Army Reserve, various Reserve Component Training Institutions (RCTIs) and several other organizations involved in the NCOES met separately to discuss current issues and future initiatives. They also heard briefings from representatives of TRADOC, FORSCOM, the Video-Teleconferencing Center (VTC) at Fort Bliss, and USASMA.

Briefings of particular interest to attendees included the Task Force FAST briefing from TRADOC, FORSCOM's Bold Shift initiative, and USASMA's short-term and long-term plans for updating RC NCOES courses. Specifics of the briefings are too much for this article, but every NCO interested in the future of the Total Army may use NCO support channels to learn about them.

During the breakfast, attendees also conducted open discussions on several issues affecting institutional training in the Reserve Component. These issues included such topics as where to teach Phase I for the BNCOC-RC and AN-COC-RC; a recommendation to discontinue teaching PLDC-RC and First Sergeant Course-RC in inactive duty training (IDT) status; the consolidation of teaching locations for the Battle Staff Course-RC; the use of the TABE tests in the selection process for attendance at RC-NCOES, and the use of the DA Form 705 (APFT Scorecard) to validate successful completion of the APFT prior to attendance at RC-NCOES courses. Although the group did not reach consensus on any of these issues, they did agree to several recommendations. These include:

- ◆ Continue to teach Phase I of BNCOC-RC and AN-COC-RC at all locations currently authorized to teach the course.

- ◆ Discontinue teaching PLDC-RC in IDT status, but continue to teach the

FSC-RC in either IDT or active duty for training/annual training (ADT/AT) status.

- ◆ Support the concept of SDT and the completion of the SDT pilot.

- ◆ Give the TABE test early in a soldier's career, or prior to attending NCOES. Soldiers scoring low in certain areas of the tests need a remedial program to help raise their scores.

- ◆ Make no recommendation on consolidation of teaching locations for the BSC-RC, since Task Force FAST was addressing issues such as this. Attendees agreed consolidation was probably a good idea.

- ◆ Use NCOES for EPMS purposes the same in the NG and AR. Soldiers from both components should receive equal credit for previously completed courses. Although all attendees did not leave the conference agreeing on all of the issues, it is extremely important that NCOs have a forum to express their ideas concerning current and future initiatives affecting NCO training and education. The worldwide NCOES Conference provides that forum. NCOs should support the forum by providing input to it through NCO support channels or through local noncommissioned officer academies.

Davie is Reserve Component training coordinator, USASMA.



This marble stone rests under the NCO sculpture pictured above. It commemorates the Academy's 20 years of dedication to educating the NCO Corps. The sculpture and stone were donated to USASMA by Sergeants Major Academy Class 39, which graduated during the school's anniversary week.

Task Force Seeks Modernization with FAST

A Training and Doctrine Command task force is working to modernize the Total Army school system to increase effectiveness of individual training.

Named Future Army Schools Twenty-one (FAST), the task force seeks to integrate the resources and infrastructure of Active and Reserve Component schools. These schools provide individual and professional training to officers and enlisted soldiers.

Initial Entry Training will remain the sole responsibility of the Active Army.

"We currently have three school systems—the AC, Army National Guard and USAR," said LTC Jim Kane, task force member.

"Our challenge is to leverage current resources so the result is one cohesive

fully-accredited, integrated system."

Working with the TRADOC task force are Forces Command, National Guard Bureau, Office of the Chief, Army Reserve, and the U.S. Army Reserve Command.

"Before we can have a single, cohesive school system available to all components, we must put the existing training systems on an equal footing," Kane said.

To attain that goal, TRADOC will accredit all ANG and USAR schools. That action is currently underway with the ANG and USAR NCO academies.

"We must determine the investments and manpower requirements that support individual and leader development training for all components," Kane said.

That could mean consolidation and

regionalization, resulting in AC and RC institutions being located in the same geographic area. One facility could be used, and staffs could possibly be combined. Active soldiers could train during week days, while reserve soldiers train at night and weekends.

Kane also said various forms of distributed training are being investigated—correspondence course, computers, video, etc.—to maximize training effort.

"Future Army Schools Twenty-one is a task force," Kane said. "That means we will find the best, most efficient way to train our soldiers to benefit the Total Army."

Compiled from Army news sources.

"But you're a combat veteran. You... know everything."

SMA (Ret) William O. Wooldridge [the Army's first SMA] entered the service in 1940. At that time there was no NCOES, only a few schools set up to meet the requirements of a particular commander's unit.

"When 7th Army commander GEN Manton S. Eddy started a school for the first three graders in Munich, Germany, I was a platoon sergeant," Wooldridge said. "I went to my first sergeant and told him I wanted to attend the course. He asked me, 'What for?' I told him I intended to stay in the Army and that I intended to be something more than a rifle platoon sergeant.

