

# JACKSON

*Journal*

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TRADITION ★ TRAINING ★ TRANSFORMATION





# Jackson Journal

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The Jackson Journal is a professional journal that provides a forum for original thought and discussion on all aspects of training and leadership as they pertain to Initial Military Training. The views expressed in the Jackson Journal are those of the Authors, not necessarily those of the Department of Defense or any element of it. The content does not necessarily reflect U.S. Army position and does not change or supersede any information in other official U.S. Army publications. Authors are responsible for the accuracy of the articles they provide. The Jackson Journal reserves the right to edit material.

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# *From the Commanding General*

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For over 96 years, Fort Jackson has developed Soldiers of character. Today, as we look around the world in a time of great uncertainty, whether it's in the Middle East, or Asia Pacific or here at home with our financial uncertainties, it is during times like these when strength of leadership is paramount.

Our feature article by General Melvin Zais is a classic commentary on leadership given at the Armed Forces Staff College in March, 1977. Throughout his illustrious career, to include leading and commanding Soldiers in World War II and Vietnam, General Zais sincerely believed that to be a successful leader in the idealistic sense – **You Must Care About Soldiers**.



A collection of four articles, three written by Drill Sergeants (SFC Weaver, SSG Holman and SSG Smith) and one by a company commander (CPT Cerchione) highlight General Zais's leadership themes in leading and training Soldiers in Basic Combat Training here at Fort Jackson.

SSG Caleb Vanvoorhis Thinkers before Shooters article and COL Joseph McLamb's Maneuver Live Fire Training article complement each other well and are great examples of the intellectual rigor required to conduct quality training.

Finally, the back cover of this issue includes an excerpt from MG Schofield's address to the Corps of Cadets in 1877. Schofield's Definition of Discipline is as applicable today as it was over 136 years ago, as it stresses the importance of **Respect** and **Trust**, as the fabric of our **Profession of Arms**. COL Bryan Hernandez's article titled Dignity or Disdain: How We Think About, Act Towards and Develop New Soldiers, is a modern day version of Schofield's Definition of Discipline, and clearly defines how we at Fort Jackson must develop the future of our great Army.

As the Commanding General of the USATC and Fort Jackson, I respect your selfless sacrifice, am grateful for your extraordinary dedication to service, and am humbled by your professionalism as we strive to become the Preeminent Training Center in all of DoD.

**Victory Starts Here!**

Peggy C. Combs  
BG, USA  
Commanding

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# *Post Command Sergeant Major*

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As we complete combat operations as well as our train and assist mission in Afghanistan we must retain our hard earned tactics, techniques and procedures. We retain these TTPs by passing them on to our trainees and solidifying them on our continuous mission of leader development.

The highest level of combat experience is within our ranks today but we have had to put development on the back burner in a lot of cases due to the pace we have been on since 9/11. The time is now that leaders at every level codify leader professional development and map the development of our junior and future leaders. ADRP 1, The Army Profession, defines and describes the Army Profession and the Army Ethic. This manual is the right place to start for all members of our Army in order to understand the basic level of expectations we have of each other as professionals.



As leaders and trainers in Initial Entry Training we have a responsibility to teach and display the five essential characteristics of the Army.

Military expertise comes from both self study and operational and training experiences and at the expense and loss of many fine warriors. We are the finest Army in the world because we utilize ethical application of landpower and respect even our enemies.

Honorable service and dedication to our profession is paramount as we continue to perform as an all volunteer force. Self policing is critical as we do not allow undesirables to blemish what and who we are.

Trust is the bedrock of our profession and we must ensure the American public maintains their confidence in us to perform our duty.

Esprit de Corps level must remain high and everyone must work to make their assigned organization the best possible. Working together to accomplish consolidated visions and goals results in an incredible feeling of accomplishment.

And finally we must be stewards of our profession, especially as we re-size the current personnel strength and configuration of our Army. Train those who in the near future will take your place and give them every advantage possible required to fight our Wars and defeat those who would harm us, our families, and the citizens of our great nation.

**Victory Starts Here!**

Kevin R. Benson  
CSM, USA  
PCSM

# Leadership and the Art of Command



General Melvin Zais

I have devoted two thirds of my life to the study of leadership and the art of command either by observation, experience, or reading. I have, as a consequence, developed some thoughts, some prejudices, a variety of interesting quotes, and an absolute conviction that leadership defies definition. One can define what is wanted; but exactly how to do it and what characteristics are essential is the sixty-four dollar question. Some are born leaders, others are developed leaders, and a few are nothing until pressures are imposed on them, which bring forth amazing demonstration of leadership. The most disappointing are those who seem to have all the accepted qualified qualifications until the pressure comes and then they fold. The libraries and archives are filled with books on the subject of leadership; i.e., B.M. Bass "Leadership Psychology and Organizational Behavior". Author discusses many of the 1,115 books and articles on leadership and cognate subjects listed in his biography. There is a cult of leadership study, which is thriving today because its growth is fertilized by government research dollars. These are the behavioral scientists that would tabulate traits, mannerisms, characteristics, habits, morals, physical attributes, and lifestyles. They convert this data to bars, graphs, curves, models, and matrixes in the most scientific manner and then distribute their conclusions to the

government, the business world, and to each other. It is like so many of my golfing friends who are suffering from "paralysis of analysis." The pitfalls - or potential pitfalls - associated with this "scientific and ordered" approach are captured well in this excerpt from Edmund Fuller's review of James MacGregor Burns's recent book, **Leadership:**

Book Review by Edmund Fuller of Leadership by James Macgregor Burns  
Harper and Row, 1976' 530 P.

*"Leadership is one of the most observed and least understood phenomena on earth" so says Pulitzer Prize and national book award winning historian- biographer James MacGregor Burns at the outset of a large, ambitious work, leadership."*

*It is commonly remarked these days, as an expression of frustration that the world is critically short of leadership - the views of its present leaders to the contrary notwithstanding. Thus this formidable work seemed timely and I approached it with great expectations. In the upshot, I am sorely disappointed. Having mulled over many things that professor Burns puts before us, interesting as some are, I do not feel that I have emerged with sufficient illumination but have come out through the same door by which I entered.*

## Leadership and the Art of Command

*Professor Burns has demonstrated in several books that he can write excellent English. He has not elected to do so here. A few of his opening and closing pages and narrative or biographical passages are clear and informative. The bulk of his work is written in jargon derived from sociology and psychology.*

*An early example, not necessarily the worst: "power over persons, we have noted, is exercised when potential power wielders, motivated to achieve certain goals of their own, marshal in their power base resources, (economic, military, institutional, or skill) that enable them to influence behavior of respondents by activating motives of respondents relevant to those resources and to those goals". Page after page of such prose is brain damaging.*

*Professor Burns has addressed his book to the people from whom his central ideas are drawn. It is no accident that the men quoted on the back of the jacket, offering such accolades as "a stunning book," "a master work," "are all academics, sociologists, psychologists, who talk to each other in their own jargons, as seen in numerous quotations from such within the book."*

One of my sons will soon complete such a graduate course in preparation for an assignment to the leadership department at West Point. I am certain that he will learn a great deal. I am not sure that having acquired an advanced degree in behavioral science he will ipso facto become a better leader.

Later, I will list some approaches which seemed to help me the most and even as I do so I will be aware of previously expressed reservations about one's ability to define and describe this allusive quality of leadership.

Let me start out with some interesting definitions by others and thus set up some straw men that we can later dignify or demolish.

The first is a definition of "He Who Would Command" by Charles Burnap. I have carried this definition around with me for many years. I have read it often. It has helped me. It may or may not help you; for a definition is one thing and how to live up to the definition is another. In essence, that is the "Catch 22".

