

JACKSON

Journal

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Night Infiltration Course (NIC)



TRADITION ★ TRAINING ★ TRANSFORMATION





Jackson Journal

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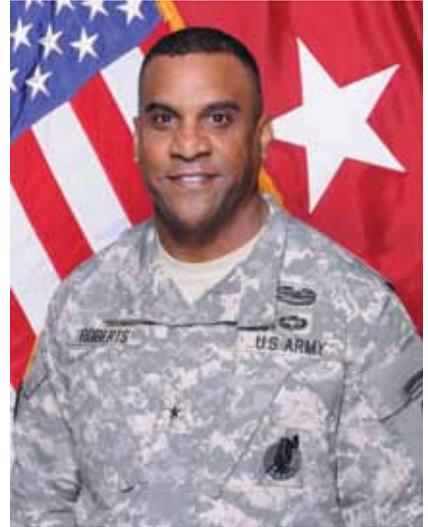
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Victory Forge does not begin in blue phase, nor does it start in white phase, Victory Forge begins in red phase, on day one.

From the Commanding General

Fort Jackson has had a vital role in preparing Americans to serve their country for over 95 years. When the installation was built in 1917, just like today, our nation was at war. More than 500,000 Soldiers trained here before fighting in World War II. During the last eleven years the majority of the Soldiers trained at Fort Jackson have deployed to either Afghanistan, Iraq or both. The Soldiers who were trained here leave us with a proud legacy and have inspired many to follow in their footsteps. Although the Army has changed tremendously over the years, we are all part of that lineage of brave Americans.



Our featured article this issue, “Basic training through the ages” written by Gene Klann Ph.D., is an incredibly well researched and in-depth look at how Armies throughout history, from Sparta to present day, have trained new recruits. An additional bonus is the thirteen discussion questions at the end of his article. These questions will allow leaders at all levels to have a stimulating professional discussion on the timeless leadership intangibles related to transforming civilians into Soldiers.

SFC Robert Bigda Jr. shares some great insights and ideas in his outstanding article titled, “Drill Sergeant resilience: Maintaining effectiveness throughout the cycle”. The main theme of his article is centered on the following question: As a Drill Sergeant, how do you maintain your intensity level not just through the first 48 hours but throughout the whole ten week cycle?

1LT Stephen Mauney’s article titled “Divergent thinking and training in the BCT environment: A Lieutenant’s perspective” is a very thought provoking piece on how today’s Soldiers think and learn. His article is grounded in the tenants of the Army Learning Model for 2015 which is the foundation for all of our training.

Finally, COL Joe McLamb has written a superb article on leadership focused on developing and sustaining good order and discipline in Basic Combat Training companies. A must read for all Commanders, Command Sergeant Majors and First Sergeants.

As the 45th Commanding General of the USATC and Fort Jackson I am thankful for your extraordinary service and humbled by your professionalism as we strive to become the Preeminent Training Center in all of DOD.

Victory Starts Here!

Bryan T. Roberts
BG, USA
Commanding

Post Command Sergeant Major

Our mission and focus at Fort Jackson in its simplest form is to: “Produce the next great generation of American war fighters and responsible citizens”.

We do this in Basic Combat Training by forming a solid base, a base that is strengthened by mixing our Army Values with solid ethics and morals. We finish this base with a spread of discipline and a solid understanding of the lineage and history of our Armed Forces.

In our Advanced Individual Training Battalions we inculcate into our Soldiers the specific and unique qualities of refined military occupational skills. They start to become masters of their trade and are better trained than at any Technical College.

At the BOLC course our officers are honed into competent professionals who are not only Branch proficient but also leader proficient. Our Recruiters are armed with the tools that will continue the flow of civilians to recruits then on to trainees and Soldiers. Retention personnel are schooled and become proficient in assisting the command in retaining the very best and brightest for continued service. Without the training the Postal School provides every service in our Military would struggle with correspondence delivery and circulation.

During our NCOES our Backbone is infused with the skills and attributes that are required to accomplish our missions and care for our Soldiers. Our NCO Corp is further educated in order to support our Officers and Commanders at every level.

In Drill Sergeant School and at the Platoon Sergeant Course our NCOs from around the force are honed into our finest teachers and instructors. The Master Fitness Course is preparing our instructors to harden the body while the Master Resiliency Course is hardening the minds.

At the Chaplain’s School those that counsel and console the soul are trained in their trade. The Chaplain’s assistants are given the tools to support the spiritual mission.

The list of what is done to form the future of our Armed Forces here at Fort Jackson goes on and on. From the care of our sick and wounded at the hospital to the training conducted at the National Center for Credibility Assessment our installation Partners in Excellence continually excel. The importance of what all Active Duty, Reserve, National Guard and our Civilians and DoD Officials do is absolutely critical for success.

We must all continue our focus and understand that what we do as individuals is indeed bigger than ourselves. Every job we do, everything we teach cannot be considered small but instead must be understood as a required and necessary piece of a larger puzzle. I ask that we all get just a little better at what we do, take the time to look at the bigger picture, and motivate one another to do the same. The ramifications of increased professionalism and output from every individual on our Installation will have a huge ripple effect on the future of our Armed Forces and our United States.



Victory Starts Here!

Kevin R. Benson
CSM, USA
PCSM

BASIC TRAINING THROUGH THE AGES

GENE KLANN, PH.D.

Emotions are stirred in every enlisted army veteran when queried about their basic training experience. Their memory quickly returns to the physical exhaustion, mental strain, and emotional angst of the experience. For good or otherwise, the names of one or more of their drill sergeants will probably never be forgotten. Also, the friendships forged with their comrades who shared the experience are fondly remembered. Graduation day is recalled with a deep pride and deep sense of accomplishment. Why things were done during the training was not always clear but how it felt to “go through it” remains very clear.

The task of fashioning warriors out of the civilians has been a challenge for military leaders throughout the centuries. Whether conscripts or volunteers the mission of basic training has been the same: take a raw, green civilian and transform him or her into a proficient soldier with the foundational skills to survive and even thrive on the battlefield.

There have been many variables that determine the length, difficulty, and intensity of basic recruit training. One consideration has been whether or not the nation is at peace or war. In the modern era, basic training during periods of declared



war has generally been more intense, focused, and shorter in length than during peacetime; shorter because there is an immediate and sometimes desperate need for soldiers to replace combat losses, to rotate with soldiers who have completed their combat tour, and to form new units.

Another variable of basic training has been the nature of the nation's government. Because of the lack of personal freedom and individual rights in an authoritarian state, basic training in such a nation's military can be extremely brutal and even life threatening. Live fire exercises were the norm in basic training during the Nazi period in Germany. As a standard, they tolerated one percent killed or wounded during training as the price to pay for greater survival on the battlefield.¹ Basic training in a democratic state is certainly demanding but generally not as brutal or inhumane as in a totalitarian state.

A third variable that has determined the nature of basic training has been the tactics, the formations, and the technology of the age. For centuries soldiers marched into battle. The best armies of different periods of history were trained well enough to do complex turning movements in the heat of battle. Frederick the Great's Prussian army

was especially noted for this. Consequentially, basic training in the Prussian army consisted of six to eight hours daily of drilling, marching, and constantly rehearsing battle formations. Technology changed the degree of emphasis given to drilling. Now soldiers moved to the battlefield in armored fighting vehicles. No longer was there a need for battle marching formations or marching long distances in full battle gear in a matter of hours.

Over the centuries and across armies, a culture of “basic training” has evolved. This culture includes a set of shared attitudes, values, goals, and practices that universally characterize basic training. In basic training the individual is literally indoctrinated into the military. This generally includes training on a variety of subjects and issues, e.g., military courtesy and discipline; the customs and traditions of the army; wearing the uniform; close order drill (which promotes instant response to orders); physical conditioning and sports; road marches to build up endurance; field craft, i.e., the art of living and functioning effectively outdoors; marksmanship and small arms firing; personal hygiene, military sanitation and first aid; the care and cleaning of personal weapons, clothing, and equipment; the mission, values, and organization of the Army; the laws of war and ethical conduct in battle; personal security and safeguarding sensitive information; defense against chemical attack; tactics at the squad, platoon and company level; and so on.

Another central element of basic training culture is the change of mindset and attitudes that takes place in the recruits. Basic training transitions and transforms the recruits from civilians into soldiers. The challenges they must meet, the experiences they share with comrades, and the cumulative training process in general, instills in them the morale, pride, and spirit of being a soldier. These are distinguishing attitudes of army culture and ones that are not particularly common in the public or private sector. They are essential in the army however, since they are key to soldiers’ performance on the battlefield: fighting aggressively in an ethically controlled manner.

In basic training recruits no longer think or act as individuals but learn to function as members of an efficient, high performing team. A sense of belonging is created, the idea of being part of something greater than oneself. This meets a basic human need. Dr. Abraham Maslow referred to it as part of our “social need” which is the third level of his iconic hierarchy of needs. It is the camaraderie, sense of community, bonding, and brotherhood (a gender neutral term) for which the army is noted. Instead of being a civilian the recruits now gain a new identity and definition of themselves. At the completion of basic training they now define themselves as soldiers. They identify with the values and traditions of the army as well with those individuals and heroes who have served before them. There is a certain magic to this almost intangible and subtle cultural process. It is the magic of a well thought out, well executed, and creative basic training process.

What can we learn from a study of the basic training process of the armies in history? Are there themes and patterns that can be of value today? To find the answer let’s do a brief review and find out!



SPARTA:

The army of the Greek nation state Sparta rates among the most respected and professional in world history. It was a society totally dedicated to war. In Sparta’s heyday in the 4th, 5th, and 6th centuries BC, it was commonly accepted that “one Spartan soldier was worth several men of any other state.”²² The army was the central focus of Sparta and the first obligation of a Spartan citizen was to be a “good soldier.” Bravery was the ultimate virtue for the Spartans; betraying the trust of comrades in battle was the ultimate shame. Spartan mothers

The Roman Army:

would give their sons their shield (that weighed fifty pounds) with the words “Return with it or be carried on it!”³ Their lifelong training routine was so strict that Plutarch, the Greek historian, said, “... the Spartans were the only men in the world with whom war brought a respite in the training for war.”⁴

The basic training process for the army of Sparta started at age seven. All physically fit Spartan boys were taken from their families and sent to a military boot camp known as the Agoge. Here they learned foundational military skills that would be continuously enhanced until the end of their army service at age sixty. These fundamentals were based on a laconic honor code that emphasized superhuman self-control regardless of the danger, hardships, or pain involved. These were to be borne silently. Self-discipline and austerity were the primary goals of Spartan education. Each youth in the Agoge was given one set of clothes and little food. They were expected to find additional resources using their own initiative even if it meant stealing.⁵ They slept in the open year round on a bed of rushes. They competed against one another in sporting events, games, and mock battles in order to foster pride and spirit. The elders would provoke quarrels among the boys to develop fortitude and identify cowardice. Their education, which was all done orally, was totally subordinated to the needs of the military. They were taught to read and write so they could read military maps.⁶ Stories and songs celebrating Spartan war heroes were constantly emphasized to inspire and motivate. Even at this early age, they were conditioned to think and to fight with a calm, focused determination and not with anger or recklessness.

The self-discipline and self-control instilled in Spartan trainees was key to their success on the battlefield. This is the central lesson from the Spartans. The severity of the Spartan self-discipline was made possible because of the militaristic nature of the Spartan culture. Whether this could be replicated in the individualistic and indulgent Western cultures is questionable.

Basic training in the Roman army emphasized tight discipline, unquestioning obedience, marching, weapons training, and obeying orders without hesitation.⁷ Roman centurions led this training. These were experienced leaders who led from the front, inspired by example, and had received their promotion through demonstrated courage and skill in combat. Centurions carried a vine stick to indicate their authority. This stick was also used to dish out punishment. Beating recruits was a common and accepted practice. Roman historian Tacitus reported that the centurion Lucilius had the habit of breaking the stick over his soldiers' backs and then cry out in a loud voice, “give me another.” His soldiers gave him the nickname “Gimme another” and later murdered him in a mutiny.⁸

The initial training focus of the new recruit in the Roman army was to march in line and at a consistent speed. This was doctrinal as marching in such a manner would keep the army in a compact fighting formation, ready for any possibility. It was also to prevent straggling, which would make the formation vulnerable to attack. The Roman historian Vegetius wrote that the soldiers were trained to march in full field pack twenty Roman miles (18.4 miles/29.6 km) in five hours.⁹ Beside marching the Roman recruits were taught battle order, rallying to the colors, and how to execute various other infantry maneuvers. One of the more common maneuvers was “the Tortoise” in which the legionnaires linked their shields with their neighbors for increased protection. Besides marching, other physical activities emphasized in training were running in full gear and swimming. Every recruit was expected to be able to swim.

After marching and fitness, the next priority was weapons training. To avoid injury wooden swords and wickerwork shields were used. To increase strength and make it easier to handle the real weapons, the dummy weapons were twice as heavy as the real ones. Initially the recruits used the dummy weapons to attack a six-foot heavy wooden stake. Here the soldier was trained in various strikes and counter-strikes. There was a focus on

thrusting rather than slashing the sword, as a thrust wound of only a few inches would almost always be fatal. After the recruits were deemed competent in fighting against the stakes, they were assigned in pairs to train against other individuals. This advanced stage of basic combat training was called *armatura*, an expression used in the gladiatorial schools. Clearly some of the methods used in training Roman soldiers were borrowed from the training techniques of the gladiators.¹⁰ Weapons used in the *armatura* were still made of wood, but of the same weight as weapons used in actual combat. After completing the initial training with the sword, the recruit was to master the use of the spear, the *pilum*. For this the wooden stakes were put to use again as targets and the spear used was again twice the weight of the spear used in actual combat.

The basic training of the Roman army emphasized marching and weapons training. Marching in full field pack was and remains an excellent form of physical endurance training. Extensive weapons' training is foundational to the soldier's craft and is essential for survival in combat.

The Prussian Army of Frederick The Great:

In 1740, Frederick II, a.k.a. Frederick the Great, inherited a powerful army from his father King Frederick William I. Through battle experience and experimentation, Frederick developed the Royal Prussian Army into the most effective European army of the eighteenth century. Two of Frederick's innovations were key and drove Prussian basic recruit training. First, because the musket the Prussian army used was clumsy and inaccurate, Frederick's training emphasis was on a higher rate and greater volume of fire than the enemy. This firing was followed as quickly as possible by closing with a vigorous bayonet attack. Prussian recruits were constantly drilled in this technique and as a result could fire more rapidly than any other European army. Second, Frederick developed what he called "the oblique order of battle." This was a flanking movement that was decisive in giving the

Prussians battlefield superiority. Since this tactic called for a sudden wheeling turn under fire, it required a high degree of mobility, flexibility, and march discipline. To achieve this, Frederick made sure his soldiers were trained to march at different rates and to keep in step, only changing the rate of march at the command of their leaders. They were repetitively drilled and would be constantly practice marching in both their initial training and later when assigned to a regiment.



Since both of Frederick's innovations required speed of action and movement, discipline in the Prussian army was described as "ferocious." This was especially true in the initial training phase. Morale was not a consideration. Soldiers were not even allowed among the civilian population and were given little freedoms less they desert. As Frederick [the Great of Prussia] himself commented, "If my soldiers began to think, not one would remain in the ranks" because conditions were that bad.¹¹

The combination of brutal discipline, rapid firing, and fast marching, all of which were essential elements of Prussian recruit training, resulted in many dramatic Prussian victories over enemy forces two to three times larger than their own. This again validates the value of firm (but in today's world not brutal) discipline, the repetitive training of fundamentals, and the potentially high impact that an effective basic training process can have.

The French Army of Napoleon:

In Napoleon's army there was no centralized training system for recruits. Each regiment had a depot battalion responsible for equipping the conscript and providing "basic" instruction before sending the soldiers to their regiment. This initial instruction was little more than marching and basic weapons orientation. The regiment might have three battalions deployed while the fourth battalion, almost always understrength, served as the depot battalion. Normally the depot battalion would stay at home station. This would be in a military district from where conscripts were drafted. Once the battalion collected enough conscripts they would be sent to the forward based battalions. Upon arrival in a battalion, the senior sergeants and other veterans would conduct conscript training. Its quality was generally considered to be quite good. The training was based on the French Army's 1791 Drill Book that contained fundamental regulations, drills, disciplines, and tactics.¹² The veterans would also effectively integrate the conscripts into the culture of the army with their campaign stories, slang, experienced based tips, and even their grumbling. Discipline in the French army during this era was not as severe as in other European Armies; morale and the level of enthusiasm among the green conscripts was generally good but did vary somewhat throughout the period.¹³

After the Russian disaster of 1812, the French conscript might only get to fire a few rounds before leaving the depot.¹⁴ Misfires were experienced on an average of once out of every six shots. In the din and heat of battle this could often lead to double loading which would cause the rifle to explode and kill the firer.¹⁵ This, plus an effort to conserve ammunition, caused the French to very often neglect musketry practice to avoid the casualties caused by exploding rifles.



Field Marshal Louis-Nicolas Davout is regarded by many historians as one of the ablest of Napoleon's marshals. He is of interest to our topic because his corps, notably III corps from 1805-1809 and I corps during 1812, were renowned for being the best trained in Napoleon's Army.¹⁶ His training methods, which began with conscript training, were noted for their firm discipline, rigid compliance, and precise obedience.¹⁷ His training techniques were also quite creative. III corps would practice night fighting and night weapons firing, something that was very unusual for the period.¹⁸ Davout's training methods included an ethical component. In his corps, plundering enemy villages was prohibited. This was a policy that was enforced with the death penalty. Because of his high training standards, his corps was considered more trustworthy and efficient in their performance of duty than the other corps'. Thus, in the early days of the Grande Armée, Davout's corps tended to be entrusted with the most difficult missions.

Basic training lessons from Napoleon's army include the value of recruits being trained and integrated into the unit by experienced veterans, firm discipline as demonstrated by Marshal Davout's corps', and the use of a standard training approach, e.g., the French Army's 1791 Drill Book.

The American Civil War:

There was no centralized basic training in the American Civil War. Because basic recruit training for both the Northern and Southern armies was done at unit level the quality of this training varied greatly. It was based on the whims of the regimental commander. If this commander had previous military experience then basic training could be quite good. If his rank was received by political appointment and he had no previous military experience then the training could be farcical. New recruits, who were known as "fresh fish" or simply "fish," drilled everyday. As stated in a letter from a

soldier, “They drilled us to death.”¹⁹ Another letter mentioned how they would drill, eat, drill, eat, and then drill some more until the sunset.²⁰ Drill consisted of teaching the men maneuvers they would need to perform in battle such as forming a battle line. They might be marching in column and then ordered to move into a line of rank and file. In training, this one maneuver might take more than an hour to complete. These maneuvers were the same tactics used in the Napoleonic era fifty years prior. The training manuals for both the North and South were translations of the French 1791 Drill Book. The information in this manual was generally the only training that the trainers of these new recruits had themselves received.

Besides drilling, the other basic instruction was handling the rifle. Because of a lack of ammunition and the perceived need to save it for battle, men of both armies received limited experience firing their weapons. In fact, many men went into battle having not fired more than a dozen rounds in training. Loading and firing required a nine-step process. Even a well-trained soldier could not fire more than three rounds per minute. The South did have an advantage in weapons firing because a majority of their soldiers were from the country where hunting with a rifle was a necessity to procure food.

Discipline for the new recruit in both armies was not particularly harsh. Because of their natural independence, many volunteers found it extremely difficult transitioning to military life. Adaptation to army discipline and regimentation was one of the first challenges of the new soldier. The idea of showing respect to and obeying the orders of a higher-ranking soldier irrespective of that person’s prewar social standing, family, or wealth, required a major psychological adjustment for many.²¹ Another significant adjustment was learning to live in the field, i.e., the art of field craft. The recruits had to learn how to build shelters to protect themselves from the elements, properly cook the rations that were issued to them, forage for supplemental food, dispose of sewage, function to prevent camp diseases such as scurvy and typhus, and maintain their clothing, weapons,

and equipment. Doing these things were more challenging for many soldiers of both armies than the drilling and weapons firing.

Understanding how challenging it is for some recruits to adjust to the discipline and compliance of military life and also to learn the art of living in the field are two of the key lessons from the initial soldier training of the American Civil War.

World War I, the American Army:

Basic training for the 2.8 million American conscripts during the Great War was based on the belief that an eventual breakout of the trenches would take place. What would then follow would be open field maneuvering. Basic training in the US was focused on this eventuality. The result was an emphasis on marksmanship and open field operations. Conscripts were taught to advance in short, dispersed rushes. Because of need, basic training was reduced from three months to three weeks. In one recorded case, squad leaders were chosen by shouting commands to men on the other side of a dense thicket. Those whose voices could be understood though the thicket got the job.



Camps for the conscripts were co-located with existing army bases. Barracks had to be constructed. Once materials were received a two-story barrack building could be constructed in three days. Soldiers referred to these newly constructed camps as detention camps. Upon arrival the army confiscated the conscript’s clothes and sent them to their home address. Saloons and

brothels were off limits. Religious services, and singing and reading at the YMCA facilities on base were encouraged. As always, the soldiers reported that kitchen police or KP in the mess hall was a dreadful experience; it included peeling potatoes, washing pots and pans, and the like. Stable police meant grooming mules that bit and kicked as well as shoveling manure. Apparently no one asked how these activities were affecting the new soldiers' attitudes and morale.

Initially there was quite a lot of drilling, as much as seven hours in a day. Because of an early shortage of actual weapons, wooden "dummy" rifles were used by many trainees.²² Also, because of a lack of uniforms, the conscripts were given what was available. This resulted in many soldiers being issued either too large of too small uniform parts. As a result, these initial formations were a sight to behold.

Most soldiers enjoyed the weapons firing and bayonet training. Both seemed to be real confidence builders, as this was something the conscripts felt real soldiers should be doing. On the rifle range each conscript fired 30 shots for record. 150 points were needed to qualify. If all 30 shots were bull-eyes they would score 200 points.²³ To build hardiness and endurance there were long marches in full field packs. One soldier wrote home that his unit participated in a nine-day cross-country march with several mock battles mixed in.

One soldier wrote home reporting his routine during a day of basic training. "We get up at 5:45 AM, dressed by 5:50, and are assembled in front of barracks for 6:00 reveille. Breakfast follows with fruit, eggs, potatoes, and coffee. At 6:45 everyone is out for drill that continues until 11:45 [five hours]. Dinner [lunch] begins at 12:15 with meat, potatoes, peas, bread and a dessert with ice water to drink. In the afternoon lectures are received on a variety of topics such as army rules and organization, customs and traditions, the articles of war, conduct and discipline, and all other manner of military topics. At 5:30 PM we are called out for retreat when the flag is lowered. After dinner we clean our rifles, which require a great deal of cleaning to pass inspection."²⁴

Once the soldiers got to Europe their training continued. Here their instructors were experienced British and French army veterans. Their focus was on trench warfare and not the open field warfare training the Americans had received in the US. Since the fighting in France was still stalemated, the basics of trench fighting were essential. However this conflicted directly with the training philosophy and focus they had received prior to deploying.²⁵

A key lesson from basic training of the American Army of World War I was its emphasis on outstanding marksmanship. In fact, the Americans were so accurate and deadly with their rifle fire that the Germans routinely thought they were fighting against a much larger force than they actually were.

World War II, American Army:

Basic training during World War II ranged from eight to thirteen weeks in length. For example in 1942, Audie Murphy, one of the most decorated and famous soldiers of World War II, completed thirteen weeks of basic training at Camp Wolters, Texas, and then was sent to Fort Meade, Maryland, for advanced infantry training.