"But you're a combat veteran. You already know everything." I told the first sergeant that I knew platoon tactics. 'You're wasting my time,' he said. 'Get out of my



orderly room.' In those days you just had to do it on your own. Which is what I did. I went to night school. There were no requirements to attend school if you didn't want to. Now, you must get training or you don't get promoted."

Wooldridge said that in 1966,

Chief of Staff GEN Harold K. Johnson convened the first major command sergeants major conference at the Pentagon. "All 21 commands attended and the number one recommendation [among 37 submitted] was establishment of an NCOES. He approved 11 of the items. And he agreed that an NCOES was needed but it wasn't possible at the time because 'dollars have gone to war.' He said we would have it some day.

"The support given the NCOES conference this year by USASMA, the organization, professionalism and the subjects discussed made it the best I've attended."

Wooldridge commented on the many iterations of the phrase, "No more Task Force Smiths." "Everyone knows the use of the phrase is intended to focus attention on training," but Wooldridge would amend it to say: "No more **Armies** that produce Task Force Smiths. The 8th Army did the best with what they had, but the 8th simply had no training."



In the early 1960s, GEN Bruce C. Clark, said: “The barracks is the soldier’s home. As such, it should be as attractive and homelike as we

can make it. Inside—curtains, pictures, a table and chair will make the room more attractive; outside—neat arrangements of the grounds will improve the unit area. Each will contribute significantly to morale.”

The Army has plans to upgrade the way single soldiers will live in the barracks. These plans call for a new “two plus two” living standard as well as other quality of life improvements.

The “two plus two” concept rids barracks managers of the “cramming” effect of the past, whereby three to four soldiers share a living space and a “community” shower and latrine generally located down the hall from the living area. Under “two plus two,” soldiers will live in two separate rooms and share a bath.

The Army’s Corps of Engineers has been tasked to design barracks that will give soldiers that “feeling of home.” The revisions will provide more privacy, larger rooms, kitchens, individual and common storage areas, better furnishings, telephone and television hook-ups, and more square footage of living space per soldier.

The Army is targeting \$190 million yearly for barracks upgrades. In these upgrades, junior enlisted soldiers will get 90 square feet (up from 85) and NCOs 135 square feet (up from 90).

There are several designs and styles of barracks throughout the Army. The facilities at each installation will be designed to meet specific requirements for that geographical area. (Article and photos courtesy CSM James E. Skellion, Corps of Engineers)



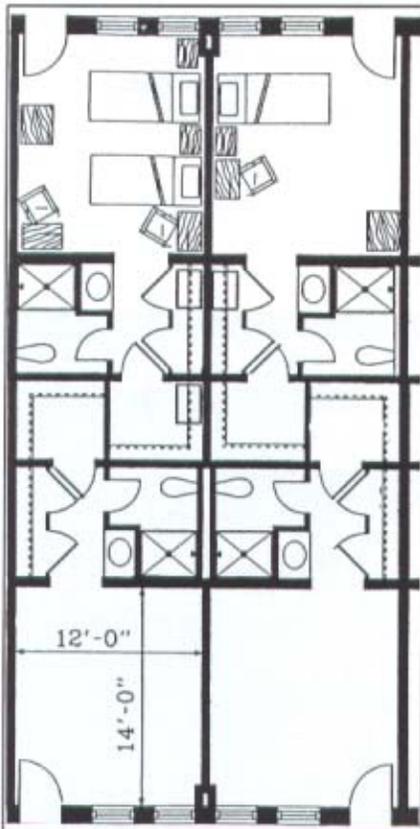
New dining facilities (above). Old versus reconstructed barracks (below).



Old barracks (below) were converted (facing page in color) to include private baths and outside entry to individual rooms.



Typical 2+2 floor plan and design.



What Leaders Are Saying...

"Probably the thing that bothers me most...is the poor condition of some of our facilities. It's alarming."

(Secretary of the Army)

"It is on the installations, posts, camps...that the great work of the Army is accomplished...I remain committed to ensuring that our soldiers have excellent communities...I challenge each of you, as leaders and as individuals to redouble your efforts to keep the standards high...."

(Chief of Staff, Army)

"What concerns me most is the growth of backlog maintenance and repair."

(FORSCOM commander)

"We must continue to invest in living and working conditions."

(TRADOC commander)

"Revitalization is essential to readiness and quality of life."

(USAREUR commander)

"The infrastructure has reached the end of its engineered life."

(AMC commander)

NCOES Pushes Force Protection

By SGM Steve R. Reynolds

It's generally agreed that the NCOES needs upgrading if we are to continue training the best noncommissioned officers in the world. One approach is to increase our NCOs' knowledge of "force protection," which means protecting the Army's assets (its soldiers, equipment and dollars) through safety initiatives to ensure these resources are available for both training and combat.