Decision of character is one of the most important of human qualities, philosophically considered. Speculation, knowledge, is not the chief end of man; it is action, we may buy a fine education, learn to think most correctly, and talk most beautifully; but when it comes to action, if we are weak and undecided, we are of all being most wretched. All mankind feel themselves weak, beset with infirmities, and surrounded with dangers; the acutest minds are the most conscious of difficulties and dangers. They want, above all things, a leader with that boldness, decision, and energy, which with the shame they do not find themselves. "Give us the man," shout the multitude, "Who will step forward and take responsibility," he is instantly the idol, the Lord, and the King among men, he, then, who would command among his fellows, must excel them more in energy of will than in power of intellect.

He Who Would Command  
By Charles Burnap

Here is another one by S. L. A. Marshall in his book, "The Officer as a Leader".

Any man, whatever is his rank, can command who has the courage to try and the brain to see clearly what other men miss. I am quite sure that I have known personally greater number of emergent combat leaders than any man living. None was a genius or possessed of a better than average IQ. As a type, they are stolid rather than imaginative, and it is usually the lack of flare, rather than a failure to conform to what is asked of them that denies them promotion or special recognition until their pre-eminent qualities are proved under fire. Their spirits are by danger. Other men rally to them in emergency because they take positive action. There is the key word. These clutch hitters are able to fill the void caused by the failure of appointed leadership because they do not mistake the appearance of that position for the reality.

Except for putting us down as stolid and rather unimaginative and of average I.Q. he says the same thing as does Charles Burnap. He says the keyword is "positive action," as with Burnap's definition,

it is easy to understand what is wanted. The real problem is in determining how one gets to be that way, “another Catch 22”?

Maybe command Sergeant Major Walter Krueger has the answer. In a letter to “Army Magazine”, he wrote the following:

### Some Basics for Young Leaders

*There must have been millions of words written on leadership, another thousand pages on motivation, and even more on counseling. All the while behavioral scientists attempt to penetrate the human psyche to find even more ways of doing what? Getting the job done.*

*Modern terminology boggles the mind: directive, nondirective, electric, organizational development, organization effectiveness, synergistic communication, and so on. Add priority pressures such as what to do first, short fuse missions, career apprehension, a family with the measles, and an alcoholic squad leader – it gets to be a rather full day after day after day.*

*I would propose a few basics. They don't subvert new titles nor are they a panacea for the ne'er-do-well. They're not “brown shoe” Army either, although they have been around, a long, long time. They're just statements that do not need any explanation:*

- *Listen to your Soldiers.*
- *Instill pride, never degrade.*
- *Set reasonable standards.*
- *Never lie to Soldiers.*
- *Be hard, but fair.*
- *Be good as your word.*
- *Train hard; your life really depends on it.*
- *Keep your Soldiers informed.*
- *Be honest in all things.*
- *Respect all Soldiers.*

*That about covers leadership, including all the fancy words. I'm not against any method, but sometimes I (maybe you do, too) get confused with all the reinventing and new tools we have. If they do nothing else, they get us thinking about leadership and that's just great.*

CSM Walter Krueger

The definition which I find most amusing and yet filled with puckish wisdom is that expressed by General Moshe Dayan after the Sinai campaign.

“A leader should be moral. He should not drink heavily, play around with women, be careless in his private affairs, never pleasure before business, or fail to know his people intimately as individuals. So you have a paragon who observes all of these rules and he is still no leader. In fact, if he is that perfect, leading is the thing at which he is most likely to fail.”

General Moshe Dayan  
After Sinai Campaign

The moral here is don't be perfect, another “Catch 22”? Finally, I find the following a most simplistic quote designed to tranquilize those who are tired of trying to improve themselves. “A man may acquire knowledge but leadership like wisdom is a gift from God”.

When I reflect on the leaders whom I have known, I find tall and short, noisy and quiet, extrovert and introvert, intellectual and bore, which reminds me of an efficiency report which I read when I was serving on a promotion board. The rater said, “This officer is equally at ease with intellectuals and those in authority”. “Another said “Smith is not a born leader yet there seems to be some unknown chemistry which makes a man an exceptional leader”. This applies in other fields of endeavor also. For example, recently I was listening as Richard Burton; the famous actor was being interviewed by Barbara Howar on “Who's Who.” He offered this view that many actors are as able as he is but by some strange trick of personality he has been more successful. If one wants to learn to be successful, this is a strange “Will O' the Wisp” of advice and leaves little to emulate except a certain degree of modesty or self-effacement, neither of which are his long suits. John Ruskind said, “I fear uniformity. You cannot manufacture great men any more than you can manufacture gold.”

Despite all the conflicting evidence which I have inflicted on you, I do have some advice to offer and certain points to make. If you heed them, you may, (and I am cautious to use the qualifying phrase may) advance more rapidly and to a higher grade than your fellow officers and you may improve your leadership qualities and your ability

to command because leadership potential can be developed. These pearls of wisdom come under the heading pipe smoking, pot-bellied, pontificating profundities and even if you agree with them, you may not be able to or care to place them in effect or practice them.

**A.** Leadership is the ability to get other people to do what you want them to do. How one develops this capability is closer to an art than science. The ability to get others to respond is a primary prerequisite however and the lack of this ability explains why some very able, bright, conscientious young men flourish in their youth and then begin a general fade out in their middle years. These are the men who do everything well as long as the results are dependent on their own efforts. While they are young and their tasks are minor they are judged solely on their own performance but as they move up the hierarchy they are increasingly required to delegate responsibility and to create in their subordinates a strong desire to do that which has been directed by them. These men are subject to terrible disappointment and often bitterness because they watch as they are passed by contemporaries who in earlier did not perform as well as they did. It also explains why some slow starters who suffer from impatience with detail and unwillingness to seek perfection in small matters but who have the ability to influence others to perform finally come into their own and advance rapidly. This explains why the class leaders at the service academies, colleges, and even advance service schools often are not leaders in the field. One should therefore not be surprised to discover that many of our great leaders stood low in their class. The lesson here is obvious. The least you can learn to do is to delegate. The ability to inspire others to perform is more difficult.

**B.** A young officer can and should learn by observation and imitation of his admired superiors and by the rejections of the modus operandi of those he does not respond to. Often more is to be learned from the latter. However human nature is such that we tend to treat others as we have been treated even when we did not like the treatment and then

we justify the action with the rationale of, "that is how it was for me". That explains some of the very harsh treatment meted out in recruit training and boot camp. It also has a general application. For example, most people who brutalize their children were themselves beaten by their parents. In my career, I was fortunate to serve under only two men whom I considered sadistic or terribly egotistical. I learned a great deal from them. Mostly I had the good fortune to serve and closely observe the conduct of such men as Mathew B. Ridgway, Maxwell D. Taylor, James M. Gavin, Creighton W. Abrams and many others. I watched these men very closely. My wife is continually astonished at how much I remember about my former commanders and colleagues. I watch them and I try to learn. This brings me to my next point.

**C.** You must adapt to your commander. He does not adapt to you. This is an issue on which more officers' founder than any other I know. It is also the most difficult advice to live up to when faced with a commander who violates your own sense of justice or code of ethics. I will be happy to discuss this further in the question and answer period.

**D.** My next advice is don't fight higher headquarters. I know many of you consider the next higher headquarters as your natural enemy. It requires strong will power and a level head to keep your cool but you will find it counterproductive to engage in a running battle with your boss and his staff. Save your complaints for the very important issues. There is nothing as tiresome as a quibbling, gripping, uncooperative subordinate commander. Hold your tongue. When you rarely complain, people listen.

**E.** Next, don't ask for guidance or you will get more than you want. If you are operating within general policy, move out and display initiative. If your boss doesn't like it, he will inform you. His opinion of you drops off with each succeeding C.Y.A. request for approval.

**F.** Most successful leaders do more than is expected of them. You must pay the price. It is a conscious choice and I must admit that I have often envied many of my contemporaries who became much better golfers, bridge players, grass cutters, and commissary shoppers than I. Even so, you need not become a drudge or workaholic. I have played golf, poker, fished, hunted, drank, danced, and generally had a good time.