Initial processing at basic training generally took four to six days. Processing included blood-typing, immunization, a "showdown" inspection of clothing and equipment, elementary drill instruction, and tests and interviews at the classification section. There were lectures on military courtesy, Articles of War, sex hygiene, war bonds, and life insurance. Films were used as often as possible particularly impress upon the men the enemy threat to the American way of life. There were also orientation talks given by commanding officers and other non-commissioned personnel with a focus of easing the minds of men whose reception center experience was "disturbing."²⁶

The process to transform a raw recruit into a soldier included instruction on traditional military topics such as close order and ceremonial drill, military courtesy and discipline, physical conditioning and field marches, care and operation of weapons, personal hygiene and first aid, basic squad battle formations, and so on.²⁷ The recruit was assigned to KP about every two weeks. Rick Jason, who later starred in the television series *Combat*, said he had to clean out a grease trap in

his mess hall's kitchen floor. He went on to say it smelled "god awful."²⁸ Lights in the barracks were out at 10:00 PM. Soldiers would go to the latrine after 10 PM to write letters since the lights there stayed on all night.

Sol Brandell wrote extensively about his World War II basic training experience. He said it included a machine gun and barbed wire infiltration course; two runs every day over the combat obstacle course; a thirty-two mile forced march, ten-mile speed marches; two-mile double-time marches (all marches were performed with full-field equipment); many hours of push-ups and other calisthenics, bayonet-fighting drills, hand-to-hand and "dirty fighting" classes, close order drills, map reading, night patrols and night maneuvers, etc. This was all done in the Texas semi-arid 105-degree desert by day and in 45 degree temperatures at night; a sixty degree difference! Brandell's officers and non-coms, some of which were combat veterans, used to say that this training would make them so "ornery" they would be "able to chew razor blades and spit nails!"²⁹



Basic training changed significantly in 1943, and by 1944 a marked improvement in the training was noticeable. Reports from overseas commanders indicated that soldiers reaching their theaters lacked training on practical topics essential for survival in combat. This included marksmanship, the strength and endurance needed for marching with full pack, camouflage, map reading, and field craft skills when in bivouac.

It was commonly agreed that during the first two years of the war the weakest area of basic training was weapons firing. Basic training centers lacked arms and ammunition; most of them had no firing ranges; engineer construction of these facilities was slow because of other priorities; and there was a woeful shortage of officers and enlisted men qualified to give marksmanship instruction.³⁰ This resulted in soldiers deploying overseas who had fired only twenty rounds for familiarization. This situation was almost scandalous. In January of 1943 the War Department directed that no soldier would deploy unless he had qualified with his assigned weapon.³¹ There was now an accelerated focus on weapons firing. The result was that fifty-four hours were subsequently allotted for marksmanship during basic training³²

In contrast with the difficulties experienced in marksmanship, the physical fitness program at the basic training centers was highly successful from the very first. Physical conditioning for trainees started immediately upon arrival and continued systematically and progressively until they left. It included calisthenics, athletic games, an obstacle course, hand-to-hand fighting, and an individual physical fitness test. Doubtless many trainees considered the program too vigorous, but implied in the Army's physical training directives was that the recruits should pushed "until it hurts."³³

All phases of basic training suffered from a shortage of qualified officer and non-commissioned officer personnel, but nowhere was it so marked as on the drill field and in the classrooms.³⁴ Experienced leaders were always needed to staff new units, installations, and for overseas deployment. Many officers, commissioned directly from civilian life, lacked military experience and were singularly unfitted for Army duties, particularly instructional ones.³⁵ Malassignments were frequent. Ultimately, officers assigned to the drill field or instructional duty saw it as a kind of exile. Schools for the improvement of officers' teaching deficiencies were eventually established. The school held at Jefferson Barracks, MO, in late 1943 placed emphasis on teaching methods

and required the students to achieve a high level of pedagogical proficiency. Schools like this one paid off by significantly raising the level of recruit training.³⁶

It was universally accepted that drill sergeants were the most important enlisted men on the basic training cadre. First and foremost a drill sergeant (DS) was a teacher, but aside from the formal instruction they gave, these men had the power to influence in marked degree, the manner in which recruits accepted Army life.³⁷ The common DS technique was to be harsh on the recruits during the first few weeks in order to break them down. As time wore on, the DS become more of a mentor, coach, and father figure to the recruits. The platoon then became somewhat of a bonded, cohesive unit, with some characteristics of a family. That considered many men who were drill sergeants during World War II were unfortunately unfit for the job by training, inclination, and personality. Many times drill instructors were selected from the basic training class that had just graduated.³⁸ Abuse of recruits was common. This harsh treatment was almost always rationalized with the justification that these recruits were being trained for combat. Therefore, lessons had to be learned quickly since the soldier's battlefield survival in battle was at stake. The situation did improve somewhat later in the war when some returning combat veterans became drill sergeants.

A significant lesson from World War II US Army basic training was the absolute necessity of having talented and highly qualified officers and non-coms conducting the training. This was key to accomplishing the training's aim. As was learned early in World War II, having mediocre and unqualified personnel conducting basic training resulted in soldiers whose survival skills on the battlefield were inadequate. This led to many unnecessary casualties.

World War II, German Army:

Training in the German Army of World War II still rates among best that combat preparation that has ever been conducted. This includes and began with their basic training. Professor Sir

Michael Howard, a World War II combat veteran and popular British historian, wrote an article in 1978 highlighting the difference between the Allied and German troops. He wrote that "until a very late stage of the war commanders of British and American ground forces knew all too well that, in a confrontation with German troops on anything approaching equal terms, their own men were likely to be soundly defeated. The Germans were better than we were; that cannot be stressed to often. Every allied soldier involved in fighting the Germans knew that this was so."³⁹ The Americans were victorious not because of their leadership or training but because of a material superiority, use of massive firepower, and advanced technologies.⁴⁰

Germany was a militaristic society and as such viewed conscription as an honor and proud obligation to the German nation and its people.⁴¹ German society held members of the armed forces in high esteem. German conscripts had, for the most part, already received some pre-military training in either the State Labor Service (RAD) or Hitler Youth. In these quasi-military organizations they learned how to function in a military environment, how to wear the uniform, discipline, basic drill, and unit camaraderie. Since these were not totally raw recruits, basic training in the army could begin with more advanced instruction and an emphasis on a higher level of skills.

In the 1930's basic training was sixteen weeks long but wartime necessities reduced it to eight weeks. In an infantry training unit the responsibility for organizing and conducting training fell on the training company commander. The battalion commander monitored these training activities and insured proper standards were achieved. This entire approach allowed a certain degree of creativity and individuality on the part of the instructors. A good example of this was the training organized by Hauptmann (Captain) Fink as reported in Guy Sajear's book *The Forgotten Soldier*.⁴²

Basic training was not a typical eight-hour day but was to replicate combat conditions as closely as possible.⁴³ Training was conducted in all manners of weather and also at night. Because it was to be realistic and recreate combat conditions, live fire

exercises were the routine. This made the training inherently very dangerous. As has already been noted, the German army accepted a one percent fatality rate in training as the necessary price to pay for saving more soldiers' lives later on the battlefield.⁴⁴ Also, conscripts who were not motivated or displayed an ongoing negative attitude during training could be summarily executed.⁴⁵

At the heart of the training was the instruction of a universal doctrine or standard operating procedures for all German troops. This was found in the 1936 *Truppenfuhrung* Manual and was considered one of the great strengths of the German Army. It helps explain why the Wehrmacht was so successful in the early years of the war. This forward thinking doctrine emphasized personal initiative, individual leadership, critical thinking, flexibility, applying personal knowledge to a situation, and acting confidently on their own decisions. Every soldier was instructed to be prepared do his superior's job as well as his own; this was already emphasized in basic training. This doctrine is in direct contradiction to the stereotype of the German soldier being a blindly obedient and non-thinking robot.⁴⁶

Like Clausewitz, the *Truppenfuhrung* emphasized offensive audacity. The attack was considered superior to the defense. It believed that speed and surprise could often allow an outnumbered attacker to be victorious over a stronger enemy. Therefore, the training emphasis at all levels was on boldness, speed, and ferociousness in the attack. These were considered both as a means to rapid victories and a way to minimize casualties. In this doctrine there were no thoughts of compassion toward the enemy.⁴⁷ This no doubt led to some of the excesses of the German Army on all fronts during the war.



The German Army's overall training priorities included: training for combat, weapons firing, theoretical classroom training, drill, and sports. The first few weeks concentrated on getting the recruit in top-notch physical condition.⁴⁸ One hour of calisthenics began at 0600. Route marches began at 4 AM and were conducted in full marching order. This was done to develop endurance, stamina, and a sense of unit cohesion. It was also to prepare for a 160-kilometer (96 mile) series of night road marches at the end of the first four weeks of training. The physical nature of this training was such that the exhausted soldiers would fall asleep over their food.⁴⁹

Sport also played a major role in basic training and was used extensively to promote teamwork and harden the recruits. To further the trainee's aggressive spirit, boxing was part of the training. This was to help the recruits get over the fear of being hurt. It also taught them that the best way to do this was to go on the attack and get their blows in first.

Weapons firing received significant emphasis. The conscript learned to assemble and disassemble their personal rifle blindfolded. Also taught was armed combat, bayonet charges at sandbags, stick grenades, mortars, and various creative means of destroying tanks. Instruction was received on bivouacking and field craft, individual gas protection, and message carrying. Tactics training included moving on the ground under fire, digging in, advancing and withdrawing, and assault tactics like the ones used by German storm troopers in the later years of World War I.

There was also indoctrination and propaganda training. This included lectures on anti-defeatism, anti-Nazi sentiments, and general National Socialist Party ideology.⁵⁰ Other classes included those on espionage, security, and German history.

Discipline was strictly enforced. Sergeants carried swords with which they would “nudge” a soldier who was performing poorly or slowly.⁵¹ The conscripts were put through an exercise in which they were ordered to change uniforms and equipment at five-minute intervals. This was done to teach them instant obedience to orders and become totally familiar with their individual equipment. No creases were allowed on their bed sheets during inspection. Personal hygiene and cleanliness were constantly stressed. The recruits washed their own uniforms in outside troughs of cold water. Food was said to be basic but plentiful.⁵² On the first Sunday of training soldiers who said they believed in God were taken to church, all the rest went to the mess hall to peel potatoes. By the next Sunday all the soldiers said they believed in God.⁵³

The ideals of bravery, loyalty, duty fulfillment, and a sense of belonging were constantly emphasized and promoted during the training. There was a focus on forging a group identity. This new identity as a German soldier was to be something they could be proud of and would make them distinctive.⁵⁴

Key lessons from the German army are the value of instilling in new recruits the critical doctrines of the army: personal initiative, critical thinking, and flexibility; being prepared to do his superior's job as well as his own; and making basic training as close to real combat as possible.

Contemporary Armies:

There are some basic training activities and approaches in present day armies that are of interest. For example in Singapore, national service is mandatory. Based on the results of their pre-enlistment physical, the conscripts are sent to one of four basic training centers: standard, enhanced, modified, or obese.⁵⁵ The obese center is a kind of “fat-boy” basic training program! All of this training is done at Singapore's basic training facility on their offshore island of Pulau Tekong. This training includes throwing a live grenade, a 24-kilometer route march in Full Battle Order (FBO), and attendance at a Passing Out Parade (POP). That parade is actually a passing in review and not a parade where soldiers “pass out!”

The four-month basic training course in the Danish Army focuses on both homeland defense but also on the soldier skills needed to participate in international missions with the United Nations or NATO.

In the Australian Army recruit training includes five fortnightly (14 day) programs. The five include: 1.) Mateship and Teamwork, 2.) Physical and Moral Courage, 3.) Dedication to Duty, 4.) Compassion and Honesty, and 5.) Will to Win, Loyalty and Honour. On their daily recruit schedule, 2130-2200 hours are listed as “night routine.” Lights are out at 2200 with reveille again at 0600.

Basic training in the French Foreign Legion is fifteen weeks in duration. The first four week's activities include initiation to the military lifestyle, outdoor and field activities, studying the Legion's traditions, and learning the French language. This period is capped by a three-day, 60-75 mile (100-120 kilometer) road march in full kit. This march is concluded by a religious-like ceremony in which the recruit is issued the Legion's coveted white kepi or kepi blanc. A kepi is a cap with a flat circular top and a visor and is closely associated with the French police and military. In the remaining nine weeks the legionnaire learns his military specialty, spends six days in mountain training in the Pyrenees, and experiences one week of light vehicle/truck training. Discipline is said to be enforced with a “greater rigor” in the Legion than is done in other units of the French Army.

There are many military songs and marches that are part of the Legion tradition. The recruit must learn all of them as they are sung while marching, at various ceremonies, at unit functions, at parties, and so on. The most common is the official march of the French Foreign Legion: “Le Boudin.” It is a reference to boudin, a type of blood sausage or black pudding. Le boudin colloquially meant the gear (rolled up in a red blanket) that used to top the backpacks of Legionnaires.

Basic training in the German Army of Bundeswehr is noted for emphasis on taking action rather than on obedience. Instead of “breaking the personality” of new recruits through indoctrination

and aggression, their basic training tries to “mold the recruit’s personality” with the intent of producing soldiers with stronger personalities and a high degree of personal initiative.⁵⁶ Some of the other content of the training includes theoretical courses on democracy, competing for the German Sports Badge (which many American soldiers wear), and firing the Heckler and Koch G3 rifle and P1 or P8 pistol.

There can be significant professional learnings from studying the training techniques and tactics of other armies. Having different training programs for diverse talents and abilities, training in basic for missions with international organizations, and emphasizing taking action rather than instant obedience, are three good examples.

Summary and Conclusions:

The ultimate purpose of basic training is to take raw civilians and transform them into proficient soldiers with the foundational skills to survive and even thrive on the battlefield. In the course of the history of basic recruit training several common themes and patterns emerge. From the time of Sparta until today basic soldier training has had four basic components. These include *instilling discipline, physical conditioning, handling the weapons of war, and drill and marching*. Because of the modern means of transporting soldiers to and on the battlefield marching has lost much of its value as a primary method for soldier movement. However, it still retains its value in instilling discipline and teaching instant obedience to orders.

It could be said that field craft or the skill of successfully living and working outdoors could be added to the list of four. However, up until the Eighteenth Century many individuals who became soldiers lived outdoors a large percentage of the time in any event. Learning the skill of field craft only became an issue during the industrial revolution and beyond. Therefore it was not added to the list key components of basic training.

Armies over the centuries have trained these four components of basic training at different levels of efficiency. The quality of basic training has undoubtedly impacted the effectiveness of the entire force particularly during wartime. This should provide strong motivation for leaders of basic training activities to conduct the best and most creative, innovative training possible.

One other unfortunate constants of basic training over the years has been the abuse of the recruits by the trainers. The degree of this has varied over time and cultures and has generally been justified by the cliché, “treating recruits harshly is necessarily for good discipline and therefore their survival in combat.” Many excesses and cruelties have been perpetrated as a result of this mindset.

The Ribbon Creek Incident is a famous example of this mentality. It is discussed in some detail in this section because of its implications and lasting lessons. The incident took place on 8 April 1956. Marine Staff Sergeant Matt McKeon, a World War II and Korean War veteran and also a drill instructor stationed at the Marine Corps Recruit Depot Parris Island, South Carolina, was not satisfied with how his platoon of trainees was progressing. This was the first platoon he had instructed. At approximately 20:00 hours and after he had allegedly used alcoholic beverages, he took his platoon of seventy-four recruits on a cross-country march with full field gear as a disciplinary measure. He marched them into Ribbon Creek, which was a swampy tidal creek. Some of them could not swim. The result was that six recruits drowned and SSgt McKeon was court martialed for manslaughter and oppression of troops.⁵⁷

Many Marine war veterans came to McKeon’s defense using the traditional argument that such training was necessary for effective discipline and survival in combat. Several testified on SSgt McKeon’s behalf beginning with the commandant of the Marine Corps, General Randolph Pate. He said all the training of Marine Corps is to prepare for war and for no other reason and that

discipline is the most important factor of all. The commandant belittled the charges against the McKeon and stated the sergeant was not guilty of oppressing his recruits. When asked by McKeon's lawyer what punishment he would recommend, General Pate said, "I think maybe I would take a stripe away from him; I would have him transferred away for stupidity; and I would have probably written in his service record that under no conditions would this Sergeant ever drill recruits again. I think I would let it go at that."⁵⁸

Retired General Lewis "Chesty" Puller, the most decorated Marine in history also testified on McKeon's behalf. Puller indicated that McKeon's actions did not warrant a court martial. He maintained that the most important factor in military training is discipline and that without it a unit is no more than a mob. His personal experiences in the Korean War confirmed that when marines were unsuccessful it was primarily because of a lack of discipline.⁵⁹

Despite these general officer testimonies, McKeon was convicted of involuntary manslaughter by simple negligence and of drinking in an enlisted barracks. He was acquitted of the two most serious crimes: oppression and manslaughter by culpable negligence. The jury recommended that McKeon be reduced to the rank of private E-1 and dishonorably discharged. A review by the Secretary of the Navy allowed McKeon to stay in the Marine Corps as a private in order to retain his livelihood and benefits. McKeon retired from the Marines with a disability in 1959.⁶⁰

As a direct result of this incident, the Marines revamped its basic training program. Punching or kicking the recruits was now forbidden. The hazing of recruits was significantly reduced. Recruit training was expanded from ten to twelve weeks so drill instructors would work fewer hours per day. The number of drill instructors assigned to each platoon was changed from two to three. Single instructors no longer lived in the barracks with recruits but now had their own housing. New drill instructor schools were established and DIs were more carefully selected. To recognize a new norm of professionalism, the campaign cover, which are the hats drill instructors wear that resemble that of

"Smokey Bear," were re-instituted. The role of the drill instructor was reformed to now emphasize leadership, example, persuasion, and the use of psychology in the process of recruit training.⁶¹

The Ribbon Creek Incident is a classic example of the challenge leaders of basic training face in determining "the line." That is, where is "the line" to be drawn between instilling sufficient discipline in recruits for combat and when is that discipline too harsh, brutal, or oppressive? This is one of many special challenges faced by leaders involved in training recruits.

Finally, the quality of its leadership determines the success or failure of every endeavor. The same is true in the training of recruits. It is essential for the army to select very talented and qualified officers and non-coms to train recruits. Doing this will guarantee the soldiers sent to the force after basic training will have received the best possible combat training. This includes training in soldier skills, motivation, and attitude. Outstanding officer and non-com performance in training recruits must also be recognized and significantly rewarded so they have a feeling of validation and not career exile! This will also draw and keep the best possible leaders in the recruit training business and is essential for the ultimate safety and security of the nation.

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Professional Development Questions:

1. What are the primary and secondary purposes of basic training?
2. The Spartans used elders, the Romans used centurions, and Napoleon's French army used seasoned veterans to train their new conscripts. What is the advantage of having experienced soldiers train new recruits? Are there any disadvantages to this approach?
3. The article makes a point about there being "a certain magic to the almost intangible and subtle cultural process of basic training." What does that mean and how does that process actually take place?
4. The article suggests there are four components, i.e., themes and patterns, of basic training that have remained constant over the centuries. Do you agree or disagree? Are there other components?
5. Basic training in the Spartan society emphasized self-discipline, austerity, and superhuman self-control, regardless of the danger, hardships, or pain involved. Why was this effective in Sparta and how effective would such an approach be in today's Western societies?
6. Why was the Roman centurion Lucilius murdered by his own troops during a mutiny? Is there a lesson in this and if so what is it?
7. Why did Frederick the Great of Prussia say, "If my soldiers began to think, not one would remain in the ranks!"? How does that relate to today's emphasis in the US Army on "critical thinking?"
8. The French Army used the 1791 Drill Book. The German Army of World War II used the 1936 Truppenfuhrung Manual. Why were these documents considered to be key to the early successes for both armies? What is the lesson in that for today's armies?
9. In the US Army of World War II section of the article there was a comment: "These men (the drill sergeants) had the power to influence in a marked degree, the manner in which recruits accepted army life." What do you think the drill sergeants did so the recruits would readily accept army life? Might the same be true today?
10. As a result of the Ribbon Creek Incident in which six Marine recruits drowned, their drill instructor, SSG McKeon was court martialed. Both the commandant of the Marine Corps, General Pate, and the most decorated Marine, General Chesty Puller, testified in the trial that McKeon should not have been court martialed for this. What was their rationale for saying this? Do you agree or disagree and why?
11. Where is "the line" in basic training between instilling sufficient discipline in a recruit for survival in combat and when does that training become too harsh, brutal, or oppressive?
12. Do you agree or disagree that the quality of the leader and his or her leadership in leading basic training determines the quality of soldiers this training will produce? Why?
13. What are your impressions and reactions to this article? What thoughts and feeling did it trigger? What were your biggest learning's and take-aways from the article? Would you recommend it to others?

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TRADITION

Fort Jackson has had a vital role in preparing Americans to serve their country for over 95 years. When the installation was built in 1917, just like today, our nation was at war. Since then, numerous units have prepared for battle here—the 4th Infantry Division, the 101st Airborne Division, and the 81st Infantry Division. More than 500,000 Soldiers trained here before fighting in World War II. The Soldiers who trained here before us leave us with a proud legacy and have inspired many to follow in their footsteps. Although the Army has changed tremendously over the years, we are all part of that lineage of brave Americans. All of us should be proud to be part of the tradition that defines this great installation.



TRAINING

Training is our hallmark. With two Brigades, nine Battalions and 52 Companies focused solely on training Soldiers in Basic Combat Training (BCT), Fort Jackson, is the largest Initial Military Training Center in the U.S. Army. Roughly half of all Soldiers who complete Basic Combat Training in the United States Army do so at Fort Jackson, SC. We are also home to Advanced Individual Training units, the Soldier Support Institute, the Drill Sergeant School, Armed Forces Chaplain Center and School, TSSD, and the National Center for Credibility Assessment.



TRANSFORMATION

Although we have a proud tradition on which to rely and inspire us, we must never lose sight of the future. To be effective, we must be willing and ready to accept change. Transformation means more than just modernizing our infrastructure. This means constantly challenging ourselves, our methods, and our means. Transformation is not a new concept here. Our responsibility as leaders hinges on our ability to continually evaluate and improve training. It is only by providing the best training that effective transformation from civilian into Soldier can occur.





Drill Sergeant Resilience:

Maintaining Effectiveness throughout the Cycle

SFC Robert W. Bigda Jr.

When I came on the trail as a Drill Sergeant at Fort Jackson I was given some key advice from the Senior Drill Sergeant I was taking over for: “The first 48 hours of Basic Combat Training (BCT) sets the tone for your platoon the entire cycle.” This advice stuck with me my entire time as a Drill Sergeant and as new Drill Sergeants were assigned I would pass this little nugget on to them.

Looking back I realized that there was more to it than just the first two days a Soldier started their transformation process. Yes the first 48 hours are a crucial period for initial control of your formation, but there are other factors that carry over throughout the cycle. If you started letting up on your Soldiers as the cycle progressed, or if you allowed Soldier deficiencies to go unnoticed and uncorrected, the Soldiers’ level of military bearing and discipline would start to backslide. The problem lies in how to maintain your intensity level as a Drill Sergeant not just through the first 48 hours but through the whole 10 week cycle. A Drill Sergeant can burn himself or herself out very quickly yelling at the top of their lungs for the entire time. This will cause the Soldiers to tune you out by the end of the first week. You lose your effectiveness to communicate that sense of urgency required of a Soldier. Coming up with a plan that maintains intensity and keeps your subordinate Drill Sergeants capable of sustained operations is an integral part of managing your team.