Safety is taught in NCOES, but the way in which it's taught suggests that it's an add on, not an integral part of day-to-day operations. This leads NCOs to believe that force protection/safety should be considered only after everything else has been done. Not so.

We need to integrate force protection into every level of NCOES so that it shares equal billing with leadership, training management, resource management and military operations.

Why do it? Why teach force protection in NCOES? Historically, the Army has always lost more soldiers and equipment to accidents than to enemy action. What an appalling waste. Although successful in battle, we've been our own worst enemy when it comes to protecting the force, and that must change.

How do we systematically manage risks and protect Army assets in the future? How do we integrate force protection and what new safety skills will the NCOs gain? Training NCOs in force protection doesn't add a lot of hours to current programs. In fact, the force-protection standard NCOs must achieve is attainable without much effort. Every level of NCOES has a "phase-one block," a one- or two-hour time period to teach safety in its most generic form. Integrating force-protection into the existing curriculum would plus-up this phase-one block. Examples follow.

Risk Management. The phase one block of force protection early in the course would ensure that every NCO fully understands and can apply the risk

management process throughout the course.

Force protection in the training-management cycle. Teach NCOs how force protection fits into the training management cycle during the training management (FM 25-100/101) phase. It's important for commanders to state a safety standard just as they state others.

Teaching NCOs about training to standard to prevent human-error accidents should occur in the planning phase of the training-management cycle. In the execution phase, they learn how to implement the risk-management process. NCOs learn in the assessment phase that key questions need answers:

- ▶What happened?
- ▶What caused the accident?
- ▶What can be done to prevent it from happening again?

The answers to these questions allow the NCO to discuss ways to implement controls to prevent accidents in the future.

Current NCOES scenarios need modifying to include situations requiring the NCO to use force protection to achieve maximum success/mission accomplishment. Incorporating force protection initiatives naturally stimulates thinking, decision making and discussions in the small group process.

The training phase often requires writing or research projects. A percentage of the NCOs might write on or research force-protection issues. Similarly, when NCOs are required to brief, a percentage could brief force protection. Integrating force protection into NCO evaluation reports and counseling checklists ensures credit for force-protection failures and successes. All these factors further enforce the NCO's knowledge and continually stress the importance of safety.

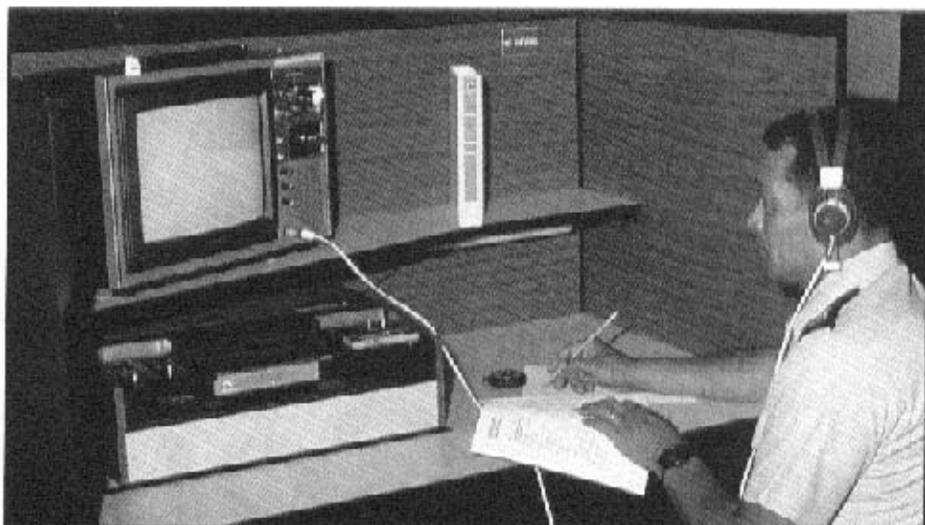
Fratricide should be a major subject of discussion. Our NCOs need the skills and techniques to identify friends versus foes on the battlefield. The fratricide topic needs stressing at every level of NCOES. However, heavy emphasis for sergeants and staff sergeants is needed because these NCOs will be fighting the battle up front.

Summary. Full integration of safety into NCOES is the starting point. NCOs trained in force protection can better manage the risks and the ever present potential for danger associated with soldiering. Integration of force protection in NCOES allows soldiers to successfully train for combat.

Reynolds is sergeant major at the U.S. Army Safety Center, Fort Rucker, Ala.

Risk Management Process

- Identify hazards
 - Assess hazards
 - Make risk decision
 - Implement controls
 - Supervise
- Risk assessment



No Time For Education?