**G.** You must be able to establish priorities and meet deadlines. This again is where the perfectionist often comes a cropper. I replaced a very able man as G-3 of the 82<sup>ND</sup> Airborne Division because he tended to work on the top paper in his in-basket rather than the most important or time sensitive. Whichever paper he worked on, you could be sure was a masterpiece of attention to detail and thoroughness. However, he was often late with efforts and while he was laboring with periods and commas, the world was passing him by. You must also be able to whip out an effort in the time allotted even though you know that you could do a better job given more time. Your boss will soon learn which of his subordinates can get with the problem in a hurry and come up with something when he needs it.

**H.** As you move up - you must broaden your perspective. I recall that Sir William Slim, Chief of the British Imperial General Staff, was the Kermit Roosevelt lecturer when I was at the Command and General Staff College in 1947. He talked about the art of command. He had commanded the 14<sup>th</sup> Army in Burma and he reduced his hour lecture to three points dealing with the art of high command – it was, “no papers, no details, and no regrets”.

**I.** Read about our great leaders. I equate this approach to the case history method of teaching at the Harvard business school. When you read the lives of Macarthur, Marshall, Arnold, Nimitz, King, Bradley, Ridgeway, and many others, you will learn a great deal. Whether you can or will apply it is another matter, but first must come learning and understanding.

**J.** Be for, not against. Most great leaders are positive. They establish goals and achieve them or they have an idea and test it or they

have a dream and try to fulfill it. People, who are for things are vibrant, filled with electricity, radiating energy and enthusiasm. People who are against things tend to be dull, negative, uninspiring and boring. They cast a pall on every gathering and they are a wet blanket. We try to avoid them. They are not doers. Be a “forer”—not an “againer;” happiness in the final analysis is something to be enthusiastic about. Charles M. Schwab said “a man can succeed at almost anything for which he has unlimited enthusiasm”.

**K.** You must go where the action is. For some it is to the sound of guns. For others it is in support of those who go to the sound of guns. When I was privileged to deliver the Kermit Roosevelt lecture series in England the title of my talk was “your mission is to fight and don’t forget it.” I repeat it to you without elaboration. One thing which I know for sure is the fact that most of my success can be attributed to the fact that I went to the sound of the guns and I was lucky enough to survive.

**L.** Obviously I could go on in the same vein but I will stop providing you with pearls of wisdom and I will elaborate at some length of advice which I believe will contribute more to making you a better leader and commander – will provide you greater happiness and self-esteem and at the same time advance your career more – than any advice which I can provide you. And it doesn’t call for any certain chemistry. Any one of you can do it and that advice is - **you must care**. The Chief of Staff of the Army in a recent speech said it another way – “you must give a damn”.

Let’s talk a little more about caring. You’ll find that at this school and any other service school that you might attend, beginning at your basic course and winding up at the War College level that you spend about 80% of your time on tactics, strategy, weapons, planning, and writing. I’m being very generous here. And you spend about 20% of your time on people matters. And I note that here at the Armed Forces Staff College with this Delos C. Emmons lecture series that the worm is turning a little bit from when I made this first observation after many years in the service school system. It’s an interesting phenomena and a paradox that we go to school after school and spend about 80% of our time on tactics, weapons logistics and planning

and about 20% on people matters and then we go to our units and what do we do? We spend about 80% of our time on people matters and about 20% of our time on tactics, weapons, logistics, etc. Just think about that. You're young officers mostly here, Majors and Lieutenant Colonels but you have all commanded companies; some hope to command battalions; many have been S3s and XO's; some have commanded smaller ships; some have commanded air squadrons. Where does the time go? Just reflect on it. You're dealing with grievances, you're inspecting barracks, you're inspecting latrines, you're inspecting mess halls, supply rooms, day rooms, you're worrying about laundry, you're worrying about pay, you're greeting new Officers and new Noncommissioned Officers and new Soldiers, you're saying goodbye to Officers and Noncommissioned Officers. You're officiating at the promotions of your Officers and Noncommissioned Officers; you're officiating at the demotions of certain Noncommissioned Officers; you're dealing with the pass policy and complaints; you're dealing with awards; you're engaging in a great deal of correspondence; you're visiting the guardhouse; you're going to the mess hall on Christmas and Thanksgiving; you're going to chapel on Sunday. Even if you're not religious, you're going there because as a good leader you should do it as an example to your men. Those are the things that you're dealing with in command and you must care about your Soldiers and you're Airmen. Now think to yourself, all of you are saying to yourself right now, "well, I care, what's this guy talking about?" Well, there are degrees of caring. There are degrees of personal sacrifice to reflect the amount of caring that you do. And there's an attitude that you have to develop in yourself. How do you know if you care? You're sitting out there wondering "do I care? Do I really care?" How do you know if you care?

Well for one thing, if you care, you listen to your junior officers and Soldiers. When I say listen, I don't mean that stilted baloney that so many officers engage in and stand up to an enlisted man and say "How old are you son? Where are you from? How long have you been here? Thank you very much. Next man. That's baloney: that's posed. I can remember when I asked my son when he was a cadet at West Point how he liked his Regimental Commander and he paused a while and, with that clean-cut incisiveness with which

most midshipmen and cadets evaluate people, he said to me that "he plays the role". Wow, that was damning.

Well, I'm not talking about that kind of stuff. I'm talking about listening. Because a young Soldier won't come out and tell you everything that is all wrong. He'll be a little hesitant. If you ask him if he is getting along all right, if he just shrugs, he's getting along lousy. If he's not enthusiastic in his response, there's something wrong and you better dig a little deeper. You care if you listen to him. Really listen. You care if you really wonder what he's doing on his off duty activities. When you're about to tee off on a Saturday afternoon, when you are at the club at happy hour, when you're going or coming home from church on Sunday, if you're wondering, if there is a little nagging in the back of your head about, "I wonder what the Soldiers are doing. I wonder." Do you do that? What are the Airmen doing? What are the Sailors doing? Where do they go? You care if you go in the mess hall and I don't mean go in with white gloves and rub dishes and pots and pans and find dust. You care if you go into the mess hall and you noticed that the scrambled eggs are in a big puddle of water and that 20lbs. of toast have been done in advance and it has been laying there hard and cold. And the bacon is laying there dripping in grease and the cooks have all their work done way ahead of time. The cold pots of coffee are sitting on the tables getting even colder. If that gripes you, if you want to tear up those cooks, you care. It's the little things.

When I was in Vietnam, a quartermaster Captain was bragging to me about the ice cream that they made at Camp Evans and were taking out to Soldiers on the firebases. I said, 'that's great.' He said "Sir, would you like to see what we're making?" I said I'd like to very much. And I went there and they had these machines and they were pouring ice cream into these gallon containers. He was very proud. He says, "We get it out there every day." I said, that's great. What do you carry it out there in? He said, "Oh these containers." I said, "yeah but, how do the Soldiers eat it? You know, they're all in little dugouts. They're not all lined up in a mess hall. They don't have don't have mess kits out there and things like that." He said, I don't know Sir. I said, I know how they eat it. They pass that thing around as they stick their fingers in it and each one

grabs some.” I said, “Get some Dixie cups and send them.” He said Dixie cups? I said, yeah, Dixie cups?”