Here are some techniques and observations I’ve compiled throughout my 24 months as a Senior Drill Sergeant and 8 months as a First Sergeant in BCT. They are not by any means all encompassing.

- Sometimes the quiet Drill Sergeant is far more effective than being the “over the top” walking loudspeaker. When I went through OSUT at Fort Benning I was more scared of Drill Sergeant Newton than my other two Drill Sergeants. He would never raise his voice, lose his cool or even show an ounce of emotion. But if you were deficient, the platoon paid in sweat. Needless to say we paid a king’s ransom through no fault but our own. We walked a tight line when he was around.
- Being the Drill Sergeant that Soldiers go to for advice all the time because you let them get over causes an undermining effect not just across the platoon but across the company. Soldiers from every platoon will seek you out because you’re “nice”. In turn, you also have to know when it’s time to take off the hat and show the Soldier that you are still a human being. We are still Noncommissioned Officers and our Soldiers’ welfare is part of our mission.
- The “Good Drill, Bad Drill” method only works if the “Good Drill” still holds the Soldiers to the same standard as the “Bad Drill”. Taking your hat off and showing them you’re human doesn’t mean you cease to be a Noncommissioned officer.

Drill Sergeant Resilience

- Don't let you or your Drill Sergeants get overly emotionally invested in your Soldiers. Taking ownership is one thing, but taking responsibility for everything an Initial Entry Training (IET) Soldier does or fails to do will destroy you mentally.

- Realize that IET Soldiers might fail more than they succeed at first and adjust your leadership style to accommodate the individual Soldier. Shotgun blasts are effective for Red Phase. As the cycle progresses through White and Blue Phase, eventually you have to address the individuals' deficiency in training and take the appropriate steps to correct it.

- Senior Drill Sergeants, know your subordinates. Understand their breaking point; be able to identify it before it becomes the 50 meter target. If your battle buddy is throwing his hat like Kung Lao from Mortal Combat, it's time to pull them off the line to decompress. One of the quickest ways a Drill Sergeant will burn themselves out is to set unreal expectations of Soldiers and then take their lack of proficiency on a task personally. They are going to make mistakes; they are going to make every mistake imaginable. Accept it, identify the problem, counsel and retrain them.

- That Drill Sergeant that is running around screaming and yelling the entire cycle is the one you have to keep an eye on. It's usually one of two things: They are untrained, unsure or unskilled at the task they are giving a block of instruction on or they have a mountain of underlying issues and are venting their frustration onto their Soldiers. A Drill Sergeant is a Coach, Teacher and Mentor not a professional bully.

- Manage your Drill Sergeants wisely. Just because they're not married doesn't mean they can take more abuse before becoming ineffective. Be fair and impartial when tasking your subordinates.

- Continuously tasking that one Drill Sergeant because he or she is reliable will eventually wear them out. "Dirty Work" for example: picking up or dropping off chow and running ammo for a range. If you can spare it, take out a less experienced Drill Sergeant with the experienced one so they can see what right looks like. Don't throw the new guy/girl to the wolves. The ammo NCO can make or break the flow of a range.



At first glance, all of these things might seem like common sense, but you would be surprised at how little sometimes the common sense factor is applied to maintaining acceptable levels of performance for cadre. As a Drill Sergeant you tend to look at yourself as invincible. By the time you realize you or your subordinates have hit the wall it's usually too late. Take that extra time to evaluate and refine your strategy. This quote comes to mind: "Insanity is doing the same thing over and over and expecting different results." You have to change the conditions in order to change the outcome.

Utilizing every asset available to maintain your subordinates' optimum level of effectiveness is key to your unit's mental and physical endurance. Just like assessing risk, assessing levels of cadre resilience is an ongoing process. It is your responsibility to make the necessary changes to sustain continuous operations throughout the entire BCT cycle.

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Good Order and Discipline In Basic Combat Training Companies

COL Joseph McLamb

Good order and discipline are not naturally occurring phenomena; armies devote extraordinary energy to developing and maintaining them. Over the past decade of war, perhaps nothing is more impressive about the performance of the US Army than the degree to which we have successfully maintained good order and discipline. In more than ten years of combat, the number of incidents of collapse of good order within Army formations has been remarkably small.

Small, but not zero. Aside from the well-documented problems with individual misconduct¹, we have experienced several highly visible incidents where small groups of American Soldiers have cooperated in violating orders, Army values, and the laws of war. In each of these cases, leaders find themselves expressing shock at the actions of their Soldiers, and asking themselves, “How did this happen?”

Unfortunately, I had to ask myself this question after a breakdown in good order and discipline led to the murder of an Iraqi family by Soldiers of the brigade where I was serving as an operations officer in 2006. More than six years later, I am not certain that I have the full answers, but I believe I have gained some insight into what contributes to a breakdown in good order and discipline, the

indicators that such a breakdown is increasing in likelihood, and even some things we can do to reduce that likelihood.

The operational environment of Basic Combat Training is, of course, significantly different than that of combat. Nevertheless, I believe that the lessons about good order, painfully learned in combat, have direct applicability to our operations at Fort Jackson. As recent events in the US Air Force demonstrated all too clearly, the unique environment of basic training does not preclude a small group of leaders from cooperating in violating orders, regulations, and American values. Maintaining good order and discipline in Basic Combat Training is just as important, and perhaps as difficult, as in combat.

The good news is that leaders have been thinking about and accomplishing this task with a great deal of intelligence and energy, particularly with regard to the trainee population. From reception to graduation, from rolling socks to basic rifle marksmanship, we have established techniques and procedures designed to instill and maintain discipline in the Army’s newest Soldiers². This work is incredibly important, and we do it well. It is equally important, however, that we approach the good order and discipline of our leaders with equal intelligence and energy.

¹ Department of the Army. Army 2020: Generating Health and Discipline in the Force Ahead of the Strategic Reset, 2012.

² LTC Nick Crosby, “Discipline Starts with Rolling Socks,” Jackson Journal, Volume 1, Number 3 (Oct-Dec, 2012): 6-10.

Operational entropy

Commanders do not have to prompt a breakdown in good order; unless they are actively engaged in preventing it, environmental factors can produce a breakdown in a remarkably short time. In combat, the most important environmental factors producing entropy in good order are task overload, fatigue, frustration stemming from the lack of control over some of the primary factors of success, and the anxiety created by the pervasive presence of sudden, violent death. All but the last of these are present in the basic training environment.

Anyone who has served in a basic training unit does not need to be told that such duty is far from the “taking a knee” image often imagined by those without such experience. The operational tempo of basic training is very similar to that of a unit in its intensive training cycle just prior to deployment; early mornings, late evenings, and week-end duties are common. But unlike the intensive training cycle, which builds in intensity and culminates in the departure of the unit for the combat zone, the tempo in basic training remains high throughout a leader’s tour. The number of tasks that must be performed is large and relentless. A sense of being overwhelmed is common, and is a key factor in undermining good order and discipline.

The cumulative effect of the operational tempo is even more insidious. As the weeks and months go by, leaders are increasingly subject to physical, mental, and emotional fatigue. In fact, the more



diligent a leader is in performing his duty, the faster he tires. Unless the organization takes steps to mitigate fatigue, even the best leaders begin to exhibit a decline in performance.

Tired leaders are frequently angry and frustrated leaders as well, especially when factors important to the success of the unit lie outside of their direct control. In combat, for example, a company commander may find himself exasperated by his dependence on a host nation military unit that consistently demonstrates that its own higher headquarters, and not the company commander, drives its behavior. At Fort Jackson, leaders experience the same frustrations, but with organizations in general support to the installation rather than with coalition partners³. Even when

relationships with supporting organizations are cordial and cooperative, leaders cannot escape the fact that resources must be shared across the formation – at times this means that a leader’s ability to perform a specific task is affected more by resource availability than the leader’s willingness or skill.

Finally, while sudden, violent death is certainly not a part of routine operations at Fort Jackson, almost all leaders have some degree of apprehension about their potential for failure in the closely scrutinized environment of basic training. Stories of officers and non-commissioned officers relieved because of inappropriate relationships, trainee abuse, and other causes are frequently shared among leaders, and can contribute to a sense of heightened anxiety about one’s career. If

³ Junior military leaders at Fort Jackson are prone to say that support agencies on the installation “work for us.” This is a confused and inaccurate visualization of the actual support relationship, which is more accurately labeled as “general support,” defined in detail in Table 2-2, Army Support Relationships, in ADRP 5-0, The Operations Process, May 2012. Both officers and non-commissioned officers will find this table, as well as Table 2-1, Army Command Relationships, useful in understanding how units relate to one another.

not counteracted by organizational leadership, this sense of danger can have the same type of impact on good order and discipline that the fear of bodily harm and death has on units in combat.

All of these factors – high operational tempo, leader fatigue, frustration over the lack of control of resources, and apprehension about personal career – are present, to a greater or lesser extent, in most basic training formations most of the time. How, then, can a leader know when they are beginning to have a detrimental impact on the good order and discipline of her organization? Both personal experience and academic study seem to indicate that there are tell-tale signs of trouble that are visible long before collapse⁴. Leaders simply need to know where to look for early warning signs.

Harbingers of breakdown

An army, and the units that make up that army, can survive just about anything – except self-pity. When members of a unit begin to feel sorry for themselves, the good order and discipline of the organization are in danger. If leaders don't quickly recognize self-pity and take actions to correct it, it can become a cancer that threatens the life of the organization.



Military duty is tough, demanding, and unrelenting. This is true in combat and in most other environments. How leaders react to these challenges largely determines if the unit sees them

as a source of pride or self-pity. Some units take great pride in their extra hours of work, reputation for mission accomplishment regardless of obstacles, and “all in” approach to every task. Other units respond to the demands placed on the organization by allowing a general sense of isolation to permeate the unit. Two beliefs begin to take hold: first, that no one else in the Army faces challenges so severe, and second, that no one outside the unit appreciates the sacrifices the unit is making. Eventually, the organization builds a narrative (the story that the unit tells itself about itself) that centers on the image of the unit as a victim: under-manned, under-resourced, over-tasked, and unappreciated.

With a narrative of self-pity firmly in place, a unit is extremely susceptible to the next progressive indicator of collapse: a general loss of trust in anything or anyone outside the unit. The vague sense that the higher headquarters and adjacent units do not fully understand the problems the unit is facing is replaced by a more radical assertion: everyone outside the unit is actively working against us. Once a unit reaches this point in the collapse of good order and discipline, severe breaches in professionalism become possible. A commander can convince himself, for example, that withholding a report of bad news from his higher

headquarters is justified – “They would only over-react anyway; they don't understand what it's like down here.” The commander's subordinates watch his selective reporting, and emulate it. Soon no leader has a real grasp of the

unit's situation, as each leader receives only what his subordinates want him to know, and he reports even less to his own commander.

⁴ LTC Joseph McLamb. “How Thin is the Ice?: The Potential for Collapse in Today's Army. Master's thesis, Advanced Operational Art Studies Fellowship, 2010.

Permeated in self-pity and disconnected from the rest of the Army, a unit drifts into the third and final stage preceding collapse: the emergence of dysfunctional cohesion. It is a common error to imagine that units under stress disintegrate into an “every man for himself” mode. While this does happen, it is very rare. Much more commonly, the unit develops an extreme form of cohesion built around one or more unit values – values that can be at sharp odds with Army values, direct orders, and even the law of war⁵. Individual survival, for example, may replace mission accomplishment as the primary value of the unit. At this stage in a unit’s collapse, the assigned leaders may no longer be the de facto leaders. Indeed, a desire to abolish the Army’s chain-of-command and reestablish one based on some criteria of the unit’s choosing (longevity in the unit, for example) is often an indicator that the unit is in serious trouble, and that good order and discipline are in jeopardy.

Is this possible in a basic training setting? While our units are certainly not under the same levels of stress we experienced in combat, it does appear that the potential for these factors to emerge in a basic training company is real. The hours are long, most of us have had multiple combat tours, our families are under stress, and many, if not most, of us would much rather be in operational units; all we have to do is focus on these realities to allow self-pity a foothold in our organizations. The leader to led ratio is much lower here than in an operational unit, most officers have never been drill sergeants, and much of the training conducted by non-commissioned officers is executed out of sight of senior leaders; how easy is it for junior leaders to convince themselves that “no one understands”? Nor are we immune from dysfunctional cohesion; too frequently companies build their unit image around something other than mission accomplishment. Seeking a reputation for

“being tough” on Soldiers or completing training in the shortest possible time are examples. An unintended consequence of the Drill Sergeant Program works at odds to the Army’s chain-of-command as well. A staff sergeant addressed as “drill sergeant” may easily forget his professional relationship to a sergeant first class also addressed as “drill sergeant,” and mistakenly assume that they are peers. For all of its positive impact, the “battle buddy” culture among leaders can undercut the unit’s professionalism by replacing loyalty to the Army with loyalty to the members of one’s platoon or company⁶.



Unfortunately, it is possible to imagine a basic combat training company that slowly disconnects itself from the larger Army, perceives itself as the victim of injustice (“No one knows how bad we have it...”) and soon begins to develop its own set of values, at odds with those of the Army (“The most important thing is that we take care of one another...”). Once a unit reaches this point, the potential is real for otherwise trustworthy leaders to cooperate in violating orders, training regulations, and Army values. Fortunately, energetic and competent leaders can not only prevent this from happening, but produce strong, cohesive units focused on mission accomplishment.

⁵ LTC Robert Rielly. “The Darker Side of the Force: The Negative Influence of Cohesion.” *Military Review*, Mar-Apr 01: 58-64.

⁶ Most of us think of cohesion as a quality that is good in and of itself; the idea of “bad cohesion” seems almost self-contradictory. For perspective, read Charles W. Sydnor’s *Soldiers of Destruction: The SS Death’s Head Division, 1933-1945*. Sydnor recounts in detail the remarkable cohesion of one of the most infamous German divisions, as well as its consistent rejection of German Army values in favor of Nazi Party values. The cohesion of the unit rested on the common experience of its leaders, the vast majority of whom started their military careers as guards and officers in the concentration camps.

Strengthening the organization

Competent and positive leaders, positioned to share the hardships of the mission; clear and consistent communication; realistic training; care for leaders; and strict accountability are key factors that allow a commander to build a strong organization that is not susceptible to self-pity and a consequent collapse in good order.

Albert Schweitzer is credited with saying that personal example is not the main thing when it comes to influencing others – it is the only thing. However true that may be as a general rule, it certainly applies to how units react to adversity. Leaders who feel sorry for themselves produce units that feel sorry for themselves. Indeed, after three years of combat experience in Iraq I am tempted to say that leaders have no more important task than keeping hope alive in their subordinates.

The good news is that competent leaders with positive, optimistic attitudes produce units who are confident in their ability to accomplish any mission, regardless of the obstacles. By this I do not mean the sort of over the top, impossibly positive attitude we typically associate with the clueless leader who fails to understand reality, but a more mature type of optimism that fully recognizes the obstacles and hardships but remains confident in the unit's ability to overcome them. Perhaps the single most important thing a commander or first sergeant can do to prevent his company from falling into self-pity is simply to resist the temptation to feel sorry for himself.

Competent, positive leaders are of no value, however, unless they are forward on the battlefield. The single most effective way to fight the sense of isolation that marks the early stages of collapse in good order and discipline is to be with subordinate leaders in the performance of their duties, sharing the associated hardships. Perhaps this sounds old-fashioned or even outmoded given our modern communications technology. It is not - there is no app to replace the personal presence of commanders and first sergeants. I believe that this applies with equal force to battalion and brigade leaders. Modern communications technology makes it possible for a senior leader

to position himself well forward on the battlefield and remain completely connected to the staff; senior leaders have a critical role to play in fighting the sense of isolation, maintaining confidence in the unit's ability to complete its mission, and in communication.

Clear and consistent communication is the second ingredient in a resilient organization. Of all the characteristics of effective communication, clarity and brevity are the most important. If you can't afford both, then invest in clarity. Many of the communications habits common in the social media arena are not appropriate for leaders communicating with subordinates – being clear is almost always more important than being concise. One senior non-commissioned officer once told me that he believed eighty percent of the Army's problems to stem from leaders failing to adequately communicate orders and intent. After more than two decades of service, I'm inclined to conclude that the percentage may be even higher.



Failure to communicate clearly is most often the result of a desire to avoid the appearance of being demanding, but the negative consequences almost always outweigh whatever gains in popularity the leader might accrue. Consider a company commander who recognizes that he needs to move a non-commissioned officer from second platoon to third platoon for tomorrow's training event. He

could tell the second platoon to “send someone to help out third platoon tomorrow.” This comes across as a very friendly and reasonable directive, but lacks clarity. Second platoon will likely dispatch a non-commissioned officer to third platoon at some point during the day, but don’t be surprised if he proves to be something less than helpful – in his mind, he is still part of second platoon, doing a “favor” for third platoon. Contrast this with the clarity provided by the commander directing, “Second platoon, place one non-commissioned officer under the operational control (OPCON) of third platoon from 0800 tomorrow until the company has closed back into the company area tomorrow evening. Let the first sergeant know the NCO’s name before 1600 today.”

Some will take exception to this line of reasoning, perhaps arguing that units with demanding leaders are more likely to experience the sense of



isolation and distrust than those with leaders are more “diplomatic” in their orders. Personally, I’ve seen no evidence to support this. My experience is that leaders at all echelons prefer clear, unambiguous orders, open and consistent expectations, and a sense of confidence that the commander means what he says. Unclear or inconsistent communication encourages subordinates to see themselves as victims, increases the

likelihood of self-pity, and sets the conditions for the emergence of a unit narrative that runs counter to Army values.

Optimistic leaders, placed well forward on the battlefield and communicating with clarity, only go so far in strengthening a unit’s good order and discipline. A third critical ingredient is realistic

training. This requires both a strong will and considerable imagination from commanders. Even the strongest of wills is almost certain to be tested by junior leaders who will argue that their role is to train new Soldiers, not to be trained by their commanders and first sergeants. Only a very active intellect can successfully train subordinate leaders in the very limited available time in the life cycle of a basic combat training company. Yet the evidence is clear that commanders who assume that their NCOs are universally well prepared for their duties as primary trainers are in for a rude shock. The Army does an excellent job of delivering top quality NCOs to our companies, but their ability to effectively train new Soldiers varies widely. The role of the company commander and first sergeant is to make each NCO as good as they can possibly be – this requires the unit to commit time and energy to training and certifying leaders as trainers, a process that is resource intensive and cannot be completed on the cheap. When commanders make this investment, however, the pay-off is remarkable. NCOs who are confident in their ability to train, with a confidence based on demonstrated professional competence and not a mystical belief in the power of the campaign hat, are not only more effective but also much more proud of themselves and their unit. Shared professional competence developed through a rigorous, realistic training program puts incredible resilience into the good order of an organization.

In developing a training plan for leaders, however, commanders cannot ignore the needs of their junior leaders. Cycling leaders out of action for passes and the cadre resiliency program are important aspects of caring for subordinate leaders, as are insisting that leaders vacate the barracks at a reasonable hour, share duties equitably, and take leave during the appropriate periods. As a general rule, company commanders seem to understand these needs, and to be aggressive in meeting them. Other needs, however, get less attention. Getting NCOs to the NCOES course they need for promotion, requiring personal professional development, ensuring that leaders get the medical attention they need, promoting developmental

assignments such as drill sergeant leader at the Drill Sergeant School, and honest performance counseling are all part of “taking care of Soldiers.” Too frequently commanders include only 4-day passes and the litany of “all our NCOs are great” under this heading.

Perhaps most importantly, leaders who wish to maintain good order and discipline must be thoroughly committed to accountability for all members of the unit. It is in this area that the greatest room for improvement lies. Commanders and first sergeants who will not hesitate to separate a trainee for hiding tobacco in his wall locker will underwrite repeated offenses of a much more serious nature when committed by an officer or NCO. Indeed, my observation has been that units that are the fastest to hold trainees accountable tend to be the slowest to hold leaders accountable.

This creates for an inverted sense of justice, and runs directly counter to how leadership is envisioned in our doctrine. Outside of the basic combat training environment, we expect leaders to carry heavier loads, work longer hours, and attain a higher standard than the led. We would rightly condemn a leader who carried a lighter load than his subordinates on a foot march, wore improved body armor while requiring his subordinates to wear the older, heavier version, or ate a hot meal while his subordinates were having MREs. In the basic combat training environment, however, the temptation is always present to think of ourselves as something other than leaders, and our trainees as something other than Soldiers. When we give in to that temptation, we find ourselves allowing behavior among our leaders that would never be accepted in the units which we served in combat.

The paradoxical nature of accountability is that morale and cohesion in a unit with a strong sense of accountability are almost always higher than in one where standards are routinely relaxed. Some of the Army’s best units share both a reputation for consistent mission accomplishment and an almost ruthless willingness to hold members of the unit accountable for their performance. It may seem

to be illogical, but the truth is that our officers and NCOs are not looking for a unit where the best performers, the good performers, and the poor performers are lumped under a single heading of “everyone is doing great.” They are looking for units that reward exceptional performance, improve those who have unrealized potential, and correct and if necessary eliminate those who do not meet unit standards. This is as true for our junior officers and NCOs as it is for the newest trainee.

Good order and discipline

Order and discipline are not naturally occurring, but our Army’s history clearly teaches that they are attainable and sustainable. To be a successful company commander or first sergeant in the basic combat training environment requires consistent efforts to attain and sustain good order within the unit cadre, not just the trainee population. Competent and positive leaders, positioned to share the hardships of the mission; clear and consistent communication; realistic training; care for leaders; and strict accountability are key factors in achieving success.

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THE ARMY is the most outstanding institution in every country, for it alone makes possible the existence of all civic institutions.

Field Marshal Helmuth Graf von Moltke (1800-1891)

DIVERGENT THINKING AND TRAINING IN THE BCT ENVIRONMENT: A LIEUTENANT'S PERSPECTIVE

1LT Stephen Mauney

At the moment, it seems as if almost every country on Earth is reforming their education system. The reasons are endless: economic, political, cultural - you name it. For this to happen, especially on such a big scale, there had to have been some sort of global trigger - a catalyst that manifested itself enough to show people that students - not just children - aren't learning and comprehending things to keep up with the global pace of, well, humanity and all of the systems with it.

Since the creation of our current system of education, the design has been intended for purposes different from what they may be today. Emphasis on basic academia, knowledge of the classics, a sort of reasoning that is formed to construe certain logical truths. Education was and still is, fairly compartmentalized, with separate subjects and separate classrooms and separate teachers to teach separate groups of students in separate facilities. But, as we can see today in both the classroom and at a field training exercises, students are easily distracted from what they consider to be 'boring stuff.'

We are living in the most intensely stimulating period of time and yet boring powerpoints slideshows and education techniques still commonly appear through our instructional formation ranks. Learning and especially training, doesn't have to solely be achieved through a 'production line' mentality. Granted, the sheer number of Soldiers pushed through Basic Combat Training annually requires an acute attention to time management and efficiency. But, this doesn't have to come at the cost of lowering standards and anesthetizing ability.