By MSG Walter Youngren

The manual of soldier guidance known as "NCO Career Maps," recommends that NCOs, on average, complete an Associate Degree program by their 13th year of service. Although that guidance is only a recommendation, it generally follows the Army's education goal for NCOs to achieve two years of college by their 15th year of service. Regardless of the time frame, civilian education is NCO self development and is of great importance in today's Army.

Several sergeants major who have served on centralized promotion boards indicate that civilian education is a main discriminator that determines who gets promoted. When NCO records are equal across the board in assignments, evaluations, military schooling and potential, the NCO with the most civilian education usually gets promoted first.

If civilian education is the main discriminator, is it equitable for all soldiers? If time is a major factor in pursuing a college education, does the garrison soldier have a distinct advantage over the soldier who spends time in the field?

The Army's newly revised retention control points (RCPs) and "build down" should put promotions on the minds of most NCOs. The higher the rank, the longer the NCO can remain in the

Army. However, it seems that civilian education is not a high priority among senior NCOs.

A review of student profiles for the past five classes of the United States Army Sergeants Major Academy (Jan 90-92), shows an average of 18 years time-in-service. The review also showed over 71 percent of those students do not have an Associate Degree.

A random survey of 30 students from the January 1992 class showed that without exception NCOs said they "don't have time" for college. Most of those NCOs qualified their answers stating they were in combat arms assignments which meant a lot of field time, long hours and shift work.

While all these differences in duty assignments, missions and work hours may be true, it is also true that base education centers provide a number of ways for any soldier to obtain a college education.

Military education centers have programs sponsored by the Defense Activity for Non Traditional Education Support (DANTES). These programs are available to active duty, National Guard and Reserve soldiers. DANTES sponsors tailored programs for soldiers stationed at isolated sites, assigned shift work, subject to frequent transfers or those unavailable for traditional courses.

These courses include, but are not limited to, the Independent Study Support System (correspondence); Mind Extension University (courses transmitted over more than 350 cable systems and direct satellite broadcasts); the

Military Evaluations Program (college credit earned for military training and occupation); and the Servicemembers Opportunity Colleges (a network of more than 860 colleges and universities whose policies and programs are designed especially to help meet the higher education needs of servicemembers).

DANTES also provides a variety of examination programs whereby soldiers may earn college credits or gain professional certification. The programs include the College Level Examination Program (CLEP) and the American College Testing Proficiency Examination Program (ACT PEP).

In addition to these programs, soldiers may enroll in the more traditional college extension courses offered at military installations. These courses are normally conducted after duty hours and follow the college semester format.

Many installations offer these college courses in a variety of formats. For example, Fort Bliss offers extension courses from Webster, Park and El Paso Community Colleges, using a "Minimester" format. Rather than the traditional four-month semester, the minimester is only eight to nine weeks. The shorter minimester allows soldiers to enroll in scheduled extension courses between military commitments.

If such programs are available at military installations, why aren't senior NCOs taking advantage of them? Perhaps those NCOs aren't aware of the programs.

Such an observation was made by Ms. Loretta Gillespie, supervisory educational service specialist at Biggs Field, Fort Bliss Education Center.

"The younger soldiers in-process (at Education Centers), but for the most part, the older, senior soldiers do not," she said.

Perhaps more command emphasis would ensure all soldiers would visit their education centers during in-processing. However, those who feel they have no time for education, or feel education is not important, are living in the past. Education in today's changing Army is the key to staying ahead, getting promoted and staying in the Army.

Youngren is with HHB, 1st Bn, 148th Field Artillery, Pocatello, Idaho.

Editor's note: This is the third Encore feature, a section allowing readers to address topics from previous issues of the Journal. This article relates to the spring issue's professional development theme.

Blowing your stack, or... Couns

By SSG John A. Sigmon

There he sits, PFC Nerdnot, with his head down and his scuffed boots tracing a pattern back and forth on the floor. He isn't there for fun. He was 45 minutes late for work again and even the ol' standby excuse of heavy traffic has worn thin. It's time for THE TALK—better known in Army circles as the counseling session—and you find yourself wondering how you're going to "get through" to him.

Army NCOES courses and other institutions such as Instructor or Drill Sergeant Academies place a great emphasis on counseling. Rightly so. But there are a few principles I have discovered outside those institutions that may also be useful.

The first is **maintain dignity**. For you, it's a matter of "keeping yourself cool." You may feel like pouncing on the offender and tearing him limb from limb. Forget it. If you have to, get up, put on your coat, and go for a walk around the building. Or get a cup of coffee. Anything to get your thermostat and blood pressure within normal limits. No matter how angry you may be—and it's OK to be angry—don't reinforce the authority of your rank by a Mount St. Helens stunt! The Army didn't give you your stripes cheaply. Don't cheapen them by acting like a child.