I use these little elementary things because I’m trying to illustrate a point. When you’re getting ready for the annual IG inspection and you know these guys are “GI-ing” the barracks and you know they’re working like hell and it’s Sunday night, if you’ll get out of your warm house and go down to the barracks, and wander in to see them work. And just sit on the foot locker and talk to one or two Soldiers and leave. They’ll know that you know that they’re working like hell to make you look good. If, as I mentioned earlier, on Sundays and holidays you’re concerned. If you take your kids and wife and you go to the mess hall. If even before you do that, you wander around and see if they’re making that place look decent, you care. If you have a fine, uncommonly good looking Noncommissioned Officer with muscles ripping down his cheeks and a strong neck and clean as a whistle, trim as he can be, shoulders back, the look of tigers in his eyes and he says to you “ Captain, don’t worry about it. I guarantee I’m going to take care of it.” If you don’t check to see whether he is making these guys do pushups until they’re dizzy and sweating and about to pass out, if you don’t wonder – is this guy getting sadistic pleasure from pushing these guys, if you don’t make it your business to make it known throughout your outfit that you won’t put up with that crap, then you don’t care. But if that worries you when you wonder, then you go and check and you ask questions and you make sure. You care.

If you look out your window before a parade and you see that the troops are lined up there, 15, 20 or 30 minutes before, windy, rainy, hot, whatever it maybe, if that doesn’t really boil you to see that, you don’t care. But if it does, you care because the only reason, the only reason the Soldiers stand around and wait is become some jerk officer didn’t plan it right or he planned in such a way that the troops have to pay for him not missing a deadline. You care if just before a jump or just before assault on a hot landing or just before takeoff from an aircraft carrier or just before a close support raid, you care if you wander down to where these guys are and you notice that their Adams Apples are bobbing a little, you notice that they are a little pale, and you notice that they are yawning a lot. People yawn when they are scared. And it really helps scared Soldiers, scared lieutenants and scared captains and majors and commanders and lieutenant commanders and it helps anybody when

you’re scared and getting ready to do something more difficult for somebody to come around who is senior to you, whom you respect and admire to let you know that he knows that he cares. You got to seek out these situations wherever it is tough for your men. Be there and understand and be sympathetic and give a pat and it has to bother you in your belly when you walk down the line and you see all the lads waiting, they’re sitting under the wing of the plane or they’re sitting near a chopper and they’re loaded and the sweat is coming down their face and they are really scared and you can smell it on their breath. I can tell you, you can smell fear in a man’s breath but you’ll never know it unless you get close enough to them to smell it. And if that bothers you and if you try to help him that way, you care. I can’t make you do this. But you really need, you really need to like Soldiers. You need to be amused by their humor, you need to be tolerant of their bawdiness, you have to understand that there as lousy as you let them be and as good as you let them be. You just have to really like them and feel good about being with them. When I was commanding in the 10th Airborne Division, I used to write a column every week. It was in a paper called the Screaming Eagle. The name of the column was called “Lucky Eagle Says”. I tried to get some message to my Soldiers. I tried to get some direct communication with them. My code name was “Lucky Eagle.” The code name for the fellow before me was “Bold Eagle.” If I was bold, my Soldiers would know it. I didn’t have to put it in my code name so I named myself Lucky Eagle on account of Soldiers are superstitious and Soldiers are always scared about something and if they wanted to be associated with anything, they like to be associated with luck. This is what I wrote in this column and I saved it. I said”

“You cannot expect a Soldier to be a proud Soldier if you humiliate him.

You cannot expect him to be brave if you abuse and cower him.

You cannot expect him to be strong if you break him.

You cannot ask for respect and obedience and willingness to assault hot landing zones, hump back braking ridges, destroy dug in emplacements if your Soldier has not been treated with the respect and dignity, which fosters unit esprit and personal pride.

## ***Leadership and the Art of Command***

The line between firmness and harshness – between strong leadership and bullying, between discipline and chicken, is a fine line. It is difficult to define but those of us who are professionals and who have also accepted a career as leaders of men must find that line.

It is because judgment and concern for people and human relations are involved in leadership that only men can lead men and not computers.

I enjoin you to be ever alert to the pitfalls of too much authority. Beware that you do not fall in the category of the little man with a little job with a big head. In essence, be considerate, treat your subordinates right and they will literally die for you.

I wanted all of my officers and Noncommissioned Officers to know I felt that way.

Now I want to close by stating that if you care, I guarantee you a successful career. I won't guarantee that you will be a General or Admiral but I guarantee that you will improve your chances tenfold. So it is in your self-interest. Even if you do not become a flag officer you will still be happy in the devotion, love and affection of your men and you will like yourself better.

I sincerely believe that to be a successful leader in the idealistic sense – **You Must Care.**

General Melvin Zais (May 8, 1916 – May 7, 1981) attended the University of New Hampshire and graduated with a B.A. in Political Science. In 1937 he was commissioned as a Second Lieutenant. He attended the U.S. Command and General Staff College, and was also a graduate of the Armed Forces Staff College, and the National War College. He was a veteran of World War II and Vietnam War.

His assignments included Commander, 1<sup>st</sup> Infantry Division, Commanding General, 101<sup>st</sup> Airborne Division (Airmobile), Commanding General, XXIV Corps, Director of Operations, J-3, Organization of the Joint Chiefs of Staff, Commanding General, Third Army, and Commanding General, Allied Land Forces, Southeast Europe, Turkey.

In 1940 he was a member of the original Parachute battalion later the 501st Parachute Infantry Regiment. During World War II, Zais was the Executive Officer of the 517th Parachute Infantry Regiment, fighting in Italy, in southern France and in the Battle of the Bulge. During his command of the 101st Airborne Division in Vietnam, they fought the Battle of Hamburger Hill.

*Editor's note: This article is from a speech that was given by General Melvin Zais at the Armed Forces Staff College in March, 1977 as part of the General Delos C. Emmons Lecture Series.*



# Maneuver Live Fire Training: A Primer for Leaders

COL Joseph McLamb

**M**aneuver live fire training is the gold standard in demanding, realistic training. No other type of training combines the real presence of danger, exposure to the full impact of the operational environment, a requirement for true cooperation by all members of the team, and realistic weapon effects to the degree of a maneuver live fire exercise (LFX). “If you haven’t done it in a live fire,” goes the saying in many of the Army’s best units, “you haven’t really done it.”

Even our best units, however, do not begin their training at the LFX level. At every echelon, fire team to battalion, the LFX is a capstone training event, and frequently occurs only after weeks or even months of preparatory training. An effective LFX requires a tremendous amount of leader effort long before the first round goes down range, and a cavalier attitude toward live fire training results in, at best, poorly trained units and, at worst, training fatalities.

Under the current Program of Instruction (POI) for Basic Combat Training (BCT), Soldiers execute only one maneuver LFX, the Buddy Team Live

Fire Exercise (BTLFX).<sup>1</sup> As in operational units, the writers of the POI clearly intended for the BTLFX to be a culminating training event in which Soldiers would be required to apply under realistic conditions the skills previously attained. Indeed, the standards for the training event are very clear in their requirement that Soldiers *apply*, rather than simply *demonstrate*, their skills.

*Standards: Soldier selects temporary fighting position with cover and concealment; uses proper movement techniques as required by terrain and enemy fire; and engages enemy personnel to enable continued movement toward the objective.*<sup>2</sup>

Note that these standards simply cannot be met if the drill sergeant, rather than the Soldier, selects the temporary fighting position or directs the movement techniques. That might be entertainment, but it isn’t training. To get Soldiers with less than two months in the Army to achieve these standards safely is no small task. But it is far from impossible.

<sup>1</sup> Soldiers do many live fire exercises, but only the Buddy Team LFX qualifies as a maneuver LFX. Unlike the other live fire exercises, it requires one element to fire while another element moves – the essence of “maneuver.”

<sup>2</sup> Buddy Team Live Fire Exercise, BT071002, Version 2.0, 1 Mar 10, page 5.

**Good Reading.** The good news is that the Army has been thinking about and executing safe, realistic live fire training for a long time – longer than we have been at war, in fact. Over the years, a number of excellent documents have served to orient new leaders to the basics of the LFX program. A couple of these should be on your “must read” list before trying your hand at live fire training.