Collectively, our Soldiers are divergent thinkers. They have the ability to see lots of possible answers to a question. More than being creative, they are adaptive and think non-linearly. They see multiple answers to problems and will persistently suggest that there are multiple ways to interpret a question. This is an educational multiplier that can be leveraged to foster a dynamic learning environment for Soldiers. Frankly, it's our task as Leaders to accommodate this advantage and develop this capacity so that the learning can extend far beyond the training environment to the most unforgiving that our Soldiers might experience.

Initial Entry Soldiers have the capacity to grasp both complex problems and systems. How can we accomplish this in Basic Combat Training? Army Learning Concept 2015 is a great guide that has us well on our way. The first paragraph in the foreword by General Dempsey of TRADOC Pamphlet 525-8-2 (The US Army Learning Concept for 2015) states that, "We live in a much more competitive security environment. This means that we have to learn faster and better than our adversaries. Stated a bit differently, we must prevail in the competitive learning environment." The pamphlet openly admits that the Army's learning model is an outmoded way of doing business, is outdated, and only capable of limited innovation.

In the book Common Sense Training, Lt. Gen. Collins says that trainers should possess the "ability to see - that is, the power of observation." One step in developing our Soldiers and understanding the unique challenges and dynamics of a particular group is to simply observe them. Often times as leaders we fail to take the time to do this. We fall into the trap of placing ourselves comfortably in front of paperwork and lose sight of how big of an impact we have on the lives of thousands of Soldiers; we cannot afford to be unobservant.

Manage your time so that you are out from behind the desk at the crucial training times of the day. While you're out with your troops, in addition to watching them, talk to them. Don't feel like you have to give them speeches or an inspirationally charged dialogue, just converse. Ask questions and look for ideas and trends so that you can get an accurate picture of how your troops think and progress through that tasks you are giving them.

Another way to take full advantage of the divergent thinkers in your unit is to encourage learning environments that are group oriented. "But, they'll copy each other! And that's cheating!" – a linear thinker might say. THIS JUST IN -

outside of the school setting we call it collaboration. I addressed in the beginning that divergent thinkers aren't wired to think linearly, that's why it's important to continually urge teamwork

and collaboration. ALC 2015 says that "Soldiers and leaders alike can create high-performing formal and informal groups by influencing individuals and partners to work toward common goals effectively. In turn, cohesion, communication, cooperation, and dependability skills are reinforced in the process." These attributes are directly nested with the Seven Army Values. We must break away from the old-age mindset that standardized testing is the final determination of whether a student has grasped a concept. Units are beginning to do this already. We can create a completely different experience and testing atmosphere if we can make our training more aesthetic. This is to say, that we incorporate more than the sense of hearing while we're instructing. We must

instruct and train so that we are allowing our Soldiers senses to operate at their peak. Training and instruction can prove much longer lasting if it's approached as an experience and not a manufacturing tool. Get out of the classroom and into a training area!

The learning capacity of our Soldiers is nearly infinite. We are charged with an immense duty to think divergently on how to make best use of this. Once we start changing the habits of our trainers and the culture with which we train, we will see exponentially greater results. Not just higher scores, but a real comprehension of the task at hand. We will see the ability for Soldiers to use different methods to arrive at one

solution. The Army Learning Concept for 2015 says that our learning atmosphere and instructional approach should concurrently integrate and reinforce adaptive and resilient Soldiers

and leaders of character who can think critically. Enough so that it becomes a Soldier Competency for the 21st Century. *What are you doing to make this happen?*



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Chaptering Soldiers:

The Good, the Bad, and the Ugly

SSG Steven Armstrong

There is an unspoken side of Basic Combat Training (BCT) that plays a key role in the Ft. Jackson mission. Either for the good, the bad or the ugly, chaptering Soldiers in training is a fact of life for personnel working in BCT. Soldiers are separated from the United States Army for a plethora of reasons. Anything from injuries sustained while in training to failing to adapt to military standards can be reason for dismissal, and while administrative discharges are inevitable, the process for screening potential Soldiers and the expediency of processing these packets will aid or hinder the company's and the Army's mission as a whole.

To break down the cost of getting a civilian through basic training one would look at the average cost to feed a Soldier per day, clothe them, the salary of those training them, medical expenses, travel for them to get to their training location, etc. By the end of ten weeks the cost of sending one Soldier through basic training is relatively high. Identifying the cost analysis of transforming a civilian into a Soldier exemplifies the importance of the recruitment screening process and the efficiency of administrative actions for Soldiers that do not meet the standards. The most common administrative separations for basic combat training are listed below. They portray the importance of a company's dedication to administrative requirements as well as the issues with the current system in screening recruits for medical issues.

Chapters 2 and 5-11

The majority of administrative discharges given to Soldiers in training are chapter 2 and 5-11. These refer to injuries, mental or medical conditions that existed prior to service (EPTS).

Chapters of this nature are initiated by the Troop Medical Clinic (TMC) or Community Mental Health Service. The process pertaining to these chapters is cut and dry. Once the Soldier is identified the command team is notified. The hospital then has seven days to complete their portion of the administrative packet. Once complete the packet is routed through brigade legal to the company. The company completes the administrative paperwork and routes it to battalion for their recommendation and finally to brigade for final approval. Once approved, the brigade legal is notified and a release letter is sent to the company authorizing them to take the Soldier being chaptered back to 120th AG Battalion. The overall process for these chapters is easy to execute and can take anywhere between seven to fourteen business days to receive the letter of release.

The above example exemplifies how the command team must stress the importance of expediency and accuracy of administrative paperwork to their cadre. Every day the packet is delayed is money lost for the government. Looking further into this issue one could raise question of "What is MEPS doing to prevent these individuals from entering?" Trends within basic training show that within the first two weeks of basic training a company loses between 5-10 Soldiers. Many of these issues are medically related and existed prior to the Soldier's entry. Thousands of dollars could be saved if the government examined the recruitment process and scrutinized the medical background of the individuals that want to enlist.

Here is one example of the loopholes with this system: A Soldier went to the TMC for an upper respiratory infection. Upon examination it was discovered that he was missing a kidney which makes him ineligible for military service. Researching the recruitment of this Soldier

showed that MEPS and recruiters have no insight to disqualifying medical conditions unless the Soldier admits to an issue. HIPAA laws prevent unauthorized personnel to look into a person's medical records and MEPs does not do a thorough physical that would identify potential issues. Every cycle there are Soldiers that are identified with EPTS issues such as asthma, anxiety disorders, hospitalization for depression, sport injuries, etc. The cadre at basic training can do nothing to help this process except discharge the Soldiers as soon as possible.

It seems to be counterproductive to spend tax payer dollars getting these Soldiers to basic training just to throw them out. A simple recommendation to fix this issue is to raise the standards of the initial entry process by mandating a full disclosure of a Soldier's medical history prior to enlistment and to develop an in depth screening/physical and mental exam prior to shipment.

Chapter 5-17

In the unfortunate event that a Soldier is injured while in BCT, and rehabilitation or convalescent leave is not an option, the company will receive a recommendation for a Chapter 5-17. Unlike the Chapter 5-11, the process for a Chapter 5-17 is initiated by the company which puts the onus on the cadre to push it through in a timely manner to reduce the amount of wasted resources.

The process for a Chapter 5-17 is as follows: TMC recommends Chapter 5-17 (via letter or profile delivered by the Soldier to the company commander); company commander receives letter and task training NCO and Drill Sergeants to begin building the chapter packet; Drill Sergeants provide required documents to the training NCO; training NCO builds the initial packet and delivers it to the commander for initial read (counseling informing Soldier of his/her separation); depending on their component (ie. National Guard or Reserve) the Soldier will be counseled by the National Guard or Reserve Liaison; packet is turned in by training NCO to the battalion for processing through brigade

legal; once returned from legal the Soldier is taken to TDS to receive a legal brief; final recommendations are made by the company and battalion; brigade processes it for final approval and then authority for release is made. Chapter 5-17's should take 7-14 business day to process but often it takes longer due to poor administrative practices.

Through trial and error I have determined that attention to detail will ensure this packet is processed expediently. The most time consuming aspect of chapters initiated by the company are retrieving the required documents from the Drill Sergeants. It is crucial that administrative packets are kept on every Soldier in training. For these types of packets, documentation of a Soldier's profile, counseling on missed training, UCMJ paperwork, etc. must be submitted in order to complete processing. Loss of one document can delay packets of this nature for days. In order to improve this, training NCOs must create a system or list that aids them in the proofing of these documents prior to submittal to battalion. Command teams and leaders must take the time to enforce follow through on administrative paperwork and record keeping. It will take all personnel involved in the separation process to put forth a more concerted effort in order to return these Soldiers back to their civilian life in a timely manner.

Chapters 11 and 14

Chapter 11 is one of the primary tools used by commanders to discharge Soldiers that fail to adapt to military standards. If a BCT Soldier continually violates the rules and regulations, even after a rehabilitation attempt is made, they are recommended for this type of separation. This type of separation is not as prevalent but ensures that Soldiers graduating from basic training know how and are capable of living and upholding a military lifestyle. Similar to a Chapter 11, a Chapter 14 is used to separate a Soldier that has patterns of misconduct. The process of either one of these packets can be tedious because approval of it solely rests on the documentation provided.

As an NCO we are brought up through the ranks learning the importance of the DA Form 4856 also known as the counseling statement, and it is these statements that are the “bread and butter” of this chapter. Without accurate documentation of the issues associated with the adaptation of the Soldier the command cannot submit a recommendation for separation. Often packets are delayed because the DA Form 4856 is filled out incorrectly or incompletely (common mistakes are missing magic bullet, missing a plan of action and missing assessment comments). Additional delays are also caused by missing documentation such as UCMJ actions, proof of rehabilitation, and medical documentation. All of these issues stress the point previously mentioned that command teams and training NCOs must develop and enforce a system that prevents the loss or lack of administrative paperwork.

Sometimes separation from the Army for a Soldier is inevitable. Although some individual's hearts are in the right place everyone is not suited for a military lifestyle. It is our job as trainers and An inefficient or faulty system anywhere along the path can result in a waste of funds and resources; and it is our duty to ensure that we take all necessary measures to rectify these issues as they are identified.

For further information on how to precede with chaptering a Soldier, Contact your Battalion S-1 office or your Brigade Legal Office.

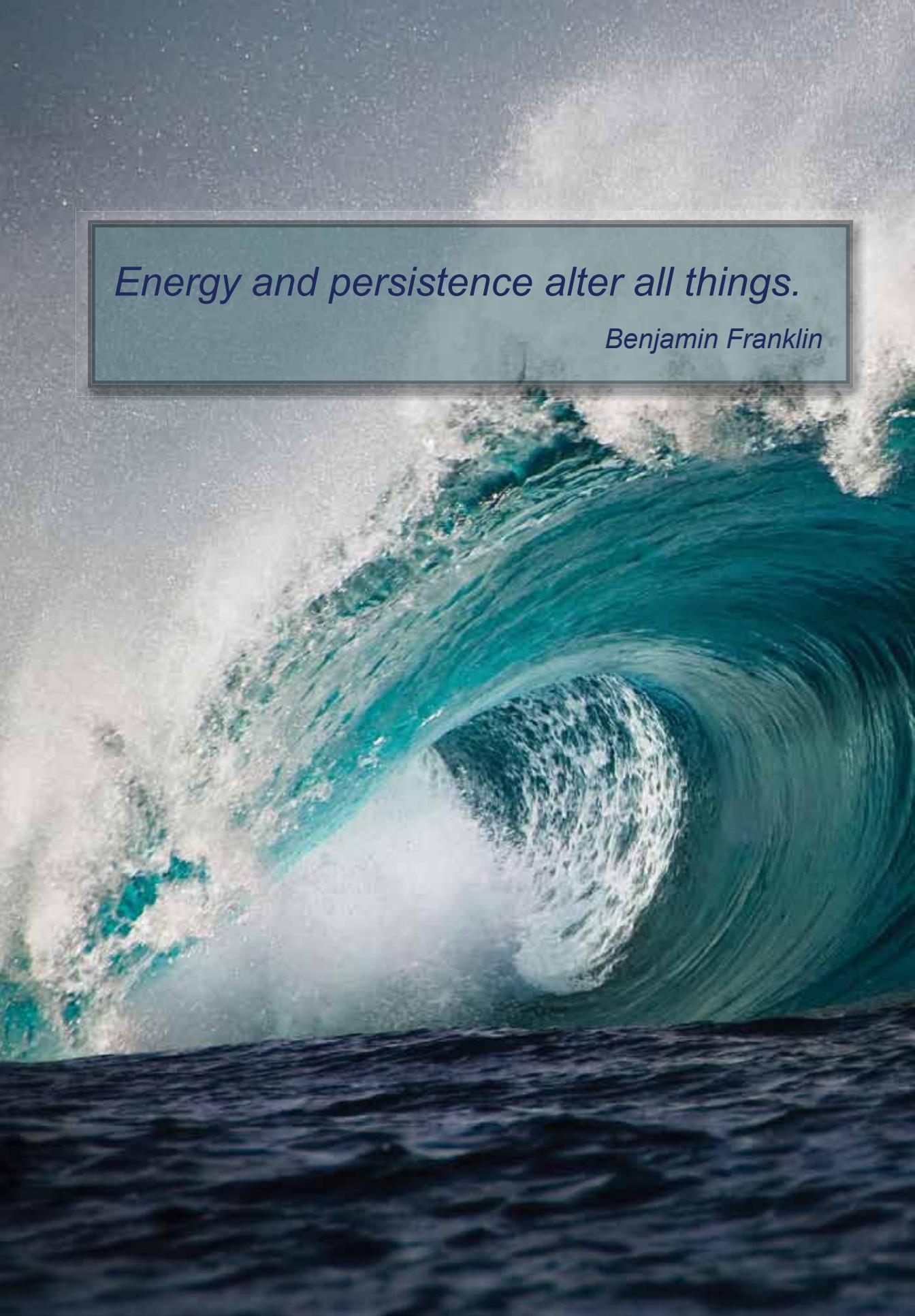
SSG Steven Armstrong is the Training NCO for Alpha Company, 2nd Battalion, 60th Infantry Regiment, 193rd Infantry Brigade.

Notes:
AR 27-10, AR 635-200
The 193rd Legal Actions SOP

Mandatory Language for Counseling a Soldier

The following statement is the “Magic Bullet”, provided by the 193rd Infantry Brigade Legal that is placed under the initial statement.

I am counseling you for the conduct noted above. If this conduct continues, action may be initiated to separate you from the Army under AR 635-200. If you are involuntarily separated, you could receive an Honorable discharge, a General (Under Honorable Conditions) discharge, or an Under Other Than Honorable Conditions discharge. An Honorable discharge is a separation with honor based on the quality of service which meets the standards of acceptable conduct and performance of duty. A General discharge is a separation under honorable conditions, based on a military record being satisfactory but not sufficiently meritorious to warrant an Honorable discharge. A discharge Under Other Than Honorable Conditions is based upon a pattern of behavior or one or more acts or omissions that constitutes a significant departure from the conduct expected of a soldier. An Honorable discharge may be awarded under any provision. A General discharge may be awarded for separation under Chapter 5, Chapter 9, Chapter 13 (unsatisfactory performance), and Chapter 14 (misconduct). An Under Other Than Honorable Conditions discharge may be given for separation under Chapter 14 for misconduct. If you receive an Honorable discharge, you will be qualified for most benefits resulting from military service. An involuntary Honorable discharge, however, will disqualify you from reenlistment for some period of time and may disqualify you from receiving transitional benefits (e.g., commissary, housing, health benefits) and the Montgomery G.I. Bill if you have not met other program requirements. If you receive a General discharge, you will be disqualified from reenlisting in the service for some period of time and you will be ineligible for some military and VA administered benefits, including the Montgomery G.I. Bill. If you receive an Under Other Than Honorable Conditions discharge, you will be ineligible for reenlistment and for most benefits, including payment for accrued leave, transitional benefits, the Montgomery G.I. Bill, and possibly transportation of dependents and household goods to home. You may also face difficulty in obtaining civilian employment, as employers have a low regard for General and Under Other Than Honorable Conditions discharges. Although there are agencies to which you may apply to have the character of your discharge changed, it is unlikely that any such application will be successful.



Energy and persistence alter all things.

Benjamin Franklin

THE “TOUGHENING PHASE”: Physical Readiness Training in Basic Combat Training.

By LTC Steven Delvaux

Physical fitness training isn't the most important training we do; it's the most important training we do every day.

SMA Chandler

Military leaders have long recognized the importance of physical fitness in developing Soldiers capable of holding up under the trying conditions and physical demands of combat. The sustained combat our Army has endured over the past eleven years has demonstrated that modern conveniences such as air conditioning and motorized transport have done nothing to decrease our need for physically fit Soldiers. Operating in extreme conditions of weather and altitude in Iraq and Afghanistan with an increasingly heavy load, today's Soldiers have arguably had to be the most physically fit of any in our Army's distinguished 237 year history.

Unfortunately, the physically fit Soldiers our Army requires are being drawn from a population that is unarguably heavier and less fit than any previous American generation. The role of transforming civilians who enter the Army in widely-varying levels of physical fitness into physically fit Soldiers capable of meeting the rigors of modern combat falls squarely on the shoulders of Basic Combat Training (BCT) companies and cadre¹.

To achieve this challenging transformation task, BCT leaders and cadre must thoroughly understand the Army's Physical Readiness Training (PRT) program outlined in the recently published Army PRT Field Manual, 7-22. BCT cadre must know not only the purpose and principles of PRT, but also possess a holistic understanding of where BCT PRT fits in the overall process of producing physically fit Soldiers for our Army.

The ultimate objective of PRT as stated in FM 7-22 is to “develop Soldiers who are physically capable, ready to perform their duty assignments or combat roles, and to promote good health, resiliency and physical readiness through exercise.”² BCT units are specifically charged with conducting the initial “Toughening Phase” of PRT whose stated purpose is to “develop foundational fitness and fundamental movement skills.” More specifically, the “Toughening Phase” intends for Soldiers to “gradually become proficient with managing their own body weight.”³

¹ Be physically fit” is one of the nine desired outcomes of transformation. See TRADOC Regulation 350-6, 18.

² FM 7-22, Army Physical Readiness Training, 5-1.

³ Ibid, 2-2.

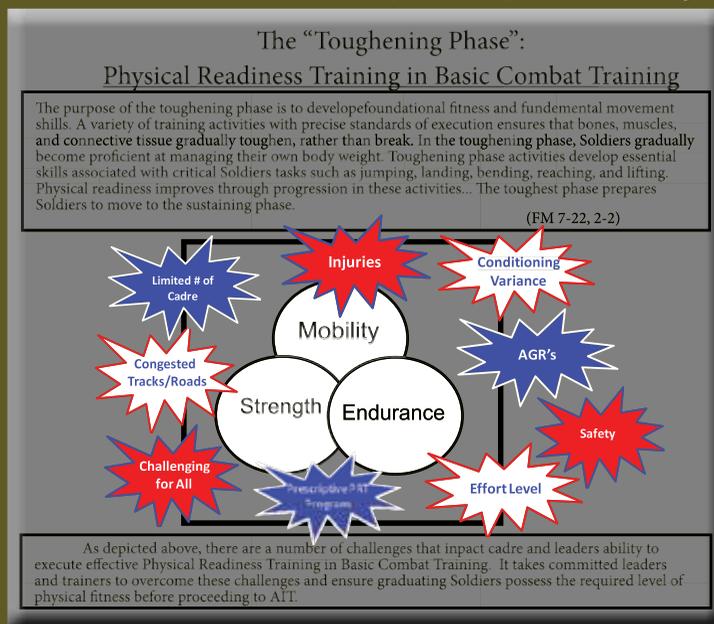
To achieve the desired outcome of “Toughening Phase” PRT, FM 7-22 lays out a detailed course of instruction centered around activities “associated with critical Soldier tasks such as jumping, landing, climbing, lunging, bending, reaching, and lifting.”⁴ BCT leaders are encouraged to follow the prescribed schedule as closely as possible with minimal deviation. Many Drill Sergeants chaff at the restrictions imposed by the PRT program and are often frustrated with what they consider to be an “easy” BCT PRT regimen. Soldiers who arrive at BCT in good physical condition equally complain that PRT is not challenging enough. It is important for company leaders to explain to cadre and trainees alike that BCT PRT is but one component of the overall PRT program and that it is necessarily focused on the aggregate. As FM 7-22 explains, “toughening phase PRT activities are specifically ordered and sessions sequenced” in order to “achieve optimal progression while controlling injuries.”⁵ BCT leaders must keep in mind that while the top ten percent may not achieve notable gains in physical fitness during BCT, the bottom ten percent will probably find it too challenging. The

large majority, however, will experience marked gains in physical fitness over the course of BCT as attested to by the almost 100 point increase in APFT averages units typically experience between the initial and final physical fitness tests.

As important, the deliberately ordered and sequenced BCT PRT program helps minimize injuries in a population that is at high risk for injury when they enter the Army due to their general lack of physical activity and low bone-mass density (due to poor diet and nutrition practices) prior to enlisting. Understanding that

“new Soldiers report to BCT at various levels of physical readiness and ability,” FM 7-22 emphasizes “perform[ing] exercises precisely” and encourages BCT cadre to recognize that “it takes at least six to eight weeks to begin positive changes in physical fitness levels.” The BCT PRT program of instruction

is thus intentionally designed for “gradual progression appropriate to improving physical fitness and controlling injuries.”⁶ It achieves this by combining a “variety of training activities with precise standards of execution [to ensure] that bones, muscles, and connective tissues gradually toughen, rather than break.”⁷



⁴ Ibid.

⁵ Ibid, 5-7.

⁶ Ibid, 4-1.

⁷ Ibid, 2-2. The Soldier Fueling Initiative (SFI) is an important component of overall physical fitness which BCT leaders and cadre should consider as an integral element of the overall PRT program. The SFI is designed to “improve readiness and increase Initial Military Training (IMT) Soldier fitness and performance [by] addressing the problems of poor nutrition awareness and practices and their long-term effects.” Drill Sergeants can assist in this endeavor by monitoring their trainees’ diet and encouraging healthy eating habits among their charges which will help prevent injuries by increasing bone-mass density and toughening muscles and connective tissues. See, UNITED STATES ARMY FOOD PROGRAM IMPLEMENTATION GUIDE FOR INITIAL MILITARY TRAINING SOLDIER FUELING INITIATIVE 1 December 2010 (revised MAR 2011).

The desire to keep trainees healthy is an obvious but sometimes overlooked component of the PRT program. FM 7-22 calls for PRT to be “tough, realistic, and physically challenging, yet safe in its execution.”⁸ In addition to focusing on correct form and the quality of each exercise (vice the quantity) during PRT sessions, BCT cadre must take this objective into consideration when conducting “corrective training.” As FM 7-22 accurately notes, “when exercise is used for corrective action, it is often performed incorrectly, promoting overtraining syndrome, and overuse injuries. Often corrective action mimics ‘smoke sessions,’ punishing Soldiers with little or no corrective value.” To correct this propensity to inadvertently injure Soldiers and detract from them obtaining the desired level of physical fitness, FM 7-22 counsels that “consideration must be given to the number of times per day exercises are used for corrective action for individual Soldiers and groups of Soldiers to avoid the cumulative effect and limit the potential for overtraining syndrome.”⁹

It is common to hear grumblings among BCT cadre who consider the prescriptive BCT PRT program, the guidance on corrective training, and the focus on quality over quantity to be unwarranted intrusions on our ability to make BCT hard and produce physically fit, disciplined Soldiers. Those who believe this are severely misguided, however, and tend to lack a fundamental understanding of the Army’s PRT program or are not well-versed on the principles of physical fitness and the fitness level of today’s trainees when they first arrive at BCT. Properly executed, BCT PRT will produce the optimal results and minimal injuries promised by FM 7-22 without impinging on our ability to produce tough, disciplined Soldiers.