Maintaining dignity goes two ways. No matter what the pay grade, all of us have a certain amount of self-respect. There's nothing wrong with PFC Nerdnot knowing you're hot. But if you let your comments about shoddy performance cross over into shoddy person, everything you say from then on is null and void. The reason is simple. Deep down, most subordinates know when their performance is substandard. But most people don't consider themselves substandard. Attacks on them personally violate their dignity, and with that damaged, any positive results you might have gotten go right out the door. Keep cool. Maintain dignity!

The next principle comes from the writings of Solomon, reputedly the wisest man of all time. In his book of Proverbs, he laid down an axiom that is as valid now as then when dealing with an offender. He put it like this: "The ways of a man are



eling *keeping your cool?*

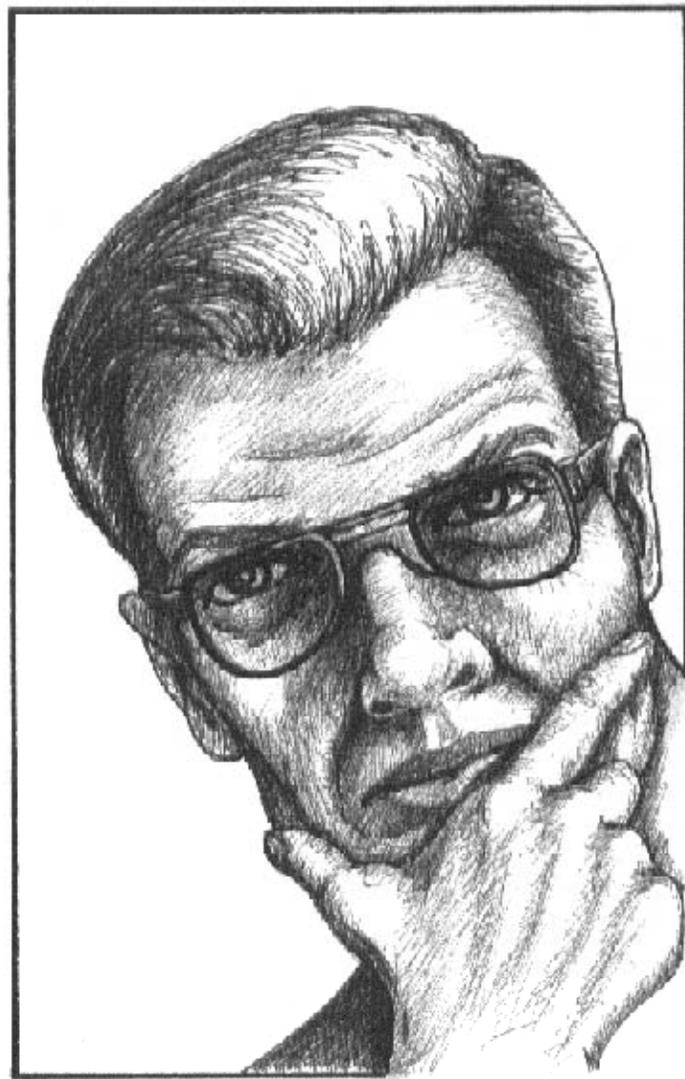
right—in his eyes." For no matter what the offense, most humans will find some way or the other to justify their misconduct. I call it the "Yes, but..." syndrome. It goes like this. Sure, PFC Nerdnot admits he's late for work. But, the traffic or the spouse or the First Sergeant or his headache and so forth. See what I mean?

The NCO has to realize that it's a rare subordinate who will just say yes and admit wrongdoing. So don't let the protestations of innocence get to you. It's natural. On the other hand, don't turn a deaf ear to them. Because sometimes there really is a valid reason for the problem!

This leads directly into the next point, which echoes a great legal principle. It's simple: **Every offender deserves his day in court.** Never invite him or her into the office, shut the door and sail into them before they can sit. Let them have their say, and hold your tongue! Let the transgressor have an opportunity to state his case. Let him state it fully. And one other thing—allow him to state it without interruption. Doing this will pay off big, because it will create the impression that you aren't a cocked pistol, waiting to go off. He will perceive you as one who is not only fair, but an NCO who makes judgments on facts, not fury.

It's also important to keep the **purpose vs. punches** principle in mind. No one denies "problem children" can (as a Mississippian I knew once said) "...find where your goat is tied...." But remember the purpose of the counseling session! Simply put, it's this: to turn a slacker into a producer. Much as you might like to, this is not the time for you to verbally abuse the soldier. Purpose, not punches.