TC 7-9, *Infantry Live Fire Training*, 30 Sep 93, has been in the Army longer than most of our captains, but it remains an outstanding introduction to live fire training for dismounted Soldiers, infantry or otherwise. An easy read that is full of useful insight into both live fire training and the employment of weapons in combat, it even has a chapter (Chapter 3) devoted specifically to the buddy team LFX. Search the book shelf of any old infantryman and you will likely find a dog-eared copy of this handy reference work.

DA Pamphlet 385-63, *Range Safety*, 30 Jan 12, is the Army’s definitive word on keeping live fire training both safe and realistic, and no unit should conduct a maneuver live fire exercise without this document on hand for easy reference. Don’t be fooled by the title – this reference work explains the *realistic weapon effects* of almost all US Army weapons, by ammunition type. Those weapon effects – which are described as Surface Danger Zones - don’t change when you go to combat; they are exactly the same. In most light infantry companies, the company commander and platoon leaders carry a transparent document with the surface danger zones of every weapon in the company, drawn on a 1:50k scale, for use in planning both direct and indirect fires, on a range or in combat. If you aren’t familiar with the concepts contained in DA Pamphlet 385-63, you should not be planning live fire training. Frankly, you probably shouldn’t be firing a weapon.

You can find both of these publications, plus an array of other useful publications and tools at the Range and Weapons Safety Toolbox website: <https://safety.army.mil/rangeweaponssafety/AKOLogin/tabid/2364/Default.aspx?returnurl=%2frangeweaponssafety%2fHome%2ftabid%2f1435%2fDefault.aspx>.

**The Basics.** While there is no substitute for familiarity with the resources above, a handful of very basic principles form the core of the Army’s collective wisdom on live fire training.

1. *Conduct all preliminary training to standard, and progress to maneuver live fire training only when all other tasks have been certified.* Look again at the standards for the BTLFX. What is immediately apparent is that these standards assume that the Soldier has already been certified on a number of tasks that she must now apply in a maneuver live fire setting. These include individual movement techniques, buddy team movement techniques, basic rifle marksmanship, advanced rifle marksmanship, and employment of a hand grenade as a bare minimum. Even a cursory review of the POI indicates that the training events that precede the BTLFX are designed to train and certify the Soldier on these tasks (in Field Training Exercise I and II, Basic and Advanced Rifle Marksmanship, and the Hand Grenade Qualification Course). If you have to spend time on Omaha Beach Range teaching these basics, it means that your earlier training was not conducted to standard. In many ways, a leader can gain an accurate assessment of the quality of his entire training program by spending 30 minutes watching Soldiers at the BTLFX. Poor training early in the training cycle will be all too visible under the stress of live fire conditions. Success at the BTLFX starts weeks before the Soldiers have even heard of Omaha Beach Range.

2. *Understand and maintain standards.* Take another look at the standards for the Buddy Team LFX found in the Training Support Package (TSP).

*Standards: Soldier selects temporary fighting position with cover and concealment; uses proper movement techniques as required by terrain and enemy fire; and engages enemy personnel to enable continued movement toward the objective.<sup>3</sup>*

Notice that the Soldier is required to use the proper movement technique (low crawl, high crawl, 3-5 second rush) depending on two factors, not just one. While terrain certainly plays a key role

<sup>3</sup> Buddy Team Live Fire Exercise, BT071002, Version 2.0, 1 Mar 10, page 5.

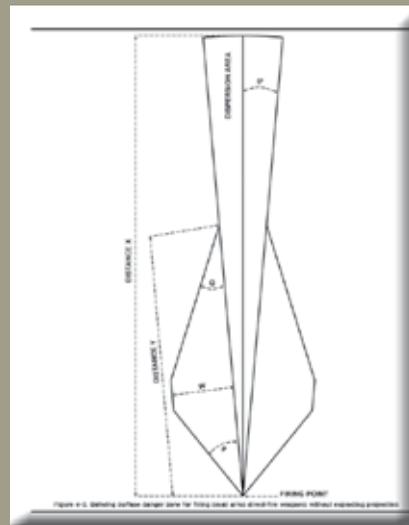
in determining the proper technique, enemy fire plays no less a role. And while the terrain is static and does not change, the volume of enemy fire is a variable factor. Enemy fire is itself a product of two other variables, only one of which is under the control of the trainer. The first, target exposure, can be modified by the trainer in order to elicit a response from the Soldier. (For example, exposing more targets indicates an increase in the volume of enemy fire and drives a Soldier closer to the low crawl end of the movement options. Decreasing the number of exposed targets indicates a decrease in enemy fire and opens more options for friendly movement.) The second, however, is entirely up to the Soldier. If a Soldier's battle buddy provides accurate and sustained fire on the enemy, the Soldier's movement options are broad. If his battle buddy is firing inaccurately or not at all, the Soldier's options are severely limited. The dynamic nature of the interaction between terrain, target exposure, and the accuracy of friendly fire means that *it is impossible to dictate the proper movement technique in advance*. To meet the standard in the TSP, the Soldier must make the right decision and then execute his solution correctly – he must apply the skills already learned to a specific set of conditions. In other words, the BTLFX is a cognitive task; the Soldier must think for himself.

3. *Understand weapon effects and control the risk by controlling target exposure.* Two truths lie at the core of making a LFX safe for the participants. The first is that a bullet fired at a specific target can go a lot of places, but we can predict the most likely locations with a fair degree of accuracy. The second is that Soldiers shoot at exposed targets.

In Hollywood movies, bullets tend to go directly to their targets or, in the case of a miss, mysteriously disappear without striking anything. Reality is much different. Poor site picture, incorrect breathing, a jerked trigger squeeze, and any number of other marksman errors or environmental factors can cause a round to be as much as 5 degrees off the intended gun-target line, putting anyone who happens to be close to that line at risk. At close ranges, even people who are fairly distant from the gun-target line can be at risk, due to the danger of ricochets. Because most of us are familiar with ricochet machine-gun rounds climbing skyward near the end of their flight, many Soldiers do not recognize that the danger of a ricochet round is much higher in the early seconds of the bullet's flight, while it still retains most of

its kinetic energy. While the exact flight path of a ricochet round is impossible to predict, we are able to identify the area where a ricochet round is most likely to strike an unintended target.

We call that area the Surface Danger Zone, and its exact shape and size depend on the weapon employed, the ammunition used, and the nature of the surfaces which the bullet can strike. Fortunately, determining the correct SDZ doesn't require a degree in advanced mathematics, just the time to find the appropriate diagram and charts in DA Pamphlet 385-63. For an M16, the relevant diagram and chart are below.



8. Table 4-7 Vertical SDZ data for 5.56 mm (M16) Ball-Cartridge Weapons.

Table 4-7 Surface danger zone data for 5.56mm (M16) Ball-Cartridge Weapons									
Ammunition 5.56mm/1	Target Media	Distance X (m)	Distance Y (m)	Distance M (m)	Area A' (m <sup>2</sup> )	Area B (m <sup>2</sup> )	Angle P (Deg)	Angle Q (Deg)	Vertical Impact (m)
M16 Ball	Earth/ Water/ Steel/ Concrete	5.100	3.304	458	106	N/A	34.20	33.10	110
		3.100	1.865	323	106	N/A	18.00	18.90	210
M16 Fuser	Earth/ Water/ Steel/ Concrete	5.100	3.344	340	106	N/A	34.10	34.80	368
		3.100	2.320	243	106	N/A	18.20	22.80	243
M16 Ball	Earth/ Water/ Steel/ Concrete	5.407	3.369	480	106	N/A	34.20	33.40	100
		3.407	1.913	334	106	N/A	18.80	19.20	220
M16 Fuser	Earth/ Water/ Steel/ Concrete	5.608	1.307	316	106	N/A	36.80	33.20	281
		3.608	1.987	277	106	N/A	18.60	17.30	261
4 Ball/ Fuser/ P/Car	Earth/ Water/ Steel/ Concrete	5.407	3.369	480	106	N/A	34.20	33.40	100
		3.407	1.913	334	106	N/A	18.80	19.20	261
M16 Pistol/ Short Range	Earth/ Water/ Steel/ Concrete	250	160	24	106	N/A	13.40	10.00	16
		250	136	6	106	N/A	9.30	7.30	4

Legend for Table 4-7:  
N/A=Not required  
N/A=Not applicable  
\* 5.56mm (M16) Ball-Cartridge Weapons in Chapter 14 of this publication.  
† Area A applies to M16 Ball-Cartridge Weapons.