Rather than bemoan what they see as the weaknesses and failings of PRT, BCT cadre and

leaders should focus their efforts and attention on enforcing its key premise of quality over quantity. There are numerous improvements units can initiate in the execution of PRT that can have a decided impact in making the training challenging for all trainees and further improving the physical fitness level of graduating Soldiers.



Chief among these improvements is perfecting the conduct of the Ability Group Runs (AGRs). Many units fail to adequately capture the intended benefits of these “tempo” runs because they neglect to ensure they are run at the correct pace or for the prescribed time. Typically units will race out of the blocks at the start of the run, 30-60 seconds faster than the directed pace, only to slow down 5-10 minutes into the run as trainees struggle to keep up and the unit gets strung out up and down the run route. The bulk of the run is then completed 30-60 seconds slower than the goal pace which fails to produce the gains in lactic-acid threshold these runs are designed to achieve.

The stop-and-go, slinky effect that results is

⁸ FM 7-2, 1-4.

⁹ FM 7-22, 5-5. TR 350-6 places restrictions on the type and quantity of exercises cadre may use for “corrective training.” See TR 350-6, 26-28. FM 7-22 also advises that care be taken when conducting “higher level activities” such as Combatives and the Confidence Obstacle Course which it explains are ideally intended for the “Sustaining Phase” of PRT but are introduced to Soldiers in BCT. FM 7-22 recommends PRT leaders “focus their instruction of these activities on proper technique and lead-up skills to ensure safety and successful execution” in order to avoid excessive injuries during these events. See FM 7-22, 5-7.

particularly pronounced in the “A” group and is exacerbated by many units’ failure to properly “size” the ability groups. Good Army leaders are always attempting to motivate their units and subordinates to improve and challenge themselves to do better and BCT is no exception.

Understandably, BCT cadre frequently push trainees to move up an ability group and running in the coveted “A-Train” in particular is considered a worthy badge of honor. But allowing Soldiers to freely rotate from one group to another further inhibits the ability to conduct AGRs to standard as the groups are frequently forced to slow down and circle back to police up trainees who were set up for failure by

being “sized” into a group that runs at a pace they are unable to maintain. The good of the many is thus needlessly sacrificed for the good of the one/few.

This leads to a significant safety concern during what is quite possibly one of the most dangerous activities conducted during BCT. As units get strung out on roads that are typically teeming with thousands of Soldiers, it is easy to lose accountability. The limited number of cadre a BCT company has to control run groups that sometimes number over one hundred increases the risk of this happening. Soldiers pushing to exert themselves physically in areas they are generally unfamiliar with under minimal cadre supervision during hours of limited visibility amid the confusion of dozens of crisscrossing units in the sometimes extreme summer heat is a serious safety concern that can easily lead to a loss of accountability that can potentially have

fatal results. Of greater concern than failing to achieve the desired training benefit from AGRs is losing a Soldier as a result of failing to plan adequately and put in place control measures needed to mitigate the risks AGRs present.

AGRs – A Method. There are several measures units can put in place that will greatly improve the effectiveness of AGRs while simultaneously mitigating safety risks. First and foremost, BCT leaders must ensure a standard is emplaced for “sizing” each AGR group. Trainees should be placed into the appropriate run group based on their demonstrated performance on one of the three diagnostic Army Physical Fitness Tests (APFTs) conducted during BCT. To control the pace, units should provide cadre with training watches capable of measuring distance and pace every quarter mile, or mark quarter mile intervals on the designated run route. Getting feedback on their pace every quarter mile helps the cadre nail their mile pace standard as they can more frequently adjust their pace rather than waiting for the end of each mile¹. To mitigate safety concerns, BCT leaders should consider running on a closed course, even a track if necessary, so they can ensure accountability of all trainees and provide immediate life-saving measures should a trainee collapse due to over-exertion during the run. While running the same loop multiple times during an AGR run is admittedly boring, it beats the “excitement” of casualty notification and memorial services every time. Having each trainee wear a colored arm-band or vest corresponding to their designated ability group is another measure units can use to properly “size” ability groups and maintain accountability.

¹ Having the cadre member who is controlling the pace announce the standard for that day’s run prior to starting and calling out the splits at each quarter mile is another way to control fall-outs and toughen BCT Soldiers mentally. Quite often trainees fall out of runs not because they are physically incapable of keeping up with the group, but because they are convinced they are going faster than they actually are or they do not know how much longer the run will last. Knowing how long they will be running before they start and being informed of the pace throughout the run every quarter mile helps quell Soldiers’ mental doubts about their ability to complete the run to standard which ultimately builds confidence and mental toughness.

Thinking through the conduct of the 30:60 and 60:120 interval sessions provides BCT leaders and cadre with another opportunity to improve their trainees’ level of physical fitness within the BCT

¹⁰ Trainees should be taught the difference between pain and injury and encouraged to push through the former and go to sick-call for the latter.

PRT program. Having BCT cadre – to include the company command team and commodities area NCOs and Soldiers – run these sessions with the trainees is a minor enhancement that can have a huge pay-off. Trainees quite often increase their level of exertion as they seek to keep up with and/or beat their Drill Sergeants and other BCT cadre. Effort level is key to realizing the intended benefits of these sessions and cadre running with the trainees are better able to both motivate their trainees to push themselves harder and detect those who are loafing and provide the appropriate “encouragement” to run faster. Running with trainees also helps cadre identify poor running form and injuries which are pronounced during the running phase of the interval. Once identified, cadre can instruct trainees on how to run more efficiently and ensure those who are injured seek appropriate medical attention.¹⁰ Teaching trainees how to measure their Target Heart Rate (THR) during each walk interval is another method of helping trainees determine more accurately how hard they are working and of knowing whether or not they need to push themselves more to achieve the intended benefit of these PRT sessions.

The precise execution of exercises during the PRT sessions devoted to improving upper body and core muscular strength and endurance is equally important to achieving gains in those components of physical fitness. Drill Sergeants must be ever-present throughout the PRT sessions and actively engaged in ensuring trainees are performing the exercises correctly. BCT cadre have to resist the temptation of complacency that the countless repetitions of “4 for the core” and conditioning, hip-stability, climbing, and pushup/situp drills breed. Turning one’s back to the trainees, clustering around the PT stand, engaging in conversations with fellow cadre, and otherwise failing to ensure trainees are performing the exercises correctly are far more debilitating to trainees physical fitness than anything the authors of FM 7-22 could devise. BCT cadre and leaders must aggressively patrol the formation and enforce the standards of execution for each exercise throughout the PRT session to fully realize the benefits of the training.

Beyond ensuring PRT is conducted correctly, BCT leaders can further affect positive, incremental gains in physical fitness by recognizing the need to address the mental aspects of PT. Some Soldiers are limited in PT not by what they are physically capable of doing, but by mental obstacles they create for themselves. Counseling and positive encouragement during PRT can go a long way in helping trainees master these self-imposed mental barriers. Similarly, BCT leaders can establish a physical fitness incentives program as another means of helping trainees beat back mental doubts by giving them a positive goal to focus on during PRT. Phone calls, APFT streamers, and publicly awarding Physical Fitness Badges (or “A-Train” vests) can go a long way in motivating Soldiers to challenge themselves during each PRT session and get the most out of the BCT PRT program. Emphasizing maxing the APFT or earning the Physical Fitness Badge to trainees – as opposed to merely encouraging them to pass the APFT – helps create a culture of excellence in physical fitness that Soldiers will carry with them long after they have left BCT while simultaneously providing them some cushion to still pass the APFT and graduate if they fall short of their physical fitness goal. The psychology of expectation management should not be underestimated.

Maximizing the number of PRT sessions conducted during PRT can also help produce the tough, physically fit, and disciplined Soldiers our Army requires. The old Army adage of “Train to Fight, Fight to Train” should be every BCT leaders’ rallying cry for PRT. Too often PRT is cancelled due to conflicts with other training or to fit chow or motor move times. Transportation and chow should be scheduled around training, not the other way around, and PRT should be given primacy over all other events whenever possible. Similarly, units sometimes neglect to perform PRT altogether when they are conducting Field Training Exercises (FTXs). FM 7-22 contains abbreviated FTX PRT sessions to conduct when a unit is in the field and also provides “condensed” PRT training plans for those days when other events make it impossible to fit in a full PRT session.

Another consideration for BCT leaders to help achieve the stated purpose of BCT PRT is to implement viable “special population” PRT for those trainees who are struggling with or recovering from injuries. Properly executed, “Toughening Phase” PRT will minimize trainee injuries but it will not eliminate them altogether. Care must be taken by BCT leaders and cadre to not deride and dismiss injured trainees as “sick-call/profile” riders or rush those coming back from an injury back into PRT too quickly. Ideally, units should consolidate special population PRT and run it at the battalion level where the needed resources and cadre are more readily available. The Battalion Athletic Trainer is well suited to oversee this program in conjunction with the Battalion Command Sergeant Major and/or selected Drill Sergeants. Unfortunately, the abbreviated nature of BCT will not allow all injured trainees to recover in time to complete all required training but those who do rehabilitate and are truly motivated to become an American Soldier can always be recycled to other units and complete BCT after they have recovered.

Even when thoroughly planned and precisely executed, there are bound to be some trainees who will not be challenged by PRT in BCT. It is important to keep in mind that “Toughening Phase” PRT is designed for the aggregate and not for the exceptional trainee who arrives at BCT in top condition. Soldiers who arrive at BCT in great shape are always free to conduct additional exercises during their personal time but Drill Sergeants must refrain from creating any formal or informal additional PRT program to avoid injury and allow for proper recovery from the scheduled PRT sessions.

Ultimately, it is imperative that BCT leaders, cadre, and trainees all understand what the desired outcome of BCT PRT is. While BCT PRT will not produce world-class, Olympic athletes, it is not designed to do so. Properly followed and executed, however, it will produce Soldiers who possess the “foundational fitness and fundamental movement skills” necessary to become the world-class Soldier athletes our Army needs in order to fight and win our Nation’s wars. Die-hard fans of the “tough, old-school” physical fitness training and smoke sessions they experienced “back when the Army was hard” can argue about how the Army is getting soft and the BCT PRT program outlined in FM 7-22 is a joke, but they cannot argue about the results. The numbers don’t lie and, since being implemented, injuries have decreased and the majority of trainees have shown dramatic improvements in their level of physical fitness which is no small feat given the current fitness level of most Americans. As leaders, it is high time we get on board and lead, implementing the program faithfully and seeking to make improvements within the system rather than continuing trying to resist it.

LTC Steven Delvaux is the Commander of 3rd Battalion, 13th Infantry Regiment, 193rd Infantry Brigade.

THE STONE AGE DIDN'T END BECAUSE THEY RAN OUT OF STONES

Improve training with a renewed emphasis on creativity, innovation and learning.

Mike Ryan

The Nation that makes a great distinction between its scholars and its warriors will have its thinking done by cowards and its fighting done by fools

Thucydides



The classic maxim is that the Stone Age didn't end because they ran out of stones, but because someone came up with a better idea. Ideas are what drive change and more importantly, improvement. Improving your creative thought process is the key to generating ideas. Once you have generated worthwhile ideas, you then begin the innovation process which transforms your ideas into action. Finally, you now have a new way of doing things which results in a positive change in a Soldier's learning experience and an overall improvement in the quality of training executed.

Creativity

Our training and leader development must emphasize and recognize creativity at every level, and we need to reward leaders for their creativity.

Army Doctrine Publication 1, The Army

Creative thinking involves thinking in new ways while capitalizing on imagination, insight, and novel ideas. Due to the relentless pace and work tempo of Basic Combat Training (BCT) it is very easy for leaders to fall into the trap of executing training day after day, phase after phase, cycle after cycle without ever taking the time to think of new ideas on how to improve training.

The main goal of creativity is to produce original and worthwhile ideas. Creativity is the act of turning new and imaginative ideas into reality. Creativity involves two processes: thinking, then producing. Innovation is the production or implementation of an idea.

If you have ideas, but don't act on them, you are imaginative but not creative. Before you can be innovative you first must take the time to think of new ideas.

The ability to ask smart questions is critical in the creative thought process. Successful people just ask better questions and as a result, they get better answers.¹ Pose questions in terms of "Why?", "Why not?", "What if" and my personal favorite, "Imagine if". Challenge the status quo and how you look at things. Albert Einstein was quoted as saying "If I had an hour to solve a problem and my life depended on the answer, I would spend the first 55 minutes figuring out the proper questions to ask. For if I ask the proper questions, I could solve the problem in less than five minutes."

As children, we ask exploratory whys. As adults, when we ask why, it is usually framed in an accusatory tone, like "Why did you do that?" A five year old on average will ask 64 questions in a day, as opposed to a forty-four year old, who will only ask six questions in a day. In one study of problem solvers, 7% of comments were questions and about half were answers.²

Curiosity is also important in the creative thought process. Army Doctrine Publication 6-22, Army Leadership highlights the value of curiosity. "Inquisitive leaders are eager to understand broad ranges of topics and keep an open mind to multiple possibilities before reaching a solution".³ Curiosity is directly tied to the idea of asking smart questions, "Why do we do it this way?" or "Could we improve training if we did it this way?"

I experienced the power of a curious mind first hand in 2004. His name was COL (Ret) Jack Van Loan. Jack was a retired Air Force fighter pilot who was interned as a POW in North Vietnam for six years after he was shot down on May 20, 1974. I had met Jack at a social function on post and asked him to be a guest speaker for our battalion leader development program. Jack's thoughts on leadership and recalling his experiences as a POW were truly moving and inspirational for all but it wasn't until we were eating lunch in the dining facility later that afternoon that I saw the strength of an inquisitive mind at work.

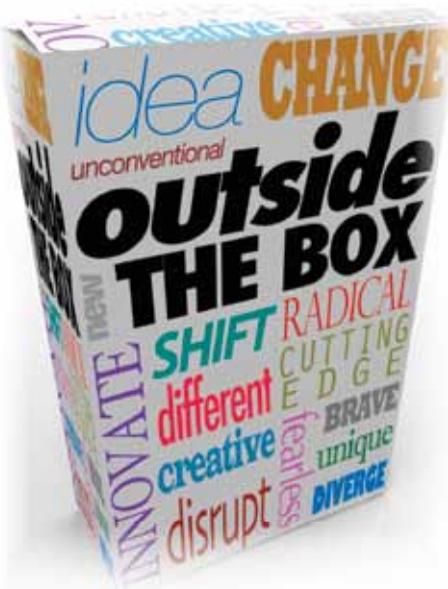
Although Jack had been retired from the military for over 25 years and with little Army experience,



he proceeded to ask a myriad of questions related to training, leadership and Soldier equipment all throughout lunch. A few were very simple and straight forward questions that I could answer easily, while most were of the “that is a great question variety and why did I never think of that”. In front of me was a man in his mid-seventies, whose body was showing the wear and tear of time and six years of torture as a POW, but whose mind was as sharp and inquisitive as a young college professor.

We all started out creative. Educator George Land conducted a study using an assessment tool created by NASA to measure creative or divergent thinking in engineers and scientist on a group of 1,600 kids. They first tested them at five years old, and retested these same children at intervals throughout their lives. At five years old, 98% of the kids scored at the creative genius level. At age ten, only 32% tested at the genius level. At age 15, only 10% tested at the genius level.⁴ It seems creativity is not just learned but unlearned as we advance through life. We start with a box of 64 crayons in kindergarten and end up with one black pen as an adult.

As a leader, encourage your folks to become divergent thinkers. Divergent thinking refers to the ability to come up with as many solutions or ideas for problems that don't have one solution. It refers to associative and intuitive thought, and thinking that requires flexibility, the proverbial “out of the box” thinking. It is the ability to ask simple questions to develop unique and novel ideas.⁵ The key to having lots of good ideas it to have lots of



them. Remember, nothing is more dangerous than an idea when it is the only one you have.

During the very beginning of the war in Afghanistan, a group of Special Operations Soldiers developed a “what if” concept to confuse and confound the enemy so that they had no idea what was going on around them. This is just one example of divergent thinking and is brilliant for its sheer simplicity. The concept was to fly over Kandahar in C-130's and drop parachutes attached to giant ice blocks in the hills around the town. The goal of the phantom parachute drops was to strike terror in the hearts of the enemy by making them believe that the hills were alive with commandos. Once the ice blocks hit the ground they would melt in the desert, and each parachute would blow across the hills until it was captured and reported by whoever came across it. “Where were the commandos?” they would wonder.⁶ In the end, creative thinking may mean simply the realization that there is no particular virtue in doing things the way they have always been done.

Innovation

Innovation distinguishes between a follower and a leader.

Steve Jobs

Innovation is a new way of doing things that result in a positive change.⁷ There is no rigid step-by-step process for innovation. Innovation can start with leaders discussing ideas on a run, during training meetings or out in the field. Innovation differs from improvement in that innovation refers to the notion of doing something different (Lat. Innovare: “to change”), rather than doing the same thing better. Innovation is people creating value by implementing new ideas. The starting point for innovation is the generation of new ideas.

Army Doctrine Reference Publication 6-22, Army Leadership defines innovation as the ability to introduce something new. Innovative leaders tend to be inquisitive and good problem solvers. Being innovative includes creativity in producing organized and worthwhile ideas. Innovative leaders prevent complacency by

finding new ways to challenge subordinates with forward-looking approaches and ideas.⁸



Are you a leader who created a new training strategy for basic rifle marksmanship? You're an innovator!

Are you a leader who developed a new training scenario to train a battle drill during Victory Forge? You're an innovator!

Are you a leader who created a new and fresh way to inspire and motivate Soldiers? You're an innovator!

Make innovation a part of your individual and organizational DNA. Focus on creating new ideas to solve problems. Think differently about how you think.⁹ In September, 1997 Apple debuted a new advertising campaign titled, "Think Differently" that eloquently sums up this mindset.

Army Doctrine Reference Publication 7-0, Training Units and Developing Leaders list seven principles for leader development. The third principle states leaders should create a learning environment for subordinate leaders. Learning comes from experiencing both success and failure. Leaders create an environment that allows subordinate leaders to make honest - as opposed to repeated or careless - mistakes without prejudice.¹⁰ Subordinates must know that they can attempt innovative solutions to problems.

Safe to fail, or fail safe, that is the question. To have success, you have to create an environment

where it is safe to fail. Create a culture of risk-takers. One where new ideas are encouraged, continually tested and those that work are adopted. Without this type of mindset you can never improve or get better. Failure is an expected part of the process of finding solutions. If leaders feel that they have to "hit one out of the park" every

To the crazy ones.

Here's to the crazy ones.
The misfits. The rebels. The troublemakers.
The round pegs in the square holes.
The ones who see things differently.

They're not fond of rules and have no respect for the status quo.

You can praise them, disagree with them, quote them, disbelieve them, glorify or vilify them. About the only thing you can not do is ignore them.

Because they change things.
They invent. They imagine. They heal.
They explore. They create. They inspire.
They push the human race forward.

Maybe they have to be crazy.
How else can you stare at an empty canvas and see a work of art?
Or sit in silence and hear a song that's never been written?
Or gaze at a red planet and see a laboratory on wheels?

We make tools for these kinds of people.
While some see them as the crazy ones, we see genius.

Because the people who are crazy enough to think they can change the world, are the ones who do.

Think different.

Learning

Experience is an expensive school.

Benjamin Franklin

time they come up with a new idea, they will be reluctant to provide ideas.¹¹ Total failure should not be tolerated, as it indicates safe to fail experiments badly thought out and executed.

Leaders need to adopt the philosophy of Thomas Edison, considered one of the greatest inventors of all time, towards success and failure. Edison is famous not only for his inventions but also for his attitude on failure. The famous story goes, Edison failed to refine the light bulb (one of the few creations he merely refined but did not invent) so many times it took him 10,000 attempts to perfect. However, rather than accepting failure 9,999 times he is quoted as answering questions on his failures as rather “ I make more mistakes than anyone else I know. And, sooner or later, I patent most of them”. Leaders must develop a philosophical stance towards innovation.¹² After all, many change efforts and innovations fail. Say “Yes” to the potential that exists within an idea. Anything worth doing takes repeated effort and could always have been done better. Always ask:

What can we learn from this?

What caused it?

What do we need to do differently?

Research indicates that more successful people have made more mistakes than the less successful. You can't learn anything if you're not trying anything new.¹³ Ed Land, founder and president of Polaroid for decades and inventor of instant photography, had one plaque on his wall. It read:

A mistake is an event, the full benefit of which has not yet been turned to your advantage.

Here's the cardinal rule for fostering an openness to new ideas in your organization or in an individual: make sure that the penalty for failure is not greater than the penalty for doing nothing.¹⁴

Learning is acquiring new, or modifying existing knowledge, behaviors, skills and values. Learning for Soldiers in BCT does not happen all at once, but builds up progressively over a ten week cycle. Learning may be viewed as a process, rather than a collection of factual and procedural knowledge.



Dr. Benjamin Bloom has suggested that there are three domains of learning; cognitive, psychomotor and affective. The cognitive domain deals with a person's ability to process and utilize information in a meaningful way. The psychomotor domain involves manipulation or physical skills. Lastly, the affective domain relates to the attitudes and feelings that result from the learning process.

These domains are not mutually exclusive. For example, in learning to play chess, the person will have to learn the rules of the game (cognitive domain); but he also has to learn how to set up the chess pieces on the chessboard and also how to properly hold and move a chess piece (psychomotor). Furthermore, late in the game the person may even learn to love the game itself, values its applications in life and appreciate its history (affective domain).¹⁵

The key to speaking well in public is to know your audience. Similarly, the key to maximizing learning for today's Soldiers is to have a macro understanding of who they are. Who are Generation Y Soldiers? Generation Y are known by many names, the millennial, the iPod generation, the me firsts, net generation, the Nintendo generation and generation why. Generation Y

grew up with the internet and personal computing technology. Due to this experience, they approach learning in different ways from other generations. The lectures, books and rote-memorization that shaped the learning of the Baby Boomer generation and early Generation X'ers has been superseded by today's technology facilitated learning. When it comes to learning, Generation Y do not simply hold preferences, but expectations.¹⁶

- ❖ Doing is more important than knowing. They have been raised to find factual information at the moment it is needed.
- ❖ A need for immediacy. Generation Y was born and raised in a 24/7 culture. They have little tolerance for delays.
- ❖ Trial and error approach to problem solving. Generation Y gaming systems, such as XBOX, often involve problem solving and decision making and require constant trial and error to win. "The fastest way to winning is through losing, since each loss is a learning experience".
- ❖ Lower boredom threshold. Generation Y prefers shorter segments of learning. Sitting for 60 minutes does not work for them, they cannot concentrate that long.
- ❖ Multitasking and parallel processing. Generation Y are most comfortable when they are simultaneously engaging in multiple activities such as listening to music, texting and playing a video game.
- ❖ Visual, non linear and virtual learning. "Generation Y Soldiers are primarily visual learners".¹⁷
- ❖ Collaborative learning. Generation Y does not want isolated lecture based information.

TRADOC Pamphlet 525-8-2, The U.S. Army Learning Concept for 2015 addresses how we must change Army learning to promote operational adaptability, engage learners, enable the Army to outpace adversaries, and meet the Army's learning requirements in 2015. The United States does not have a monopoly on learning, especially in today's globally connected world. Our adversaries are just as smart as us. In 2012, U.S. students ranked 25th in math and 17th in science in the rankings of 31 countries by the Organization of Economic Cooperation and Development.