Tips for counseling are not the only thing the Army has furnished us. Someone, somewhere, saw the wisdom of **documenting the session**, and consequently the DA Form 4856-R, General Counseling Form, was born. Use it, use it correctly and use it unflinchingly. It's more than just a record of the event. It's an unerring testimony of what was said, not subject to "...Well, I thought you meant...." or "...You never told me...." Used properly, the facts are all there in black and white, with signatures and the final outcome if corrections aren't made. If improvements aren't made, it's legal evidence that cements your case.



Counseling, properly done, helps eliminate deadwood, encourages the fainthearted and makes producers out of problem soldiers. It's a job whose primary positions are filled by NCOs of all levels. It's "NCO Business." If we're going to get the job done in a day of reduced forces, it's something we're going to have to do and do well.

By the way, two months have gone by and PFC Nerdnot now beats you to work. His sneer has been replaced by a willing smile, his boots gleam and his attitude shines. Don't even think about just patting him on the back. Instead, do this: reach into your desk drawer and pull out a DA Form 4856-R. In a loud voice, call him (or her) into your office. Tick off the progress made. Tell him about what a great job he's been doing and then get your Parker and put it on the form. For counseling isn't just a negative action; it can be an official pat on the back too!

One last thing. When you told him to shape up, you closed the door.

This time, leave it open.

Signon is NCOIC, SIDPERS Branch, HHC, 104th Div, Vancouver, Wash.

■ Letters to the Editor

Drug War

The summer 1992 issue had an article titled, "NCOES, Environment, Non-Combat Future," where SGM Hubbard referenced disaster relief and drug interdiction as non-combat initiatives. I believe drugs are a major problem in the U.S. because we continue to treat the subject as a non-combat issue.

We really need to "declare war" on the drug lords as some of our politicians have said, instead of treating it as an administrative work load. The drug lords have armies and respectable arsenals of weapons. We need to confront them as the enemy they are. Classifying drug interdiction as Low Intensity Conflict (LIC) and giving our Special Operation Units the missions could prove effective.

To defeat drugs, the problem needs attacking in two places. First, at the user end with continued education and drug rehabilitation. Second, at the supplier end with force and extreme prejudice. We must get out of the mentality that drug interdiction is a non-combat initiative. "Declare war" on drugs and let our soldiers kick butt.

SFC Eric M. Bornschlegl
St. Croix, Virgin Islands

Time for Studies

Many soldiers don't think it is possible to take care of their unit responsibilities, TDYs, field exercises and still have time for college. Here in Panama, we schedule non-traditional battalion-requested courses which are very popular. Why? Because the unit sets the days and hours of class sessions.

The courses are generally three to four weeks in length, meet after 2 p.m. and sometimes over the weekends. The units schedule these classes when they know they will be "in garrison." The command sergeants major, first sergeants, training NCOs and the unit commanders are directly involved in the program.

However, experience has shown that command sergeants major and first ser-

geants are the key players in the program's success.

The college standards for this program remain the same: 45-50 hours of instructor-student time for a three-semester-hour college course. However, troop missions keep the program flexible with the non-traditional scheduling of classes reflecting the command's needs.

The program works. Hundreds of soldiers take these battalion-requested courses successfully. Over 95 percent of our soldiers earn a grade of "C" or better. Where there's a will we can work to find a way.

Marsha D. Wellein
Panama

More on Education

I recently read your spring 1992 issue and a letter from SFC Sensing. His letter astonishes me because he is asking colleges to provide a very flexible schedule to match the busy soldiers' needs. There doesn't seem to be many colleges which can provide faculty and support services needed to be that flexible.

Programs exist in the non-traditional education arena. There are hundreds of independent study courses offering degrees available through external methods where soldiers and family members can obtain regionally accredited degrees.

A visit to the local education center counselor will get soldiers started. The situation that SFC Sensing is discussing can take a lot of time and could fall apart. I think soldiers can use their time more effectively and still get reimbursed by the Army for up to 75 percent of the tuition cost.

Martin Gallagher
Worcester, Ma.

Editor's Note: See "No Time For Education" on page 19 for a story on other programs that may help soldiers earn college credits and degrees.

Women in Combat

Recent experience (the Persian Gulf) has led us to believe that war is quick and relatively easy.

Assuming future conflicts will be against inferior, smaller, or unmotivated armies, under ideal conditions, I suppose the issue of women in direct combat roles would be pointless.

All soldiers from combat to combat service support assume a liability and risk when they enlist. No soldier is exempt from death. The fact that military women have recently been exposed to short periods of hostility and enemy fire does not prove to anybody they belong in direct combat roles. It simply proves they are soldiers.

It is every soldier's job to pick up a rifle and accomplish the mission, not just the infantryman.