At the close ranges employed at Omaha Beach Range, this diagram and chart tell us that we need to maintain about a 40 degree separation between the gun-target line and friendly forces (for M193 Ball ammunition, Angle P of 32.2 degrees + Dispersion Angle of 5 degrees = 37.2 degrees). If you want to estimate an angle in the field, at arm's

length each of your fingers is about 2 degrees in width, your palm is about 10 degrees in width, and a “widely splayed hand” is about 20 degrees from the tip of your thumb to the tip of your pinky. A compass, however, is much more accurate. The good news is that the appropriate separation is already built into the Omaha Beach Range lanes, but only if the leader running the lane understands her role in target exposure.

And that brings us to the second, perhaps more critical truth: Soldiers fire at exposed targets. The single most important factor in executing a safe and realistic live fire is the correct control of target exposure. If Soldier A is about to move into the surface danger zone of Soldier B firing at Target X, the fastest and safest method for preventing an accident while maintaining training realism is to drop Target X. A safety NCO can certainly intervene to stop Soldier A, but doing so dramatically reduces the realism of the training. Target exposure is the key to controlling both friendly fire and friendly movement. The most important leader in a LFX is the one who controls target exposure. When we assign this task to a poorly trained or uncertified leader, or worse yet a Soldier, we introduce an unacceptable level of risk.

4. *Employ a realistic tactical scenario, built around an OPORD that makes sense for combat (not just for the range).* The purpose of the BTLFX is not to prepare Soldiers for Omaha Beach Range, but to prepare them for combat. This means that the scenario in which we place them should make sense, and reflect the type of thing we might expect them to do in combat.

5. *Ruthlessly enforce standards during the dry and blank fire iterations.* The safe execution of the live fire is largely determined by how much energy you put into the dry and blank fire iterations. Units that enforce all training standards in the first two iterations, retraining Soldiers who fail to meet the standards until they execute the event correctly, find that the actual live fire iteration is quick, well executed, and – frankly – fun for both trainers and Soldiers. The temptation, however, is to downplay the importance of the first two iterations in favor of surging leader effort on the live fire iteration. This almost always results in Soldiers who aren't sure of themselves during the live fire, leaders who are

overly cautious because they lack confidence in their Soldier's level of preparation, and a whole host of safety and training deficiencies that simply get overlooked because no one wants to go through the experience a second time. If the actual live fire isn't a bit anti-climatic, we did not invest enough time and energy into the dry and blank iterations.

Continue to execute dry and blank iterations until leaders are confident that the Soldier can conduct the live fire to standard. If the last blank fire iteration isn't to standard, it isn't the last iteration.



6. *Maintain strict control of all ammunition.* The unintentional mixing of live and blank ammunition is a major hazard in any live fire exercise, and is particularly relevant on Omaha Beach Range because of the frequency with which two companies occupy the range, one firing blank and the other live. The potential for mixing ammunition, especially in such common use facilities as the latrines, is high. Leaders must have redundant measures in place to prevent the inadvertent mixture of ammunition. On most ranges, we conduct a brass and ammunition check as Soldiers depart the range; at Omaha, we need to do so when they enter as well.

A first sergeant with whom I served in the 1990s had a unique but very effective unit SOP that assisted with ammunition control. He painted all blank fire adapters in the unit yellow, and put a horizontal yellow stripe on those 30-round magazines that were designated for blank ammunition. If a leader looked at a Soldier and saw yellow on the barrel and yellow in the magazine well, he could be fairly confident that the Soldier was firing blank ammunition. If he saw yellow at neither location, he could be confident that the

Soldier was firing live. If he saw yellow in only one location – it was time for immediate leader intervention.

*7. Keep your trainers alert and responsive.*

Live fire training is very demanding on leaders, especially in an environment such as Omaha Beach Range where trainers stay under body armor for extended periods of time and must cope with heat in the summer and cold in the winter. Keeping trainers alert and responsive requires positive leader action to provide the necessary rest.

In the best of worlds, we would have enough leaders to allow rest on a rotational basis. Unfortunately, that is rarely the case. This means that company leaders need to enforce a rest plan that will likely require the unit to stop training at some interval to let the trainers rest and rehydrate. Given the nature of the physical requirements (moving on foot under a load), the Army's standard foot march work:rest plan is a good place to start – train for 45 minutes, take a 15 minute break in the first hour; train for 50 minutes, take a 10 minute break every hour thereafter. This will slow down the training tempo, no doubt, but it will also allow your trainers to remain effective throughout the training day. Without a plan of this sort, leaders become increasingly less alert and responsive as the day goes by. If we are not careful, toward the end of a long day we will put the least attentive trainers on the range with the Soldiers who are the most likely to have issues.

A deliberate feeding plan is also important. At Omaha Beach Range, we are fortunate enough to have a heated and air conditioned building that is large enough to allow our trainers to get out of the weather while eating lunch. Stopping training for lunch and allowing leaders to rotate into a climate-controlled facility, out of sight of the Soldiers, will slow down training – but sustain your trainers throughout the day.

**Common Problems.** Certain pitfalls are very common in LFX training, and they often reduce the training value of the BTLEFX.

1. *Failure to train to standard earlier in the training cycle.* The most common error is to attempt to conserve leader and Soldier energy in the dry and blank iterations in order to “come on strong” during the live fire iteration. This is both counter-productive and dangerous.

2. *Use of tribal wisdom in determining surface danger zones.* It is not unusual to see an experienced infantry Soldier use his open hand to estimate the angle between a gun-target line and a moving friendly Soldier, but this almost always means the leader is not using the appropriate surface danger zone. For long range fires, DA Pamphlet 385-63 allows leaders to use the cone surface danger, which has the advantage of being much simpler than the “bat wing” SDZ and the disadvantage of ignoring most ricochet effects. Without going into any real detail, many infantry Soldiers further simplify the cone SDZ into a rule of thumb that demands a 15 degree separation between the gun-target line and friendly Soldiers. A loosely splayed hand gives a rough approximation of 15-20 degrees, and this often serves as the tool of choice while in direct fire contact with enemy personnel. I have used this simplification myself on many occasions, and was very comfortably accepting the inherent risk associated with the use of such an imprecise estimate – when the circumstances allowed no other option. That certainly is not the case while conducting Basic Combat Training at Fort Jackson. Leaders here have a clear moral obligation to understand the bat wing SDZ, and to employ it in making risk determinations.

3. *Failure to treat the dry and blank fire iterations as full rehearsals.* The most common error in this regard is in target exposure. Especially in the blank fire iteration, target exposure must mimic exactly the target exposure that the Soldier will see in the live fire iteration. If it does not, the iteration does not fulfill the requirement for a blank fire rehearsal. Our inability to accurately mimic target exposure on Chip-yong-ni Range is, in fact, the factor that makes a blank fire rehearsal on Omaha itself necessary.