In BCT, the goal for every training event is to engage Soldiers in the learning process. The five major tenants of Army Learning Model (the updated name for Army Learning Concept) 2015 should drive our training. These tenants can easily be remembered by using the mnemonic, LEARN.

L : learner centric
E: engaging
A: adaptive
R: rigorous and relevant
N: networked

The first two tenants, learner centric and engaging must be the main focus for training Soldiers in BCT. The easiest way to start engaging Soldiers is to reduce instructor led PowerPoint lectures and begin using a blended learning approach that incorporates virtual and constructive simulations or other technology-delivered instruction. Benjamin Franklin understood the concept behind engaging learners when he said "Tell me and I forget, teach me and I may remember, involve me and I learn". Lectures do not motivate active learning does. Learning is more than just "taking in information".¹⁸ Doing is learning!

Summary

Ask yourself the following five questions to stimulate further thought and dialogue on how to improve training for your Soldiers:

- 1) How much initiative and flexibility do I allow leaders to have in the planning and execution of training?
- 2) How can I improve the quality of teaching, facilitation and instruction that leaders provide?
- 3) Do I take into account the learning preferences and strengths of the millennial Soldier when planning and executing training?
- 4) How can I improve peer-to-peer and collaborative learning for Soldiers?
- 5) How can I improve a Soldier's long term knowledge and task retention? What are the best ways to check on a Soldier's learning?

LTC (R) Mike Ryan is the G5 of the U.S. Army Training Center and Fort Jackson.

Everyone does not learn the same. A Soldier's preferred learning style guides the way they learn. Understating this principle of learning reinforces the concept behind blended learning. One of the most common and widely used categorizations of the various types of learning styles is Neil Flemings VAK model:

V: visual learner

A: auditory learner

K: kinesthetic learner

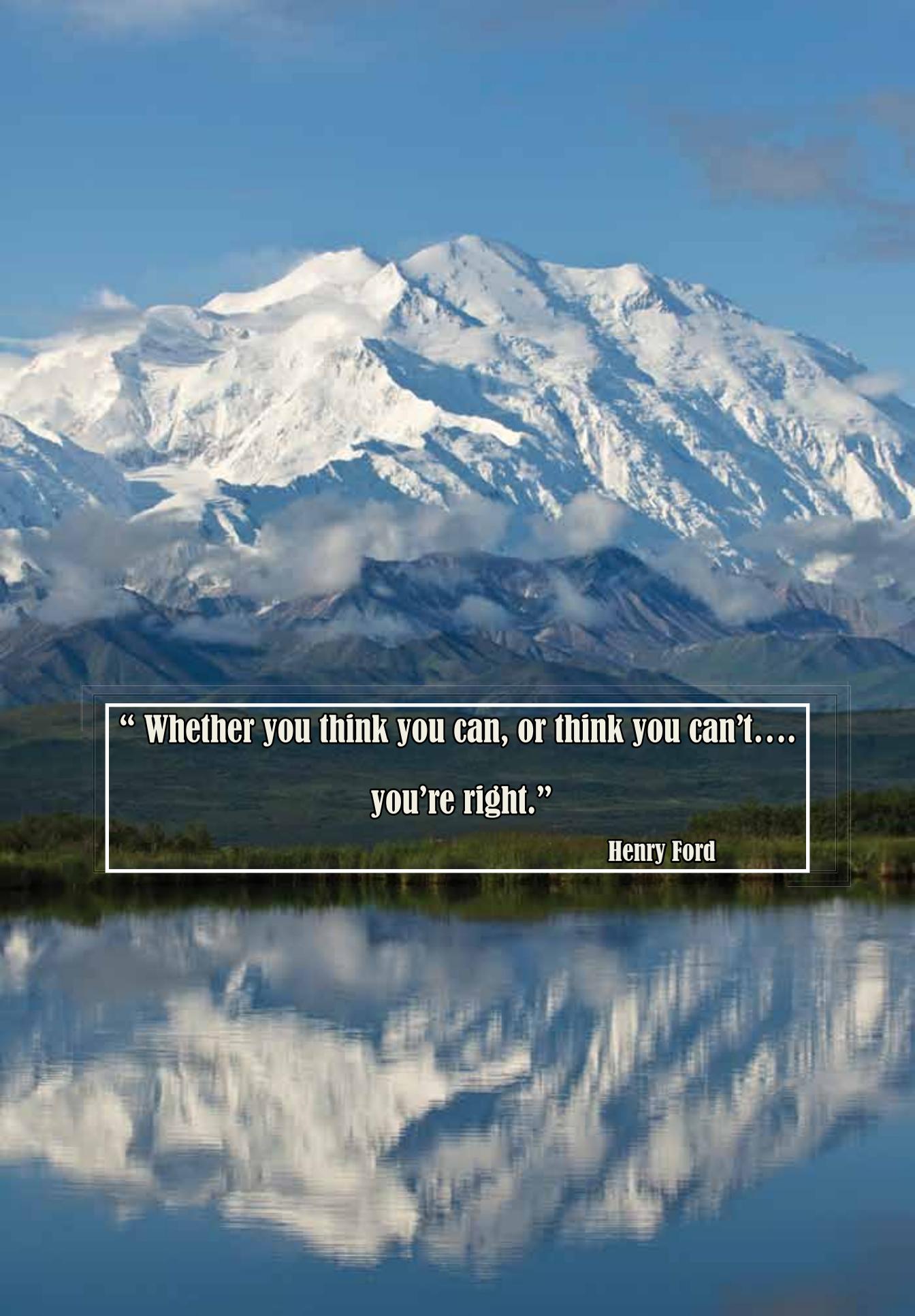
Fleming claimed that visual learners have preference for seeing (think in pictures; visual aids such as overhead slides, diagrams handouts, etc.). Auditory learner's best learn through listening (lectures, discussions, etc). Kinesthetic learners prefer to learn via experience - moving, touching and doing.¹⁹

Training and educating Soldiers begins the day they enter the Army and continues until the day they retire or separate from the Army. Building a learning-oriented culture is hard work in any setting. It takes months and years, it is a never ending journey. It is demanding because learning stretches you personally, and it is always easier to stay in your comfort zone.

Notes:

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- 3) Army Doctrine Publication 6-22, Army Leadership, August 2012
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- 5) Psychology of Creativity article, Allpsychologycareers.com, 2011
- 6) Pete Blaber, The Mission, The Men, and Me (New York, Berkley Publishing Group), 2008
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- 8) Ibid.
- 9) Scott Belsky, Making Ideas Happen (New York, Penquin Group), 2010

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- 11) The learning post blog, Is it OK to fail? , Productivity Inc., May 11, 2009
- 12) Tim Harford, Adapt, Why Success Always Starts with Failure (New York, Farrar, Straus and Giroux), 2011
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- 16) Dr. Carina Paine Schofield and Sue Honore, Gen Y and Learning, The Ashridge Journal, Winter 2009-10.
- 17) A. Weiler, Information-seeking behavior in Gen Y students: Motivation, critical thinking and learning theory. The Journal of Academic Librarianship, 2005
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**“ Whether you think you can, or think you can’t....
you’re right.”**

Henry Ford

The Return on Our Investment...

The Significance of Fort Jackson's Adopt-a-School Program in our Public Schools

Dr. K. McCoy-Wilson



Listen "A good listener is not only popular everywhere, but after a while, he knows something."

Wilson Mizne

Are there enough positive role models in today's public schools? In certain demographics, some may say that there are but teachers and parents in other areas may say that more are needed. As an education practitioner, I would agree that having supportive, caring teachers in any demographic can produce positive learner outcomes. On average, students are provided at least 7.5 hours of instruction and encouragement daily but can educators provide significant levels of support alone?

"Our school is very excited about having Fort Jackson support us in our efforts to continue to provide growth for our students academically, socially, and emotionally. Too often our students rely on media images that give them such a false sense of what it takes to become successful productive citizens. Our students need tangible role models that can share experiences and expertise. What better examples can they look to than the role models from Fort Jackson!!?"

Yvette Collins-Haili: Watkins-Nance Elementary School

Notwithstanding their own on-going responsibilities on the installation, Fort Jackson's Soldiers encourage local K-12 students to do and be the best. Through the Adopt-a-School Program, those efforts are made known. Since its inception in 1992, the Adopt-a-School Program stands on the premise of improving educational experiences for all children. Adhering to the Army's Vision of "being committed to transforming individuals and institutions ..." Fort Jackson Soldiers contribute continuous understanding and support that demonstrates (to our students) that they should never give up on their goals and aspirations.

Motivate "I am persuaded there is among the mass of our people a fund of wisdom, integrity, and humanity which will preserve their happiness in a tolerable measure."

John Adams

The Adopt-a-School program is an authorized program in accordance with AR 360-1 and is geared toward routinely contributing military resources to schools in order to nurture the intellectual, emotional, social, and physical growth of children. When support does not interfere with official duties, Soldiers participate as test proctors, lunch buddies, and mentors which are usually in high demand. Throughout the school year, Fort Jackson Soldiers and Civilians volunteer their time to team up with local schools to help students discover their inner strengths and identify areas where each can improve. Currently, Fort Jackson has “adopted” 33 schools with additional schools requesting support.

Inspire “We can’t solve problems by using the same kind of thinking we used when we created them.”

Albert Einstein

With its proud legacy of over 90 years, Soldiers are expanding their boundaries by improving the educational experiences of the next generation of learners. As Fort Jackson continues to partner with local schools and increase public awareness, students within a 40 mile radius are the beneficiaries of its contribution. As responsible adults “pay it forward” we are encouraged that the foundation that is established today could be unyielding for our future leaders. Opportunities to succeed would be endless. We also understand that in order to expand our efforts, we must be willing to identify the need and recognize that continuous support is required for sustainable growth.

“Just as each of us has the right to life, liberty, and the pursuit of happiness, we have the responsibility to give back to our country to our communities and to our children. It is nothing less than our civic duty. Reclaiming the next generation of youth is a call to action no one can afford to refuse.”

General Colin L. Powell, USA (R)

Listen, Motivate, and Inspire, from One Generation to the Next

Dr. K. McCoy-Wilson is Fort Jackson’s Army School Liaison Officer.

The Drill Sergeant Counselor



CPT Brian Dahl

Drill Sergeants are the primary trainers and the first NCO that guides civilians through the Soldierization process. Soldierization is the process by which a civilian is transformed into a Soldier through indoctrination, teaching, and training. It is indeed a process, one which continues through AIT and on to the first duty station. The process of Soldierization involves more than just physical training, general knowledge, and basic warrior tasks. While those are a big part of the process, many forget that we also have to build an emotionally strong and resilient Soldier.

How is it then that Drill Sergeants accomplish this when they only have minimal training in resiliency and counseling techniques? The answer is that most Drill Sergeants are unable to provide the emotional training to effectively accomplish the task of providing emotionally strong and resilient Soldiers. This is not to say that this is the Drill Sergeant's fault. In fact, if blame were pointed anywhere the most appropriate place would be at the leadership, myself included, who have not provided adequate resources and training on these matters. There is some training available through the Master Resilience Trainers (MRT) Course, however the availability of open seats in these classes are scarce. Also, resiliency only covers a very general set of tools that attempt to curb some of the more common issues seen in Basic Combat Training. What is not addressed is how does a Drill Sergeant help a Soldier-in-Training to deal with the baggage they bring with them to Basic Training? In other words, how does a Drill

Sergeant become a counselor without losing the perception of discipline and authority?

While this is not intended to be a cure all, there are some simple steps that can be used to help a Drill Sergeant effectively reveal and help a Soldier through problems that may be hindering training and/or the Soldierization process. The first step is determining the problem. It is easy in the BCT environment to automatically assume that a Soldier who has done something wrong is unmotivated and doesn't want to be here. However, if we adopt an attitude that every Soldier wants to be here it will lead us to asking ourselves, "Why is this Soldier acting this way?" There are many reasons a Soldier may exhibit a certain negative behavior. The Soldier might not know or have forgotten it's a negative behavior, the Soldier may have made a judgment call (i.e. going to formation unshaven to avoid being late for formation), the Soldier may have underlying issues or problems that are affecting them, or the Soldier simply may not care enough to do the right thing. The last of those I believe is the least common; while some people may not care I think genuinely the vast majority do. So to find out where the Soldier stands the first two reasons can be dealt with through retraining and corrective action. However, if the behavior is repeated it's worth looking into the third and possibly the fourth reason.

There are many techniques to find out if the Soldier has other issues going on. The method I prefer is the direct method which basically means sitting down with the Soldier, telling

them what you've noticed, and asking what is going on and how I can help. That last part is extremely important because the Soldier needs to know that you genuinely want to help them through his or her problem. There are way too many Army leaders that just pay lip service to their subordinate's problem. They will ask what's wrong but then have nothing more to do with it. Once you know the problem the second step is to figure out what you can do to help. Again, asking is a good method; however, with newer Soldiers they aren't familiar with many of the programs the Army already has in place to deal with these problems. So it is incumbent upon leaders to understand the outside agencies and be able to employ the correct resources to help the problem. A leader should have a toolkit of resources consisting of the Chaplain, Army Community Services, Army Emergency Relief, Community Mental Health Services, Army Substance Abuse Program, Legal Assistance, Army Continuing Education System and many others. The more resources the better the leader can help point their Soldier in the right direction.

Sometimes the best resource is just listening and helping the Soldier sort through their thoughts and feelings. Many times the Soldier really already knows what they need to do but needs the support and encouragement of a leader to take a step in the right direction. The third step is follow-through. It's extremely easy to tell a Soldier what they can do or what they will do in some cases. The strong leader, however, goes a step beyond and takes the first steps with that subordinate. Instead of telling a Soldier to talk with the Chaplain, actually call the Chaplain to set up an appointment or fill out a chaplain request slip and submit it. The Drill Sergeant isn't expected to be the Chaplain or at the appointment but ensuring the appointment is made is ensuring the Soldier gets help and is an important step in encouraging and supporting the Soldier through their issues. Follow-through is the difference between the leader who may care but is uninvolved and the leader who has genuine concern for the well-being of those entrusted to

his or her care. The final step is follow-up. Ask the Soldier how they are doing and if there is anything else they need help with. Again, this becomes a sign of genuine support and care because without follow-up for all you know maybe the Soldier got no help at all and is still suffering through the same problem. Since you already know of the issue and failed to help them once the subordinate may feel as though nothing can be done or embarrassed to bring it up again.

The above techniques are not intended to give the impression that every time a Soldier does something wrong the Drill Sergeant will have them lay on a couch and tell them how they feel. Quite the opposite, it is meant to reaffirm some basic truths about Army leadership. First, a leader should truly care about his or her subordinates. Truly caring means wanting to know and help with problems that others may look at and say, "That's not my (or the Army's) problem." Sometimes that needs to be drawn out of a Soldier because they are embarrassed or scared of what will happen to them if they tell their Drill Sergeant about the issue. Second, the Army is a family and what happens to one affects us all. This is true even of problems that a Soldier brings into the Army from before they enlisted. Finally, that it is OK to talk about issues in our lives. Everyone has rough times and issues creating baggage, in sharing these we can become strong together. The end result is a stronger Army that can deal with issues and move beyond them to focus on our primary task; mission accomplishment.

CPT Brian Dahl is the Commander of Alpha Company, 1st Battalion, 13th Infantry Regiment, 193rd Infantry Brigade.

The Leadership Requirements Model

A framework for leadership in the Initial Entry Training Environment



Army Doctrine Publication (ADP) 6-22 *Army Leadership*, describes our foundational leadership principles. One key component of this publication is the Leadership Requirements Model (LRM), which conveys the expectations that the Army wants leaders to meet and aligns leader development activities, personnel management practices and systems. Subsequently, the LRM serves as a practical framework to exercise successful leadership in the Initial Entry Training (IET) environment. Before applying the LRM, however, we must first define its terms.

“Leadership attributes are characteristics internal to a leader. Character is the essence of who a person is, what a person believes, and how a person acts. While *character* relates to the internal identity of the leader, *presence* attributes relate how others see the leader and *intellect* relates to what abilities and knowledge the leader possesses to think and interact with others... Leaders of character who embrace the Army leader attributes and competencies will be authentic, positive leaders.” (ADP 6-22, p 5-6).

When considering the leadership attribute of *character*, leaders who are currently immersed in the IET environment will readily recognize how Army Values, discipline, and the Warrior Ethos can and should apply. The Program of Instruction (POI) for Basic Combat Training (BCT) explicitly charges the IET leadership with training these very attributes cycle to cycle. Empathy, however, is an attribute that has potential to escape many of our leaders. Unlike sympathy, empathy is not a characteristic grounded in emotional responses to a given circumstance. Empathy is a cognitive process

of identifying and understanding what others think, feel and believe. By making the conscious and continuous effort to empathize with our subordinates, both cadre and trainees, we condition ourselves to know our subordinates. Once we have identified and established an understanding of what our subordinates think, feel and believe; we are now in a position to template that understanding over a limitless number of situations and circumstances to forecast subordinate behavior and identify at risk personnel.

The second LRM attribute is *presence*. While being physically present is paramount to a leader’s success and further mandated by TRADOC Regulation (TR) 350-6 in the IET environment; maintaining physical presence is mutually exclusive from possessing presence as a leadership attribute. As leaders, we maintain open door policies that make us accessible for our subordinates to approach with harsh realities. We are present at training to steer our organizations back on track when our training plans encounter unexpected obstacles. However, if we do not project resilience daily our subordinates, and often times our leaders, will lose faith in our ability to handle the hard realities of a given situation and seek counsel elsewhere. Our organizations will never develop confidence in our leadership if we do not first possess and project confidence in ourselves.

The final attribute that the LRM defines is that of *intellect*. *Intellect* relates to what abilities and knowledge the leader possesses to think and interact with others. Intellect is the attribute that creates the delineation between leaders’ ability to passively inspire their subordinates and

actively influence their subordinates. Intellect is probably the most elusive of all attributes to successfully exercise because of its juxtaposed make up. While a leader's expertise, mental agility and ability to exercise sound judgment continue the trend of intrinsic characteristics, innovation and interpersonal tact inherently require external interactions. Our leaders' ability to exercise innovation and interpersonal tact becomes increasingly imperative as we continue our missions in an increasingly resource constrained environment. All of our civil and military agencies here on Fort Jackson share in the unity of effort to generate a force of competent and capable Soldiers; however, our means and methods to achieve this common end state do not always perfectly align. The leader's ability to exercise intellect is what allows our organization to smooth the rough edges of divergent short term interests for the sake of a common long term objective. The call for external interactions is the fulcrum between abilities and actions, and thus serves as the point of transition between leadership attributes and leadership competencies.

Leadership competencies are groups of related actions that the Army expects leaders to do—lead, develop and achieve. Core competencies are those groups of actions universal to leaders, across cohorts and throughout organizations. (ADP 6-22, p 5).

“The category of *leads* encompasses five competencies. Two focus on the affiliation of the followers and the common practices for interacting with them. *Leads others* involves influencing Soldiers and Army Civilians in the leader's organization. *Extends influence beyond the chain of command* involves influencing others when the leader does not have designated authority or while the leader's authority is not recognized by others, such as with unified action partners. *Builds trust* is an important competency to establish conditions of effective influence and for creating a positive environment. Leader actions and words comprise the competencies of *leads by example* and *communicates*. Actions can speak louder than words and excellent leaders use this to serve as a role model to set the standard. Leaders communicate to convey clear understanding of what needs to be done and why.” (ADP 6-22, p 7)

The *Lead* category of competencies is of particular importance in the IET environment, because the manner of application is completely unique to the IET environment. Nowhere else throughout our Armed Services' mission set within the Continental United States (CONUS) are leaders expected and required to lead true civilians. We must remain particularly adaptable in our application of leadership in order to influence a subordinate organization which overall has yet to establish a common understanding of the professional military ethic. A General Officer, Command Sergeant Major, Purple Heart or Medal of Honor recipient can enter a room and seasoned service members or DA Civilians can make an immediate unformed assessment of that individual's character on some level or another. Initial Entry Trainees have yet to establish such a common cultural understanding, and therefore establishing their trust and communicating effectively are challenges that are completely unique to the IET environment. In addition, our challenge to extend our influence beyond our immediate chain of command to the families of these patriots, is equally challenging and of nearly equal importance. In light of these

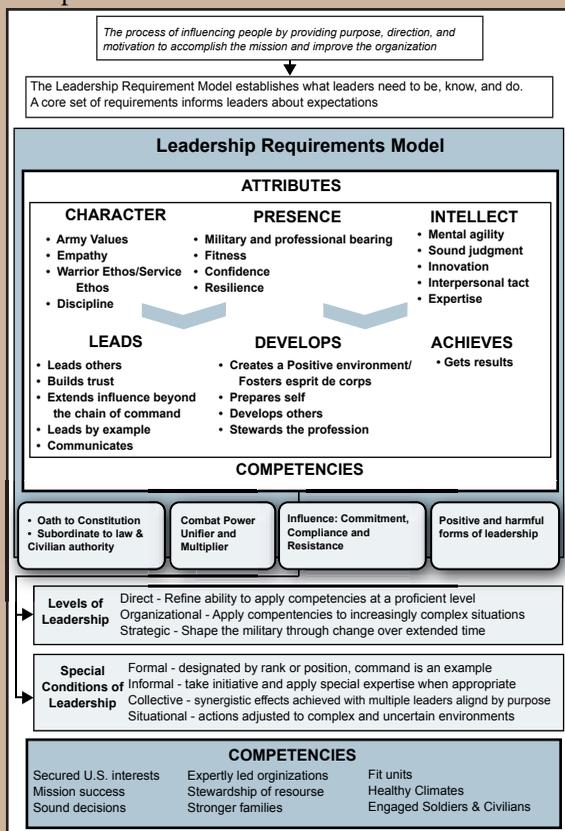


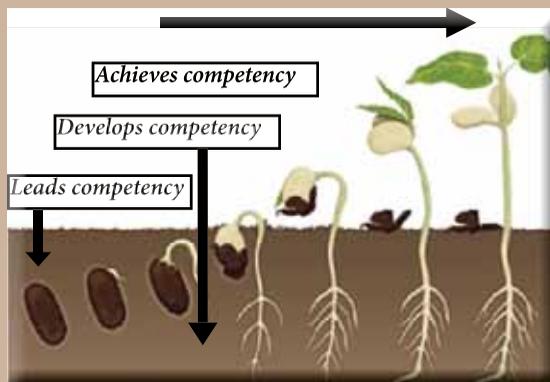
Figure 1. Underlying logic of Army leadership (ADP 6-22 Preface, p iii)

challenges in particular, an IET leader's ability to lead is a vulnerable and fragile thing, much like a seed that cannot take root without the proper growing conditions.