In today's Army, combat arms positions appear to be the place for career progression. Some would open these jobs to women based on that alone.

Equality carries obligations as well as benefits. It's absurd to assume women can come and go as they please in combat arms positions while men continue to carry the burden of the draft because women are still protected by law.

However, if the draft law changed with the acceptance of women in combat roles, as it should, they would be involuntarily assigned to line units along with their male counterparts.

Where would these women go when they can no longer willingly or physically continue serving in combat duty positions?

While some women can keep up in their early years, they will almost certainly be unable to do so as NCOs in their late 30s or 40s matched against the younger privates. This is a reality many men face as well. There is no career progression for them either. Under these conditions, the idea of enhanced career opportunities for women is not likely to happen, just because they'd be serving in combat arms roles.

SGT William E. Burke
Fort Campbell, Ky.

Scout Platoon

I read with great interest the article by CPT Dougherty and SSG Sears about the Scout Platoon's "Guardian Angel" in the spring 1992 issue.

I served 19 months as an M3 Bradley Scout Platoon leader, six of which were in Desert Shield/Storm. Although their article concerns a light battalion/task force scout platoon, the problems they describe are present in our heavy battalion/task force scout platoons.

Their idea is a new innovative approach, but I think the platoon sergeant is too valuable an asset to sit in the TOC. I offer this alternative.

Designate the S2 NCO or assistant S2 as the Scout's Guardian Angel. S2 NCOs are often former combat arms soldiers who understand the unique needs of the scout platoon. If this is not the case, select a hard charging military intelligence NCO to act as the scout's liaison.

Cross training is the key. Fully integrate S2 soldiers with the scouts. They're all HHC, so why not have joint training? We even have the S2 and the scout platoon leader change places during a training exercise. Make the scouts and S2 section have a vested interest in one another.

The S2 section should monitor the scout platoon's net at all times. Spot reports are picked up daily by the S2, requests are efficiently heard in the TOC and the S2 can pass information to the appropriate staff NCO.

The above system achieves the same results that CPT Dougherty and SSG Sears seek, yet retains the platoon sergeant, the most experienced, knowledgeable scout where he belongs, leading from the front.

ILT Court R. Horncastle
Fort Hood, Tx.

Hard Jobs

I've read many of the NCOs' letters pertaining to "Hard Jobs", particularly SFC Ferris' in the summer 1992 issue.

I've been a recruiter for over five years. I can't believe a sergeant first class aviator would write an Armywide publication saying he thinks his job is as hard and demanding as recruiting.

My battalion commander is an aviator (pilot). Ask him what carries more stress. You see, sergeant, in the Army you perform an ARTEP once or even twice a year, but in recruiting, we perform that ARTEP every month. Ask me how I know? Just like you, I'm a tank platoon NCO, and buddy, recruiting is where the rubber meets the road. I challenge anyone to try this duty.

The Army selects recruiters from the top 10 percent of career management fields. These are the Army's finest. It's obvious you're not the Army's finest because you were never a recruiter.

So, the next time you write an Army publication, do a little research, and if you become a recruiter let me know.

1SG Donald J. Bennily
Horsecave, Ky.

More Hard Jobs...

I'm addressing the letter from SFC Hagen, "Hard Jobs" and Helos", in the summer 1992 issue. Like Hagen, I've struggled to find some rationale in the thought that aviation is not one of the "hard jobs." The prevailing attitude toward the need to be a recruiter or drill sergeant to gain promotion is ludicrous.

I've seen too many NCOs return from one of the "hard jobs" with little understanding of the aircraft or system on which they were originally trained. This leaves me to believe Army NCOs are condoning a double standard.

We preach "Be, Know, Do." At the same time we put NCOs in technical and leadership positions who can no longer find a rotor head in a parts manual, or instruct soldiers in more sophisticated equipment.

Those of us who stay dedicated to the safe professional, sometimes highly pressured, quality maintenance of aircraft shouldn't bow our heads, just be-

cause we didn't take the "hard jobs." We have one of the hard jobs.

Many soldiers don't benefit from these "hard jobs." Consider each MOS separately, and promote the best for the "job" they do.

SFC William M. Bauer
Fort Rucker, Ala.

Aircraft Crew Badge

SFC Sleighel touched a nerve with his comments relating to requirements for the award of the Aircraft Crewmember Badges in your summer 1992 issue.

He suggests that "...the flight status requirement be replaced by time in a CMI-67 MOS." However, this is not the way to correct the problem.

The award is called "Aircraft Crewmember Badge." AR 672-5-1 leads me to think it should be renamed the Aircraft Mechanic Badge. Based on interpretations of paragraph 5-27b.(1), school training in a 67 or 68 series MOS meets the requirements for permanent award of the badge. A soldier is still an Aircraft Crewman in the Army's eyes, even if the soldier never performs those duties.