4. *Improper movement technique in the opening of the scenario.* Trainers invariably inform Soldiers



that enemy contact is “expected,” then tell both Soldiers to stand up and move simultaneously toward the first barrier on the range. This movement technique – traveling – is completely inappropriate for the scenario described. If enemy contact is expected, Soldiers should employ bounding overwatch from the beginning of the scenario. Teaching Soldiers to use the traveling technique when enemy contact is likely is tantamount to teaching them to walk into an ambush.<sup>4</sup>

**5. Improper reaction to enemy contact.**



Depending upon which doctrinal source you prefer, one could argue that the proper sequence for reacting to contact is return fire–seek cover–report or seek cover–return fire–report. Veterans, I have noticed, tend to select return fire as their first action when they have an idea of where the fire is coming from, and seek cover as the first action when they do not. In any case, no doctrinal source supports the idea that a Soldier should forgo seeking cover and returning fire until he has rendered a report. And yet that is the method commonly taught for the BTLFX. ‘Contact, 12 o’clock, 50 meters!’ is very often the very first thing that Soldiers do when targets are exposed on the range. Since no one arrived at Fort Jackson with this practice, the only possible explanation is that we taught it to them. No leader should allow such a practice to go uncorrected.

**6. Unrealistic grenade scenario.** The most common end to the BTLFX is the employment of a training M67 fragmentation grenade. Two scenarios are generally used, one requiring the Soldier to throw a hand grenade at 4 enemy soldiers at a range of about 50 meters (resulting in something nearing a 100% failure rate), and the other directing the Soldier to respond to the presence of 4 enemy soldiers at 50 meters by

throwing a hand grenade through the nearest window. Both fail to qualify as realistic training. To teach a Soldier to employ a grenade incorrectly in the BTLFX largely undoes all the previous work to train her to employ it correctly. Fortunately, there are realistic scenarios that require the Soldier to employ a grenade in accordance with both his real capabilities and for a clear tactical purpose.

**7. The way we did it at Bragg...** One of my most treasured memories of company command involves a company night, non-illuminated, deliberate attack LFX, supported by artillery and attack aviation, with a rehearsal executed on one piece of terrain and the LFX executed on another. It remains one of the most demanding training events I have ever participated in, and gave me a level of confidence that few other events have.

Such realistic training can be done, and it can be done safely – given adequately trained Soldiers and leaders, sufficient senior leader oversight, and plenty of time to practice, practice, practice. Those conditions do not exist in Basic Combat Training, and the temptation to reach for training that is more appropriate for the more advanced stages of collective training in established units must be resisted. The BTLFX is not an overly complicated training event, but it reflects the type of complexity that is appropriate for Soldiers entering the realm of maneuver live fire training for the very first time.

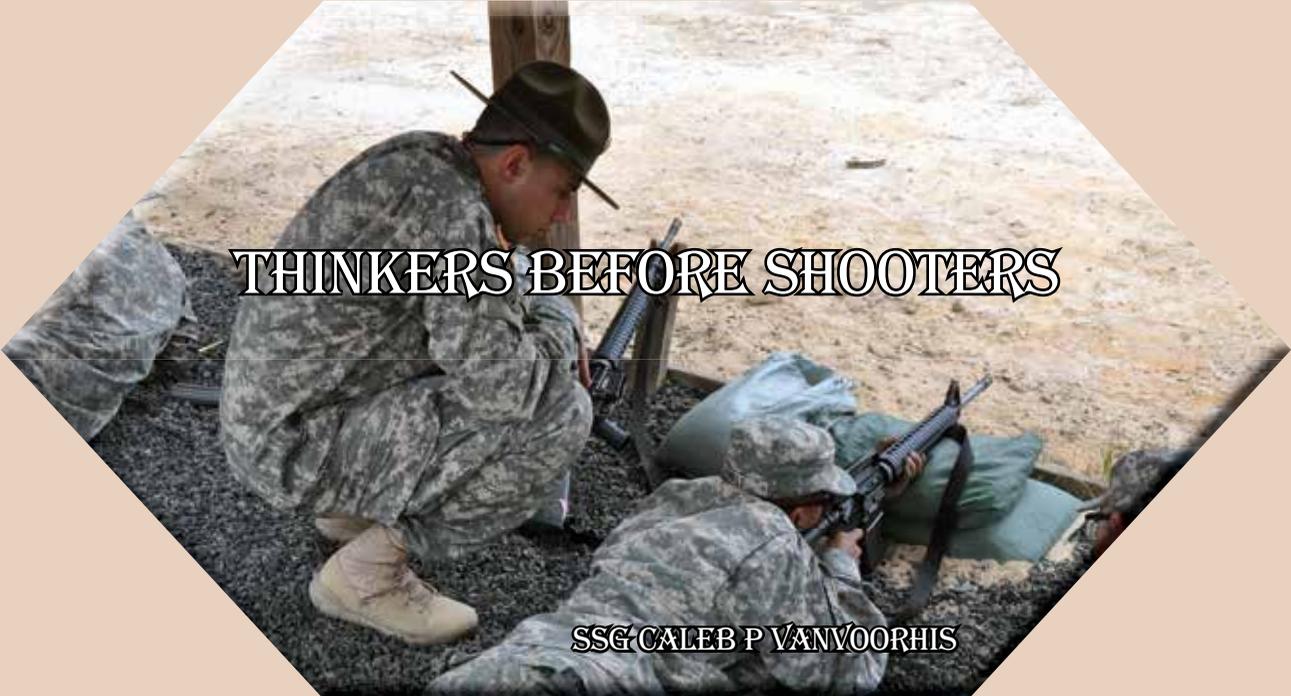
**Conclusion.** The buddy team live fire exercise is one of the most important training events in the Basic Combat Training POI, requiring Soldiers to apply a myriad of tasks on which they have already been certified by their leaders. Without proper preparation and leader energy, however, it can easily become just another day of training in which each Soldier goes through a series of prescribed motions. Executed correctly, the events at Omaha Beach Range can drastically improve a graduate’s competence in the employment of his arms, and his personal confidence in his ability to fight, survive, and win on the battlefield.

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**COL Joseph McLamb is the Commander of the 193rd Infantry Brigade (Basic Combat Training) at Fort Jackson, SC.**

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<sup>3</sup> Admittedly, part of the confusion comes from the TSP, which seems to indicate that the traveling technique is appropriate for the dry fire iteration. It is not.



## THINKERS BEFORE SHOOTERS

SSG CALEB P VANVOORHIS

*“It is the rifle that ultimately takes ground, and it is rifle fire that holds it after it’s taken, by throwing back enemy counter-attack. The man with the rifle is the man who wins wars; and accurate rifle fire from individual riflemen is the most effective factor on any battlefield.”*

*USMC Raider and Brigadier General Merritt Edson*

Marksmanship has been a fundamental skill for Soldiers since the earliest firearms appeared on the battlefield. The tactics and training methods have changed but the principals remain the same.

To hit a distant target a Soldier must first understand how the weapon operates. They must intimately know their rifle inside and out, how the various parts work together, and what causes them to malfunction. A Soldier must grasp the concept of safe weapons handling and muzzle awareness, cycles of functioning, loading, and unloading procedures, and the four fundamentals of marksmanship. These basic skills compose Preliminary Marksmanship Instruction (PMI), vital skills that must be remembered throughout a Soldier’s career. Drill Sergeants ingrain SPORTS; Slap, Pull, Observe, Release, Tap, and Squeeze

into every Soldier. It is repetitive and for a good reason. It must become second nature, the overall goal being subconscious competence, or doing something well without thinking about it. Muscle memory is another name for this or the old phrase “practice makes perfect”. But that is not entirely true. **Perfect practice makes perfect**, and the Cadre at the Initial Entry Training bases could be doing some things differently that would make a huge impact on the way their Soldiers perform.

If a Soldier doesn’t understand why he/she is doing something, he or she will not do it to the best of their ability. We as trainers need to convey to our Soldiers the WHY. They need to not just repeat what they are doing but why they are doing it. For example, why do we teach them to point their toes out and get straight behind the weapon in the prone? Natural point of aim, lower silhouette, recoil

management, they need to know this. Our training needs to be more focused on problem solving. We need to teach Soldiers to FIGHT with a rifle, not just to shoot a rifle. To do this we need to create thinkers before shooters. We need adaptive problem solvers who understand that there is more than one solution to most any problem. Instead of staring at their weapon or raising their hand when they have a malfunction on a live fire range, they immediately assess the situation and apply the appropriate immediate or remedial action. I teach my Soldiers that when they hear a click instead of a bang to cant the weapon, look at the ejection port, reload if necessary, if the bolt is forward, perform SPORTS. If it is a double feed, lock the bolt to the rear, forcefully remove the magazine, rack the charging handle three times, insert a fresh magazine and continue firing. If a Soldier just blindly performs SPORTS on a double feed this only exacerbates the problem.