The leader establishes the requisite conditions for their leadership to flourish through the *develops* category of competencies. "Leaders operate to improve or sustain high performance in their organization. They do so by focusing on the four *develops* competencies. *Create a positive environment* inspires an organization's climate and culture. *Prepares self* encourages improvement in leading and other areas of leader responsibility. Leaders *develop others* to assume greater responsibility or achieve higher expertise. A leader *stewards the profession* to maintain professional standards and effective capabilities for the future. Leaders are responsible for development. They must ensure that they themselves are developing, that they are developing subordinates, and that they are sustaining a positive climate and improving the organization. Leaders encourage development and set conditions while performing missions. Development occurs by having subordinates reflect on what happened during an event, by assessing whether units performed at or well above standard and why, in addition to having a positive mindset of improvement and learning. Every experience is developmental." (ADP 6-22, p 8). A subordinate is particularly resistant to a leader's influence amidst a threatening or hostile climate. We as leaders cannot afford ourselves an environment in which a fear of failure is our subordinates' sole source of motivation. The need for self preservation and the desire to grow and develop cannot mutually coexist; self preservation will always remain the priority focus. These conditions leave our subordinates grounded in a state of mind that dictates they do what they must to get by, and ultimately limits them from striving to reach their full potential. By establishing a positive environment, one in which our organization is a composite steward of our profession that continuously strives to foster esprit de corps, we can better ensure that our influence takes to fertile ground and blossoms into our ability to *get the result* that we ultimately seek to *achieve*.

"*Gets results* is the single achieves competency and relates to actions to accomplish tasks and missions on time and to standard. Getting results is the goal of leadership but leaders must remain mindful that leading people and creating positive conditions enable them to operate as successful

leaders. Getting results requires the right level of delegation, empowerment and trust balanced against the mission. Adaptability to conditions and adjustments based on adversarial actions are ever important elements of success." (ADP 6-22, p 8). ADP 6-22



Army Leadership is a cornerstone publication within our Army's doctrine. By taking a holistic approach to understanding and applying the LRM, leaders can leverage a practical framework by which to exercise successful leadership in the IET environment. "Being a leader is not about giving orders, it's about earning respect, leading by example, creating a positive climate, maximizing resources, inspiring others, and building teams to promote excellence. Along the way, you will make honest mistakes. You will face difficult decisions and dilemmas. This is all part of the process of learning the art of leadership. You must internalize the Army's values, demonstrate unimpeachable integrity and character, and remain truthful in word and deed. Soldiers trust their leaders. Leaders must never break that trust, as trust is the bedrock of our profession" (General Raymond T. Odierno, United States Army Chief of Staff).

CPT Vernon J. James II is the Commander of Bravo Company, 3rd Battalion, 60th Infantry Regiment, 193rd Infantry Brigade.

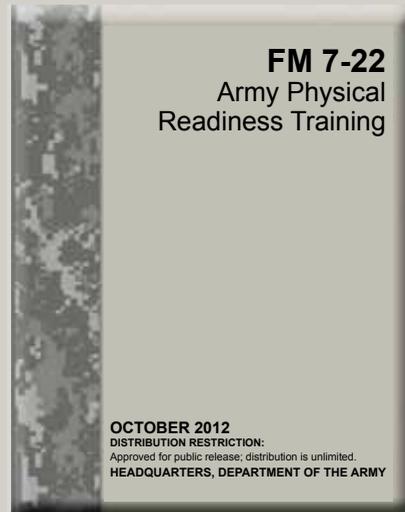
Master Fitness Trainer Course

From the perspective of a Junior Officer

1LT Justin Brown

The Master Fitness Trainer (MFT) course is 4 weeks long and is designed to provide its leaders with knowledge and skills related to physical fitness. Topics include: kinesiology, human performance optimization, skeletal and muscle anatomy, posture and body mechanics, oxygen transport system, performance psychology, performance nutrition and flexibility improvement. Leaders are also instructed on how to conduct Physical Readiness Training (PRT) during the course; furthermore, leaders are also tested on an ability to recall information from lectures and lead PRT exercises. The goal behind PRT is to reduce injuries within the force and prepare Soldiers for Warrior Tasks and Battle Drills (WTBDs). MFT's are given the skill sets to achieve this goal by advising command teams with the knowledge they have acquired throughout the course.

One of the roles of a MFT is their ability to read and understand DA Form 3349 (Physical Profile). A MFT assists command teams by understanding the limitations of a Soldier on profile and providing him or her with alternative and/or modified exercises to perform during PRT. The importance of providing Soldiers with alternative and/or modified exercises cannot be stated enough. Often times when Soldiers fall to the rear during a run, they hear their leaders say, "Push through the pain." Encouraging Soldiers to work hard and keeping them fit continues to be a value of military training, but when "pushing through the pain" becomes unwarranted it can have detrimental consequences that hinder the Soldier, but also the Soldier's unit. Physical fitness and injury prevention are two vital functions of a MFT at the company and battalion level. For example, the "Windmill" exercise from the Preparation Drill strengthens the muscles of the upper limbs. More specifically, deltoids and trunk muscles are strengthened to prevent strain or tearing of the muscle from lifting above shoulder height or off the ground. A MFT utilizes this knowledge to assist the unit by knowing what to look for as far as a possible injury.



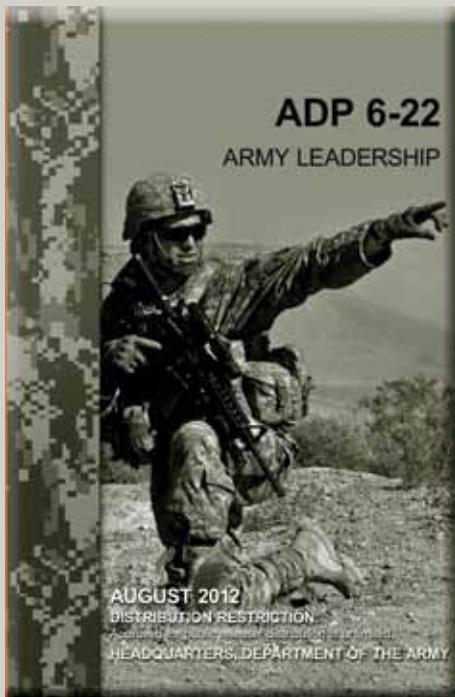
FM 7-22, Army Physical Readiness Training, states the Commander is responsible for the unit's PRT program. MFT's further aid their units by advising command teams on a PRT schedule. Days of PRT alternate between endurance and strength and mobility activities. A stigma behind PRT is that "it's not a good workout." MFT's combat this notion by understanding how to develop a PRT schedule considering the current phase a unit is in and also the correct number of repetitions and load needed. As a result, all Soldiers optimize their physical performance through various activities of the Commander's program.

In addition, MFT's act as a force multiplier by passing on their knowledge to other leaders. On Fort Jackson, this means graduates of the MFT course share with their organizations the proper execution of PRT with other Drill Sergeants (DS) in Basic Combat Training (BCT) and Platoon Sergeants (PSG) in Advanced Individual Training (AIT). As an Officer taking the course with 30 other NCOs, I saw firsthand the role BCT DSs and AIT PSGs have in implementing PRT into their units. When our leaders continue to correctly execute PRT, they are also impacting Soldiers In Training (SIT) who enter the Army. SITs will leave Fort Jackson with the intent behind PRT and carry that knowledge with them to the Operational Force, performing exercises that ultimately minimize risk of injury and prepare them to move efficiently in combat.

1LT Justin Brown is the Executive Officer of Charlie Company, 187th Ordnance Battalion, 171st Infantry Brigade.

Performance Counseling: Providing useful Feedback

By LTC Scott Trahan



Performance counseling is a critical component of leader development but one in which leaders often struggle to accomplish effectively. FM 6-22 “Army Leadership” Appendix B * “Counseling” defines performance counseling as a “review of a subordinate’s duty performance over a certain period” and it focuses on “the future: the subordinate’s strengths, areas of improvement and potential”. **When leaders conduct performance counseling with their subordinates they are making an investment in the subordinate’s professional development and a contribution to the unit’s effectiveness overall.** Performance counseling also forms the basis for and assists the leader in preparing evaluation reports and is required by Army Regulation 623-3 “Evaluation Reporting System”.

Why then, if performance counseling is so important to the individual and unit do leaders often neglect this required aspect of their duties? My experience is leaders don’t counsel for three reasons. First, leaders associate counseling with a negative event or substandard performance. We regularly conduct required event counseling when a subordinate’s performance does not meet our expectations or behavior is not conducive to good order and discipline (e.g. body fat failure, failing NCOES, or acts of indiscipline). Second, some leaders are hesitant to tell subordinates how they assess their performance. Leaders falsely assume that providing subordinate feedback on their performance will somehow diminish the leader-led relationship. My experience shows otherwise, specifically that subordinates desperately desire to know what the leader thinks of their performance. Lastly, leaders neglect to conduct periodic performance counseling because they don’t have a counseling plan.

The goal of this article is to provide a technique for counseling that is easy for leaders to use, based on the latest Army Doctrine and tailored to the Initial Entry Training environment. I’ll describe a counseling plan that’s worked for me, how to prepare for a counseling session and a method to conduct the counseling session. My intent is that leaders will take this example and develop their own technique for counseling that is based on their leadership style. As with anything we do in the Army, counseling should start with a plan.

If leaders commit to and have a simple plan to regularly counsel it would go a long way to providing effective feedback for subordinates. My experience is the simpler the counseling plan, the more likely leaders are to follow through and

Note: ADRP 6-22, Army Leadership supersedes FM 6-22 (except Appendix B, Counseling), dated 12 October 2006.

conduct the counseling. A leader should decide who they will counsel and how often. Leaders are required by Army regulation to counsel those Soldiers that they rate; however, I think it's useful to also counsel those they senior rate. In Basic Combat Training, a company commander would counsel each of the four platoon sergeants in addition to the executive officer and first sergeant. The advantage of a senior rater counseling a subordinate is the Soldier is provided additional feedback from a different perspective on his or her performance and potential to perform at increasing levels of responsibility. A senior rater's counseling also helps form the basis of an evaluation (OER or NCOER). A senior rater's counseling of a subordinate ensures that at the end of the evaluation period the subordinate is not surprised by the senior rater's assessment. Once the leader has decided who he will counsel, he must decide how he will evaluate performance.

There are three tools a leader can use to evaluate a subordinate's performance and help reduce some of the subjectivity of counseling. First, leaders can evaluate the subordinate's performance against their duty description. The advantage of using the subordinate's duty description is that it allows the leader to highlight tangible areas for the subordinate to either improve or sustain. Using a Soldier's duty description to provide feedback on performance also allows the leader to tie the Soldier's performance directly to the unit's mission accomplishment. For Noncommissioned Officers, DA Pamphlet 623-3 "Evaluation Reporting System" directs that the rater use DA Form 2166-8-1 "NCOER Counseling and Support Form". In my opinion, the limiting factor in using the NCOER Counseling and Support Form is it constrains leader feedback in the form of bullets with the goal of having a fully developed NCOER at the conclusion of the rating period. The NCOER Counseling and Support Form doesn't allow a leader to tell the Subordinate how they can improve. To overcome the limitation of the DA

Form 2166-8-1, I recommend using both the NCOER Counseling and Support Form and the DA Form 4856 "Developmental Counseling Form" to provide subordinate NCOS feedback on their performance. In practice, the leader would characterize the subordinate's performance in terms of the Noncommissioned Officer duty and responsibilities (Competence, Physical Fitness & Military Bearing, Training, Leadership, and Responsibility & Accountability) on DA Form 4856 "Developmental Counseling Form". In each of those areas the leader would highlight what the NCO did well, where he or she could improve and how. The leader would use the DA Form 2166-8-1 just as it's intended to help write an evaluation report and record periodic counseling.

A third method to characterize a subordinate's performance is to use the Army leadership requirements model (Character, Presence, Intellect, Leading, Developing and Achieving) outlined in ADRP 6-22 "Army Leadership". Utilizing this methodology, the leader would provide performance feedback to the subordinate but place it in the context of leader attributes or competencies. Whichever method a leader decides to use for evaluating performance the important thing to do is tell the subordinate during initial counseling. I believe the most effective method for improving performance is for the leader to identify his or her expectations for the subordinate in initial counseling and then to provide feedback to the subordinate on how they are meeting those expectations in periodic counseling. Once a leader has determined who and how he or she will counsel, to complete the plan the leader must determine when to counsel.

In Basic Combat Training, similar to other units that are on a cyclical training management system, I believe the ten week Basic Combat Training cycle provides the right amount of time and activity to provide both a rated Soldier and senior rated Soldier feedback on their performance. The ten

week Basic Combat Training cycle also aligns with the Army requirement to conduct quarterly counseling with NCOs and Officers. The technique I use is to prepare for counseling in week ten, counsel those I rate in the first week of the cycle break, and those I senior rate in the second week of the cycle break. To reinforce the importance of counseling, I have those I rate and senior rate provide me with their counseling files of their subordinates one day prior to our counseling session. The purpose of inspecting subordinate's counseling is to ensure its being accomplished but also to provide the Soldier feedback on their counseling of their subordinates. Whatever your expectations for counseling, it's important to stipulate them in initial counseling and make sure they are understood by the rated Soldier. Determining who, when and what criteria to use to evaluate performance constitutes a leader's plan for counseling, the next step is for the leader to prepare for the actual counseling session.

To prepare for the counseling session, I think through three specific areas to ensure I am prepared. First consideration is the time and location for counseling to take place. I attempt to schedule counseling during times when I am least likely to be disturbed and when I'm most energized. Typically, I will schedule the counseling with a subordinate at least a week in advance to allow adequate time for preparation. When I schedule counseling, I ask the rated Soldier to conduct a self-assessment. Specifically, I ask the Soldier to come to the session prepared to discuss their perceived leadership strengths, areas for improvement and areas regarding my performance that need improvement. I encourage the rated Soldier to write down their observations to encourage them to think through the feedback they provide. Second, in preparation for the counseling session, I'll develop an agenda to follow to ensure the session stays on track. Below is an example of a counseling agenda.

The next step in preparing for counseling is to draft counseling statements and prepare the

NCO Counseling and Support Form. I have used two techniques to give feedback to the Soldiers that I rate. I recommend recording performance (superior or substandard) throughout the rating period. It's near impossible to remember all significant events throughout a counseling period if the rater doesn't write them down. Another, method is to solicit feedback from other leaders in a position to observe the subordinates performance, (e.g. the battalion executive officer providing the battalion commander feedback on company commander's performance). Once I've determined the areas of the subordinate's performance I want to highlight for improvement or sustainment, I record them on the DA Form 4856. To get the most out of counseling, leaders should also identify how the rated Soldier can improve or sustain a certain performance measure. If a leader doesn't articulate how to improve or sustain performance, he or she is leaving out a critical part of the session and can expect to revisit the performance area in future counseling sessions.

Counseling Session Agenda

- 1. Review and feedback of subordinate's counseling files of their subordinate(s). Did subordinate turn them in ahead of time as instructed?***
- 2. Subordinate identified areas for improvement.***
- 3. Leader identified areas for improvement.***
- 4. Subordinate identified areas to sustain.***
- 5. Leader identified areas to sustain.***
- 6. Subordinate identified aspects of leader performance and leadership identified for improvement?***
- 7. What area relative to our mission does the battalion need to improve?***

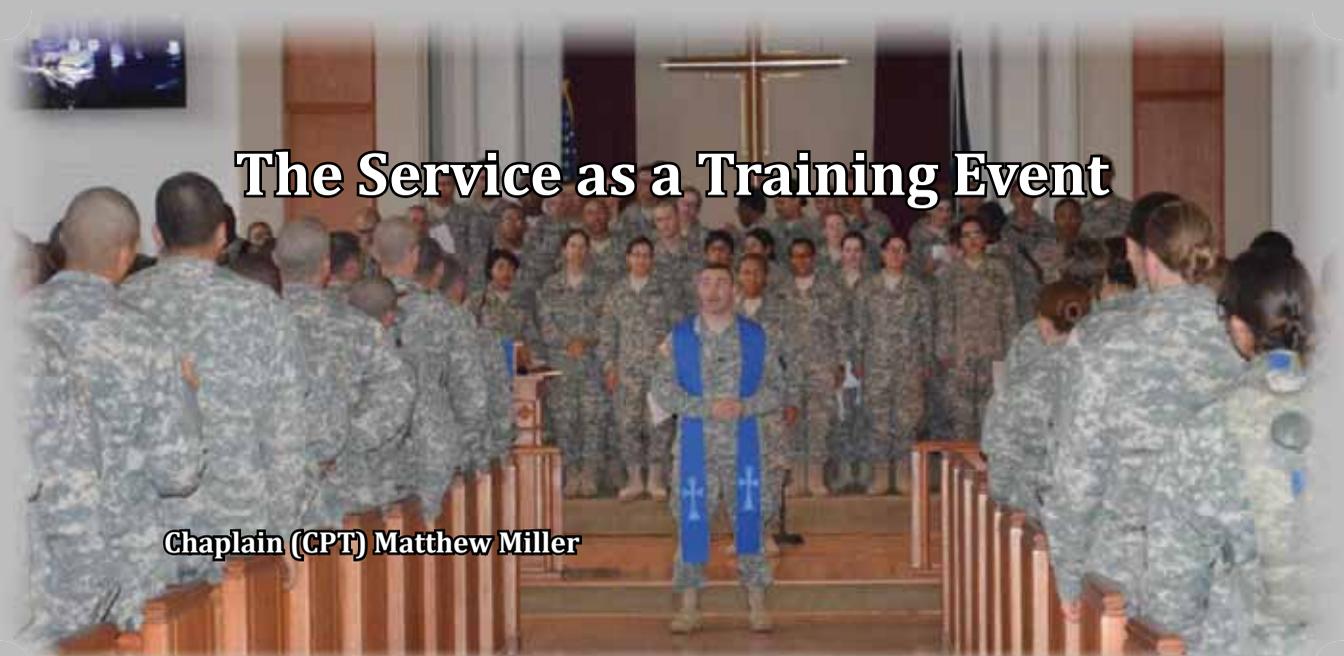
The final step in preparing for counseling is to rehearse the session. To rehearse for a counseling session I simply review the counseling statement to ensure it's free of errors and highlights the points I intend to make in the session. After I have reviewed the counseling statement I also review the counseling agenda. The intent of the rehearsal is to ensure the counselor feels at ease with the session. If the counselor is at ease, the Soldier being counseled is more likely to be at ease and thus the counseling more productive. Once I have completed all the necessary steps for preparation, the only thing left is to actually conduct the session with the rated Soldier.

There's no magic to conducting a counseling session. If you follow your agenda and stick to the highlighted performance areas you have identified on the DA Form 4856, the session should flow smoothly. A recommendation is to discuss areas for improvement up front. The reason for discussing areas for improvement first is twofold. First, if the counseling runs longer than expected and must be rescheduled the counselor covered

areas that most directly contribute to the Soldiers development. Second, it's my experience that discussion of areas to improve and how takes the longest. At the end of the session, close by highlighting the major points of discussion, signing and providing the Soldier with a copy of the counseling statement.

Counseling is essential to an individual's development and growth as a leader. It contributes to unit effectiveness by explaining to subordinates where their performance needs to improve and what performance to sustain. The key to conducting effective counseling is having a simple plan, that's comfortable for the counselor and then following it.

***LTC Scott Trahan is the Commander of 1st Battalion,
13th Infantry Regiment, 193rd Infantry Brigade.***



The Service as a Training Event

Chaplain (CPT) Matthew Miller

Soldiers that enter our ranks at Basic Combat Training have a variety of religious views. Some come from very devout homes, where mother and father taught spiritual beliefs to their children from the time they could talk. Many others were raised within a nominal faith, where they consider themselves friendly to their religion, but are not very devout. Other Soldiers have no religious background, or grew up in a household that was very critical of organized religion. Likewise, Soldiers come to Chapel for many reasons. Some come because of deep religious beliefs that have been instilled in them for years. Some come because they feel the stress of life is too much and they must pray for strength to make it. Some even come out of boredom, just to get away from the barracks. The stress, the boredom, and the religious introspection: all these factors are magnified in Basic Combat Training. Our pews are full.

Around 70% of the Soldiers in training in my Battalion attend services on Fort Jackson. During the week that this article was written, our battalion had 1,314 Soldiers in training and 556 (42%) of them attended my General Protestant Service. This means that no matter what their religious background or motivation for attending service, the Battalion Chaplain has major influence in their lives. Having such influence, the Battalion Chaplain is faced with the task of spiritual training for such a wide spectrum of beliefs and maturity levels. What will appeal to them all, and still not leave the more

mature believers wishing they had more? What does God want to teach the American Soldier, regardless of their denominational distinctives? For our Battalion, *the answer was found in conforming the Chapel Service to the Mission of Basic Combat Training.*

This seems obvious: If you have a training event in your battalion, you should make sure that it relates and benefits the mission as a whole. But many commanders and Chaplains do not think of the service as a training event. Fort Jackson has the policy that no “core training” will occur before 1300 on Sundays. So our services occur on Fort Jackson every Sunday with very little senior leader oversight. If a commander does not consider the service in any way training, he or she will not show up. If the Chaplain considers the service an end unto itself, the average service may have a small point or two of application, but will otherwise be disconnected with the Soldier’s mission and henceforth forgotten. Make no mistake: the main effort of a service is the worship of Almighty God. All else is meaningless if this does not occur. But as the congregation takes part in worship, they experience the sense that God is intimately concerned with their new chosen profession, and that they can all make great progress if they work together. A very real part of the service becomes a course of instruction from the Chaplain (who leads as he believes led from God) to the congregation. So what must we be aware of as we approach worship service as training?

The Service That Speaks to the Phases

In Basic Combat Training, there are three phases: Red, White, and Blue. Each phase has its own core training and events. The repelling tower and gas chamber are examples of Red phase events. Training is also cumulative: if a Soldier has not learned Basic Rifle Marksmanship, then Advanced Rifle Marksmanship is pointless. If the Soldier has not mastered “SPORTS” then he could be a liability to his peers on the Blue Phase scenarios during Victory Forge. In a similar way, there are life lessons that commanders (and God himself) wish to teach Soldiers during each phase of our training. Two very spiritual and painful lessons red phase teaches are confrontation and humility. The Soldier must learn to confront their fears and they must learn that they are not the center of the universe.

During our General Protestant Service, each phase is addressed directly. First, the chapel itself is decorated by the phase. Paraments on the alter, pulpit, stand, Bible, and the Chaplain’s Stole are Red, White, or Blue, and change in conjunction with the phase of training. Pictures are displayed of the week’s training, and near the end of service there are pictures of training they are heading towards. This may seem like a small thing, but it gives the Soldiers the perspective that they are in a place of worship that is fully knowledgeable and engaged with their training. A Soldier is more apt to listen to the spiritual lessons behind the gas chamber if the Chaplain is including “words of comfort and helpful advice about getting through the gas chamber”.

Second, there are core emotional and spiritual challenges that are specifically addressed in each phase. The following gives a good idea of the issues and lessons that each phase of training teaches the Soldier.

 Red Phase Soldiers experience separation anxiety. Soldiers miss their friends, their fiancé, their parents, and everything they are familiar with. They long to be in their hometown, where they know every street corner, every store, etc. A wise leader can capitalize upon this feeling, helping their

Soldiers see just how lucky they are to have loved ones to miss. Soldiers should see that their family, friends, and home should be things that inspire them to success, not cause them to quit. And so the lessons of Red Phase are thankfulness for what we have. We should be thankful for the simple things of life, like a job, three meals a day, and several hours of sleep a night on a mattress.

 White Phase focuses on doing what is right. Issues like teamwork, anger, bullying, and staying motivated while hurt come into play. The question arises, “will I still do the right thing and keep training even though I’m frustrated, lonely, or in pain?” By this point in the cycle, Soldiers become frustrated at the maturity level of some of their battle-buddies. This frustration can come out as abuse, especially for the class leaders who have rarely held positions of authority. Others with poor social skills face the challenge of making working relationships, and must learn that being an active member of the team gets them more respect and friendships.