Other special skill badges (Parachute Rigger and Explosive Ordnance Disposal for example) are awarded for graduating AIT. In these instances, the badges directly reflect the skills taught. Such is not the case with the Aircraft Crewmember Badge. A soldier must demonstrate a basic mechanical aptitude in an appropriate MOS. If the Army treated this badge as it should, problems such as SFC Sleighel mentioned would disappear. I might even agree with his proposal if it were reworded to state "...replaced by time in a TOE or TDA crewmember or noncrewmember position."

While this approach slights some soldiers, the alternative ("if you can't meet standards, lower them") is one we should avoid.

SSG Douglas M. Petch
Fort Campbell, Ky.

Book Reviews

A Passion for Excellence:

The Leadership Difference

By
Tom Peters and Nancy Austin

Warner Books, 1989
608 pages, \$12.95 (PB)

After World War II, The United States experienced an unparalleled boom in corporate success. However, this success led to complacency and an eventual drift away from sound management practices and toward new management techniques. In so doing, corporate managers abandoned the people, leadership, quality and innovation that led to their initial success.

"A Passion for Excellence" is a clear, plain-English book encouraging a return to the basics of management. The authors use various businesses, military organizations and athletic teams to allow the reader to compare his or her management style to highly successful leaders and organizations. Essential to management success are people, pride, enthusiasm and innovation—with a focus on excellence.

A technique termed as MBWA (management by walking around) is suggested for leaders. It is the author's belief that a leader instills pride and enthusiasm in his staff by being highly visible in the workplace. This also gives the leader a first hand knowledge of what takes place there.

If there is any criticism of this book it's that it all seems too simple. Data and marketing schemes, however clouded, are the real keys to successful management and leadership and the simplicity of their findings is the book's most redeeming quality. As Tom Peters puts it "This book offers a blinding flash of the obvious."

SSG Eddie Lapsley

Command sergeants major, sergeants major, first sergeants, and NCO Academy commandants. Read this short, easy-to-relate-to book. It contains important information you must have to be effective as the Army's first line of defense in stopping and preventing sexual harassment.

The author cites a 1990 "Pentagon" study that suggests 60 percent of women in the military are sexually harassed. Most occupy junior grade positions and are harassed by co workers or supervisors. Command sergeants major and other senior NCOs will want to take ownership of the problem and solution—even though it is not just an NCO problem. They should take charge, particularly in those cases where "coworkers" are soldiers or junior noncommissioned officers and "supervisors" are senior noncommissioned officers.

Reading this book is the way to get started toward strengthening understanding and building awareness about sexual harassment. It is about skills, knowledge and attitudes.

Step Forward:

Sexual Harassment in the Workplace. What You Need to Know!

By
Susan L. Webb

MasterMedia, 1991
121 pages, \$9.95, (PB)

The early chapters on defining and stopping sexual harassment, handling sexual harassment complaints, and writing policy statements are worth the price of the book. The author writes convincingly about important things senior non-commissioned officers need to know to be good advisors, trainers, educators and counselors in matters related to sexual harassment.

COL Fredrick Van Horn

Excellence in Government:

Total Quality Management in the 1990s

By
David K. Carr
and Ian D. Littman

Cooper & Lybrand, 1990
297 pages, \$35.00 (HB)

This book specifically targets the public sector and the issues, challenges and applications of Total Quality Management (TQM) and how it may be used to reduce waste, improve service to the general public and maximize use of resources.

The book is divided into three parts. The first part introduces TQM, using government examples to relate some of the benefits achieved by implementing

TQM. More could have been said about total involvement, empowerment and assigning responsibility and authority to the lowest possible level to maximize use of human resources—all of which are critical to effective TQM.

The second part covers the way TQM is achieved, followed by tools and procedures, the team approach and extending quality outside the organization. This is the strongest and most useful section, no matter what your rank or position in an organization. The team approach (the heart of the process) uses analysis of the process and tools to identify improvements in the process.

The third section refers to the transformation to a TQM-practicing organization and some of the difficulties involved in the transition.

This book answers many of the important questions related to the what, why and how of TQM.

Mr. Mike Sands, Sands, a retired Army captain, runs a consulting firm that teaches TQM to various organizations



The first five sergeants major of the Army conferred with the current SMA, Richard A. Kidd, during the SMA Leader Conference held in July at USASMA. They are (from left) Silas Copeland, October 1970-June 1973; George Dunaway, September 1968-September 1970; William Bainbridge, July 1975-June 1979; Kidd; William Wool-dridge, July 1966-August 1968; Leon Van Autreve, July 1973-June 1975.

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