 Blue Phase has but one major challenge: staying focused. Soldiers start to see the end of their training, and begin to think about living life to the fullest. For many, this involves making major life decisions (like marriage) in a heightened emotional state and at a young age. These thoughts cloud the mind, and must be overcome. If Soldiers do not put into practice all that they have learned, then they will easily forget the individual skills they have been taught. Just as a pianist was never meant to play with one hand but two, so blue phase is important because it puts multiple courses of instruction into practice. In our Chapel, the culminating Blue Phase event is the Victory Forge Worship Service. It is where our congregation meets under the large lightning protection area during our cycle’s 5-day field exercise. We invite the Battalion to come out and see what right looks like when it comes to the worship of God. Our praise team leads in song, members of the congregation give testimonies to God’s faithfulness, and the message is geared towards the importance of applying God’s values to all of life.

The Service that Speaks to the Values

Chaplains have faith books to preach from. For Christians, our curriculum for worship is the Bible. Now, the Bible is 66 books of inspired Scripture. From which book does the Chaplain preach? He does not personally know any of the Soldiers in his flock, or else he could preach where he sees they are weakest. He could also pray for God's will and then open the Book and preach what he sees. But that is obviously not the most effective way. He should preach scripture that will help them thrive in their new profession and be a blessing to their families. He should preach the true meaning of the Army Values.

My first experience with the Army Values was a poster. The Value was presented as a word, a picture and a one liner. This approach to values training generates an emotional response similar to the cheeseburger picture on the highway that makes me want to stop at exit 58. But the satisfaction we get from this response is short lived and hollow. Emotional responses can often be our enemy. Just as that delicious cheeseburger can clog our arteries and make us slow, so "Loyalty", "Duty", and "Honor" can lead us down roads that we should not go. How many lies have leaders in our Army told in order to be "loyal" to their fellow Soldiers? Many more Soldiers get kicked out for Values violations than physical fitness. And many values violations happen outside

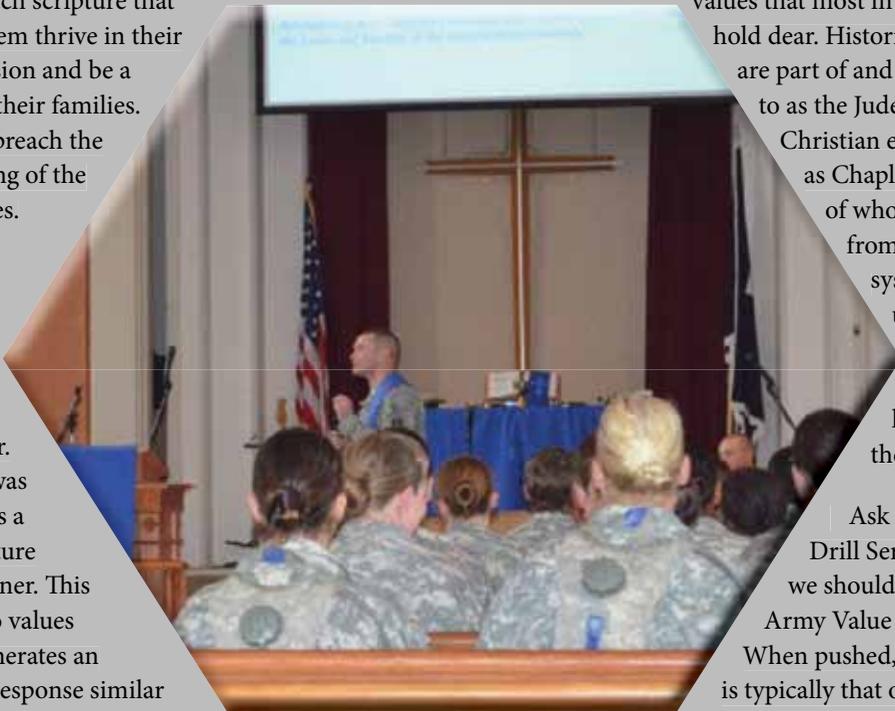
of combat situations. A true meaning of the values is needed.

Each of our Companies is directed to conduct Army Values training. Soldiers watch videos, listen and respond to vignettes, and learn their Drill Sergeant's take on the Values. It is crucial to hear the meaning of the Army Values coming from the experience of our Drills, but the Chaplain can also offer important insight. The Army Values are not just pulled from out of the void. They are

values that most in our nation hold dear. Historically they are part of and referred to as the Judeo-Christian ethic. And as Chaplains, many of whom come from this belief system, we are uniquely positioned to breathe life into these words.

Ask the average Drill Sergeant why we should show the Army Value of Respect. When pushed, the answer is typically that others would treat us with respect back.

That is counter to reality: some people will never treat us with respect. This is where faith steps in. The stories of scripture teach us that each human being is created in the image of God. To disrespect the person, to treat them in a way that they have given no cause for, is to disrespect God himself. The Soldier of faith is now held to a higher power, and the value takes on a whole new echelon of importance. The following is a service schedule for an average 10-week cycle.



 Sunday 1 - Reception – “Enter The Storm” – Matthew 14:22-32

Sunday 2 - Loyalty – “Qualities of A Loyal Servant” – Matthew 25:14-18

Sunday 3 – Duty – “The Cost of Following Through” – Luke 9:57-62

 Sunday 4 – Respect – “The Respect of the Good Samaritan” – Luke 10:30-37

Sunday 5 – Selfless Service – “Selfless Service or Selfish Service” – Acts 4:32-5:5

Sunday 6 – Honor – “David’s Honor” – Psalm 62:1-8

 Sunday 7 – Integrity – “The Way of Integrity” – Psalm 1

Sunday 8 – Personal Courage – “Joshua Begins His Conquest” – Joshua 1:7-9

Sunday 9 – Victory Forge Service (Culminating Event) – Two Foundations – Luke 6:46-49

Lessons Learned and Conclusion

For the commander, please go to your Chaplain’s service periodically. Distinguish what is an unchangeable theology and practice of the faith group. Remember that the Chaplain is not only accountable to his Army, but also to his denominational endorser. There are so many elements to a service, however, that need your guidance. The appearance of the Chapel, the incorporation of Soldier-leaders, standards of behavior in the Chapel, and most importantly how the training supports the mission as a whole. When my Commander and I compare notes and find that our Battalion has a negative trend, you better believe it’s coming out in my sermon.

For Chaplains, our Chapel services should be used as a team-building event, and the service should be structured in a way that deals directly with the mission. Whether it’s TRADOC or FORSCOM deployed, the mission of the Battalion must be in your mind as you sit down to write your sermons. Each deployment and training cycle has a phase, even if it is not expressly stated. Each unit has busy times and light times. Each have negative trends from time to time. Part of the dilemma for Chaplains is the discomfort with being told what to preach. Chaplains must be more thick-skinned towards the issue. Yes, your conscience, denomination, and leading from God cannot and should not be ignored. But didn’t the same God who put you in the ministry give you a commander to oversee your work?

Chaplain (CPT) Matthew Miller is the Battalion Chaplain for the 2nd Battalion, 13th Infantry Regiment, 193rd Infantry Brigade.



“VICTORY FORGE STARTS HERE”

David Kirsch

“Training begins in the generating force. In schools and training centers, Soldiers are introduced to Warrior Tasks and focus on developing individual skills and knowledge—the fundamentals that will help them integrate into a team to train on unit collective tasks”.

ADRP 7-0 Training Units and Developing Leaders

As the Center for Army Lessons Learned Representative (CALL) for the Fort Jackson Basic Combat Training (BCT) units I have been asked to conduct a collection effort to observe and collect best practices and lessons learned during Victory Forge. My participation in this event has allowed me to observe seven Battalions during the past three months.

Preparation

In order to prepare for Victory Forge successfully; preparation and proper training must take place immediately as the new Soldiers step off the bus into their battalion training area. Victory Forge does not begin in blue phase, nor does it start in white phase, Victory Forge begins in red phase, on day ONE.

Observations:

* Observed a battalion that trains their Soldiers on the importance of terrain models (sand tables) during their first FTX. By the time the Soldiers reach Victory Forge their knowledge and skills on how to construct terrain models have improved dramatically and were able to utilize this tool for STX rehearsals. Soldiers used the terrain models for familiarity of the surrounding area or STX lanes to

help identify possible ambush areas and rehearsal strategies. This training also helps the Soldier visualize their duties during the mission on the STX lanes. The terrain model is also a great tool for the squad leader while conducting the AAR.

* Integration of MILES gear to provide immediate feedback to Soldiers; testing and zeroing MILES gear prior to attending Victory Forge. Ensuring MILES are properly tested and zeroed saves time during training and allows Soldiers to benefit from realistic training.

* Soldiers, who are in leadership positions, travel with the Drill Sergeants to conduct a Recon of the Victory Forge training area prior to day one. This method eliminates any misunderstandings between the Soldier and the Drill Sergeant regarding what is expected of the Soldier once they arrive at the training area on the first day of Victory Forge.

* Range card training was conducted prior to Soldiers going to Victory Forge. This provided a fundamental understanding why the range card is an important asset in each fighting position.

* In order to achieve the most training out of Victory Forge, I observed a battalion that has extended their 4 day Victory Forge Field Training

Exercise (FTX) to a 5 day Victory Forge FTX. Adding the additional day to their FTX allowed ample time for their Battalion to come to the FTX properly prepared. The extra day (day 0) was utilized to check and zero Multiple Integrated Laser Engagement System (MILES) equipment which included a MILES class from the Training Support Center (TSC), conduct rehearsals and establish Situational Training Exercise (STX) lanes. The most important aspect of day 0 is that the extra training day allows more time for training Soldiers.

STX Lanes

STX lanes provide Drill Sergeants and the Company Commander immediate feedback on what the Soldiers have learned and retained during their time in basic training. There were many examples of outstanding STX lanes. STX lanes that stood out from the rest consisted of react to improvised explosive device (IED), react to ambush, IED identification, convoy training, first aid, land navigation and entry control point (ECP) procedures.

Observations:

- * During STX lanes Drill Sergeants served as Squad Leaders. Drill Sergeants provide more organization and realism to the mission as well as on the spot corrections and eliminating any safety issues.
- * New Drill Sergeants who were attending their first cycle Victory Forge were not permitted to lead Soldiers through STX lanes; however they shadowed the seasoned Drill Sergeant as they pushed Soldiers through the lanes.
- * Prior to new Drill Sergeants walking Soldiers through the STX lanes they must be STX certified. To obtain STX certification the new Drill Sergeants are taught the necessary skills by two Drill Sergeants with combat experience. Once the Drill



Sergeant is proficient on how to properly conduct the assigned training then the Drill Sergeant is evaluated by the Senior Drill Sergeant or the company 1SG.

- * Use Progressive Training Model and Crawl, Walk, Run method in all training sessions; change conditions to reinforce training using scenario based training through the entire cycle. Soldiers tend to learn more during hands on training.
- * Observed OPFOR teams during STX lanes consisting of one Drill Sergeant and six Soldiers in training. This technique frees up the rest of the Drill Sergeants to concentrate on training. Another advantage of the OPFOR team was the constant effort of probing the security of the perimeter during the night.
- * A technique that I observed was the use of casualty cards. The casualty cards were being distributed during the STX lanes. This technique seemed very effective and ensured the Soldiers remained alert in order to affectively navigate through the first aid portion of the STX lanes.
- * Observed improvised explosive device effects simulator training system being employed during react-to-contact STX lane training. This exercise was extremely effective, which produced highly realistic training.

* During the STX lanes a lot of supervision is required to ensure that each Soldier has retained the knowledge they were taught during basic training. As the squad element moved out to the first objective there was 1 Drill Sergeant that served as the Squad Leader and one O/C, which was normally the company commander or the company 1SG. There was a Drill Sergeant on the STX lanes that was solely responsible for the OPFOR Soldiers. There was also one Drill Sergeant

at each of the three objectives to ensure control and safety measures were being enforced. Utilizing 6 Drill Sergeants and a Senior Leader throughout the STX lane provided a controlled, efficient and safe learning environment. Many leaders were involved in this training and it seemed that all lessons learned were captured and presented during the AAR.

* Observed NVG Training that involved reacting to contact. Prior to conducting training Soldiers are first exposed to different light examples while wearing night vision. The Drill Sergeant presented several light sources such as IR light, chemical light, and vehicle with and without headlights, weapon firing and a lit cigarette. These examples give the Soldier an opportunity to see what each light source looks like with NVG's.

Warrior Tasks and Battle Drills (WTBD)

Warrior tasks are a collection of individual Soldier skills known to be critical to Soldier survival. Battle drills are skills designed to teach a unit to react and survive in common combat situations.

Observations:

* Concurrent training is one of the main focuses during Victory Forge. WTBD's strengthens the training skills of the Soldiers ten week experience in Basic Training. Concurrent training ensures that all Soldiers are actively engaged in training during the entirety of the day.

* Observed a battalion which tasks one Drill Sergeant per company to be responsible for the WTBD Victory Forge Training. These Drill Sergeants were solely responsible for concurrent training during the duration of Victory Forge training. Doing this allows the remaining Drill Sergeants from each company to focus on STX lanes and other Victory Forge requirements.

* Warrior Task and Battle Drills challenged the Soldiers and provided Cadre an accurate assessment of Soldier knowledge.

Once each training event and mission was completed, After Action Reviews (AAR) were conducted. What stood out the most was when Company Commanders participated in the AAR;

the Soldiers seemed to open up more and discuss the event in more detail. A great idea was brought up in regards to videotaping all AAR's. Videotaping AAR'S would be a great tool for the Soldiers, Drill Sergeants and the chain of command.



Fieldcraft

Fieldcraft is an important training topic and must be stressed daily to learn the fundamentals and ensure survivability on the battlefield. The Soldiers Manual of Common Tasks (SMCT) contains a list of individual skills that a Soldier must learn and understand. Some examples of fieldcraft are; Soldiers learning to properly move from one location to another utilizing cover and concealment. Cover and concealment consists of not only the Soldier, but the equipment and fighting positions as well. Another example is learning the basics of constructing a fighting position; as well as camouflaging the fighting position so the enemy cannot locate it. During my observations at Victory Forges I observed many outstanding examples of fieldcraft.

Observations:

* Observed units avoiding the UCP tents; which stressed the importance of fieldcraft and an understanding of the basics of Soldiering.

* Observed a battalion relocating from one location to another; ensuring all individual fighting positions were properly concealed and then reconstructed the fighting positions once the Soldiers arrived at their next location. This lesson ensures Soldiers know how to correctly conceal their last location and keeps them practicing on how to construct an individual fighting position.

- * Observed sector stakes properly positioned including range cards placed in each fighting position.
- * Observed individual tents built close to night fall and observed all tents being taken down prior to “Stand To” to ensure cover and concealment was reinforced.
- * Observed Soldiers providing security and the other Soldier improving their individual fighting positions.
- * Observed Soldier providing security within the individual fighting positions and the other Soldier cleaning their assigned weapon inside the fighting position.
- * Gear was stored behind the individual fighting position and the gear was camouflaged for cover and concealment.



Bringing the Fight Back to the Forge

Best practices:

* **Multi-Echelon Training:** An operational Victory Forge provides an opportunity for Battalion Commanders to conduct multi-echelon training throughout the formation. The staff operates in support of the mission sets by developing the Road to War, conducting TOC operations, providing BUBs and controlling the battle-space by moving units in the field and coordinating logistical convoys. Cadre members at the company level are maintaining their leadership skills while the Soldiers are operating as an operational unit.



* **Motor Moves:** Nothing says ADMINISTRATIVE like a big white bus. One battalion I observed utilized 8 LMTVs (6-organic, 2-G4) to move 4 of the 6 companies (2 companies conducted a FM) out to the area of operations. With the ability to carry 12 Soldiers with individual equipment, each convoy could move 96 Soldiers at a time under gun truck escort and in three lifts. This movement saved man hours and bus assets that could be re-directed elsewhere while allowing movement into the training area. LMTVs were on call to provide lift assets for companies throughout the area of operations to maximize training and provide the operational realism to administrative moves.

* **Tactical Operation:** Remove the administrative portions from Victory Forge by developing a Road to War that provides a ‘fictional history’ to the area of operations that these Soldiers will deploy to. A way to utilize this is through the Fill Plan which can be used as a patch chart that provides Soldiers with a sense of ongoing operations....not just a culminating event. Another way to do this is to use lessons learned from past cycles as “enemy TTPs” that Trainees will have to overcome. Provide operational briefs about the enemy and friendly forces from day one and throughout the cycle up to Victory Forge.

* **Multiple Mission Sets:** Utilize the entire training area and provide training scenarios based on real world SIGACTS that evolve. Identify the POI tasks trained at each mission to provide a variety of training at each mission so that Soldiers and Cadre are constantly challenged. Develop a Red-Cell that is user friendly so that trainers

can remove/add tasks based on unit performance and understanding. Geographically separate the mission sets to; provide the illusion of a large operational area, continuous operations, allow the OPFOR to re-set, and provide multi-echelon training.

* INTEL: Mission sets provide an intelligence update that prepares the unit for the follow on mission ensuring that the administrative rotation is synchronized and transparent to the Soldier.

Final Thoughts

Observations:

* Observed Company Executive Officers serving as the Battle Captain during each Victory Forge. One Battalion Commander has implemented a program which allows each Company XO to rotate in shifts as the Battle Captain. The program is designed to allow each XO the opportunity to gain knowledge and experience as a Battle Captain; which will further enhance their understanding of TOC operations.

* Best Squad competition builds team work, pride and Esprit de corps within the Battalion. A competition that I observed consisted of the following events: 1 minute pushups and 1 minute sit-ups, render buddy aid, buddy evacuation, Skedco drag, ammo/ Water resupply under wire, map reading, react to NBC attack, HMMWV



Push, CCMCK 10meter Reflexive station. There was also a weapon event in which the M240B's/ M249's/ M16's were disassembled then consolidated in one pile for reassembly. Once the weapons are reassembled the Soldier then must perform a weapon function check correctly in order to proceed to the next event. Drill Sergeants served

as O/C's and safeties. The S3 is tasked to grade the event and ensure all Soldiers are completing the task to standard. The Best Squad competition lasted 2 hours and was conducted on the last day of Victory Forge.

During the past couple months of observing training events at Victory Forge I had the pleasure of collecting many best practices and lessons learned. Not all observations may be useful to each battalion; however some of the insights collected may contain some value that may be applied into each battalion's Victory Forge training.

I would like to take this opportunity to thank all the 165th and 193rd Battalion Commanders for allowing me to observe their training. I would also like to thank all the Drill Sergeants for allowing me to shadow their training during the NVG and STX lanes, simultaneously answering all my questions.

David Kirsch is the CALL LNO for Fort Jackson Basic Combat Training. He is a retired CW3 and served as a Drill Sergeant with the 3rd Battalion, 13th Infantry Regiment here on Fort Jackson. For questions or training support he can be contacted at david.e.kirsch2.ctr@mail.mil or 803-751-6073

The Battle of Agincourt

25 October 1415 (Saint Crispin's Day)

The Battle of Agincourt was a major English victory against a numerically superior French army during the Hundred Years' War

The French outnumbered the English 6 to 1

French Loses: 7,000 Killed, 1,000 Captured

English Loses: 113 Killed



St. Crispin's Day speech **from Henry V (1599) by William Shakespeare**

**We few, we happy few, we band of brothers;
For he to-day that sheds his blood with me
Shall be my brother; be he ne'er so vile,
This day shall gentle his condition;
And gentlemen in England now-a-bed
Shall think themselves accurs'd they were not here,
And hold their manhoods cheap whiles any speaks
That fought with us upon Saint Crispin's day.**

Jackson Journal **Articles Needed**

The Jackson Journal is always in need of articles for publication. Topics for articles can include any aspect of training or leading Soldiers in Initial Military Training (IMT). If you are unsure whether a topic is suitable, please contact us.

Feature articles are usually between 2,000 and 4,000 words (but those are not rigid guidelines). We prefer clear, correct, concise, and consistent wording expressed in the active voice. Also, please spell out all acronyms and abbreviations the first time you use them.

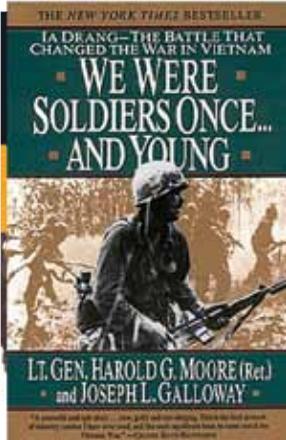
Photographs or graphics that support your article are encouraged when you submit your article, please include the original electronic file of all graphs (jpeg, power point, etc).

Submit articles NLT 1 April 2013 for the April-June 2013 issue by email to: michael.ryan9@us.army.mil or john.d.philibert.civ@mail.mil

“A good company idea in tactics is likely to remain confined to one company indefinitely, even though it would be of benefit to the whole military establishment”.

S.L.A. Marshall
Men Against Fire: The Problem of Battle Command, 1947

Reading List



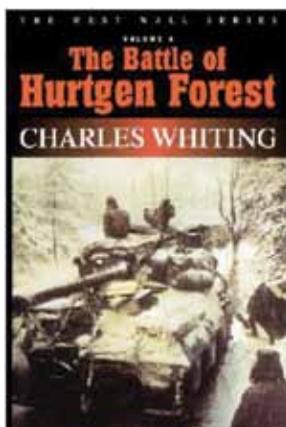
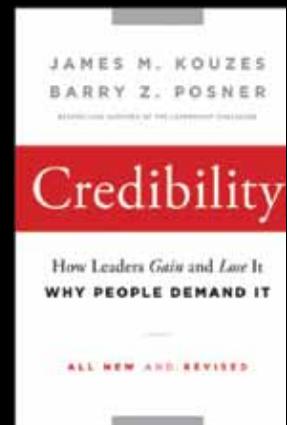
We Were Soldiers Once . . . and Young: Ia Drang—the Battle That Changed the War in Vietnam
Harold G. Moore and Joseph L. Galloway // New York: HarperTorch, 2002

This is a gripping firsthand account of the November 1965 battle of the Ia Drang by the commander of the 1st Battalion, 7th Cavalry, 1st Cavalry Division. The Ia Drang was the first major combat test of the airmobile concept and the first major battle between U.S. forces and the North Vietnamese Army.

Credibility: How Leaders Gain and Lose It, Why People Demand It

James M. Kouzes and Barry Z. Posner // San Francisco: Jossey-Bass, 2011

After thirty years of research, Kouzes and Posner conclude that credibility is the cornerstone of leadership. Leaders must “say what you mean and mean what you say.” The three sources of credibility are honesty, competence, and inspiration. Army leaders cannot achieve their potential without considering and addressing the expectations of those whom they lead.



The Battle of Hürtgen Forest (Spellmount Siegfried Line Series, vol. 4)

Charles Whiting // Charleston, S.C.: History Press, 2007

This is the story of the longest battle fought in the Army's history in which thirty thousand Soldiers were killed or wounded. The battle has been ignored for so long and, as the author claims, is one that should never have been fought. From September 1944 to February 1945, ten American divisions fought the Germans and sustained a casualty rate of over 50 percent. The author alleges that commanders failed to realize the limited value of the military objectives to the overall strategy and therefore poured more men into the meat grinder. This is a classic account of the price fighting men pay for the prideful blunders of their commanders.

A U.S. Army 3rd Infantry Division M1/A1 Abrams tank rolls deeper into Iraqi territory March 23, 2003 south of the city of An Najaf, Iraq. U.S. and British forces continue to assault Iraq from land, sea and air as part of the ongoing Operation Iraqi Freedom.