This is the point I'm trying to make when I say thinkers before shooters, the understanding of why is paramount. Teach Soldiers about ballistics. We still have Cadre that are unaware that bullets don't travel in a straight line. Explain to your Soldiers why we use an adjusted aiming point and that a given weapon with iron sights zeroed to be accurate at 25 meters and 300 meters, due to the forces of gravity during the external ballistics part of this equation, the round will travel in a parabola or arching trajectory. Just like when you throw a football you have to throw it higher to get it to go farther. The sights are designed to hit point of aim, point of impact at 300 meters, so naturally anything closer then that you will hit higher on the target. A huge number of Soldiers shoot better once you explain these basic concepts to them. Most misses

with novice shooters are hitting high, due to them not understanding basic ballistics.

**Teach them the subtle nuances of what affects their groupings when they are on the group and zero range, explain that you can tell by**

**the way the group is strung out left or right that they are jerking the trigger instead of pressing it straight to the rear, or up and down is the effects of improper breath control.** Explain

that every person has different body mechanics and that what works for one Soldier may not work for another. Teach them to be confident, that they are the

weapon and the rifle is a tool. Train and drill them until the weapon becomes an extension of their body and they can perform reloads in the dark. We have the time and opportunity to create a better breed of Soldier and we as trainers owe it to them to impart the skills they need to one day save their life, their buddies, or maybe even yours. Take that extra time out and explain WHY we do what we do and think about how we could do it better.



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**SSG Caleb P. VanVoorhis is assigned to Bravo Company, 1st Battalion, 13th Infantry Regiment, 193rd Infantry Brigade.**

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# Dignity or Disdain:

*How We Think About, Act Towards, and Develop New Soldiers*



COL Bryan Hernandez

A little while ago, I was sitting in a mess hall watching a new group of Soldiers in training and the events that unfolded as I sat there caused me to ponder if we are setting the correct conditions for new Soldiers to learn and develop due to the way we perceive them and the manner in which we act towards them in training. The Basic Combat Training Company I observed was seated at their long tables, weapons on the ground, busily eating their lunchtime meal. There was no talking or chatter as the 200 plus new recruits ate. The company's Drill Sergeants walked sternly by the tables observing the Soldiers without much fanfare. There were a few mild tone comments to eat quickly so that the Soldiers could get back out to training but nothing more. The professional tranquility portrayed by the cadre could be seen in the quiet determination of the new recruits eating. The Soldiers were composed as they looked focused to complete the simple task of finishing their meal so they could continue training in their mission to become a US Army Soldier. Suddenly, another company entered the mess hall and the sounds of their Drill Sergeants took control of the relative calm. The serene atmosphere faded rapidly as angry shouts telling privates to "shut up and get your food" created an uneasy environment for all those in line and those seated. The fact that the Drill Sergeants were yelling at the privates was not disturbing because it is normal in the indoctrination process into the military. However,

the tone and approach of the cadre towards the Soldiers was vividly different and unsettling. The orders and comments by this group of cadre did not portray an image of tough NCOs enforcing rigid discipline, but rather a caustic attitude towards their recruits, a stark contrast to the company I had been previously watching. The Drill Sergeants were openly berating the Soldiers and displaying an attitude that did not reflect a responsibility to train or mentor Soldiers, but one that demonstrated contempt for a group of young Americans who had volunteered to serve their nation.

I surveyed the reaction of the group of Soldiers sitting down and saw that they had suddenly become jittery and watched as the first group of Drill Sergeants turned to look at the newly arrived cadre, their own peers, with amazement. These Drill Sergeants instilled a different relationship between themselves and those under their charge that seemed based on fear and contempt. Unfortunately, they failed to understand that they were undermining a relationship pivotal in creating an environment where Soldiers can learn and feel a sense of worth and purpose. And then it became all too clear to see that one group was going to learn in Basic Training and one was not. The difference is treating someone with *Dignity* or *Disdain*. Dignity is an innate right to respect and ethically treat others. Dignity demonstrates a moral requirement to actively assist one another in achieving greater things. The famous enlightened

philosopher, Immanuel Kant, wrote that “Morality, and humanity as capable of it, is that which alone has dignity”. Conversely, disdain is a lack of respect accompanied by a feeling of intense dislike. When someone is treated with disdain, they learn nothing because they are treated as inferior or worthless. The first group of Drill Sergeants treated their Soldiers with dignity, it was apparent in the way they carried themselves and the way they talked with their Soldiers. They were all focused and professional. The language and attitude displayed by the second group demonstrated a contrary manner of behavior where their leadership did not comprehend their role as trainers and mentors nor understand its negative impact on learning.

In today’s society we are witnessing changes in both the social and moral fabric of how we treat one another. Profanity, confrontation, and a general lack of respect towards others are more prevalent in everyday American life and promoted in media outlets such as reality television and the internet. The cost has been the degradation of traditionally held values and standards amongst our youth. In the Army it has become especially problematic reversing this trend as we recruit new Soldiers from throughout this nation, raised under these current conditions, and bring them into an environment built upon moral character traits that promote respect, integrity, and values. Many young men and women join the military because they are looking to join an organization that is pledged to high standards and inculcated with members that have them. They are seeking respect and a sense of worth. Our responsibility as leaders is to deliver the needed ingredients to develop a future Soldier who can espouse our organizational values and, more importantly, live them in both peacetime and combat. To achieve this they must be treated with dignity, not disdain. It has been said that no team can win a championship with a coach that fails to inspire them to achieve greatness. The same maxim holds true for developing an Army.



How to develop a Soldier to meet our Army goals and standards is dependent upon the method we treat and act towards them in training. Many would state that training must be hard – a valid argument to properly prepare our young men and women for the rigors and harshness of war. However, there is a difference between being “hard” and being callous. Soldiers do not respond nor learn in an environment permeated by cadre that treat them poorly. If we look back into our own past as students in school, we can probably discern which class and teacher taught us the most in our preparation for adulthood and life. I would guess that we would all pick the teacher that held us to the highest standards, took interest in our learning, and treated us with respect and dignity. There is no difference in training a civilian to become a Soldier. Unfortunately, there are those individuals who become detached from their Soldiers and contemptuous in their attitude towards training them. The question is why?

Cadre treat Soldiers poorly when two things occur, first they lose sight of their duty to serve as a role model and mentor who is responsible for both the individual and collective development of their Soldiers. Secondly, cadre members treat new Soldiers badly when they mentally separate themselves from their Soldiers through a process that dehumanizes them and reduces their importance to the organization. This unfortunate process begins when cadre view recruits as unworthy or beneath them. It occurs when we fail to exhibit the very traits we advocate as an organization and we become the enemy ourselves. It is a similar process that our Soldiers face in combat when dealing with stress and the myriad of dangerous operations that involve separating friend from foe in a counter-insurgency environment. The process starts slowly by the language and names we choose to address new Soldiers or outsiders to the organization. It starts by the mannerisms and attitude we have when dealing with them on a daily

basis. Instead of treating them with dignity, we treat them with disdain. The result is an environment that fails to promote learning or imbue the moral traits desired by our Army. Ask yourself how can anyone learn in an environment of disdain? You cannot and therefore we will fail at our mission if we allow it to exist. We need to be aware that the words we use, the way we talk to new Soldiers, and our general temperament towards them has a direct impact in how well they will learn. Talking down to Soldiers, to include the use of excessive foul language, does not develop them but rather displays both ignorance and a lack of standards by their leaders.

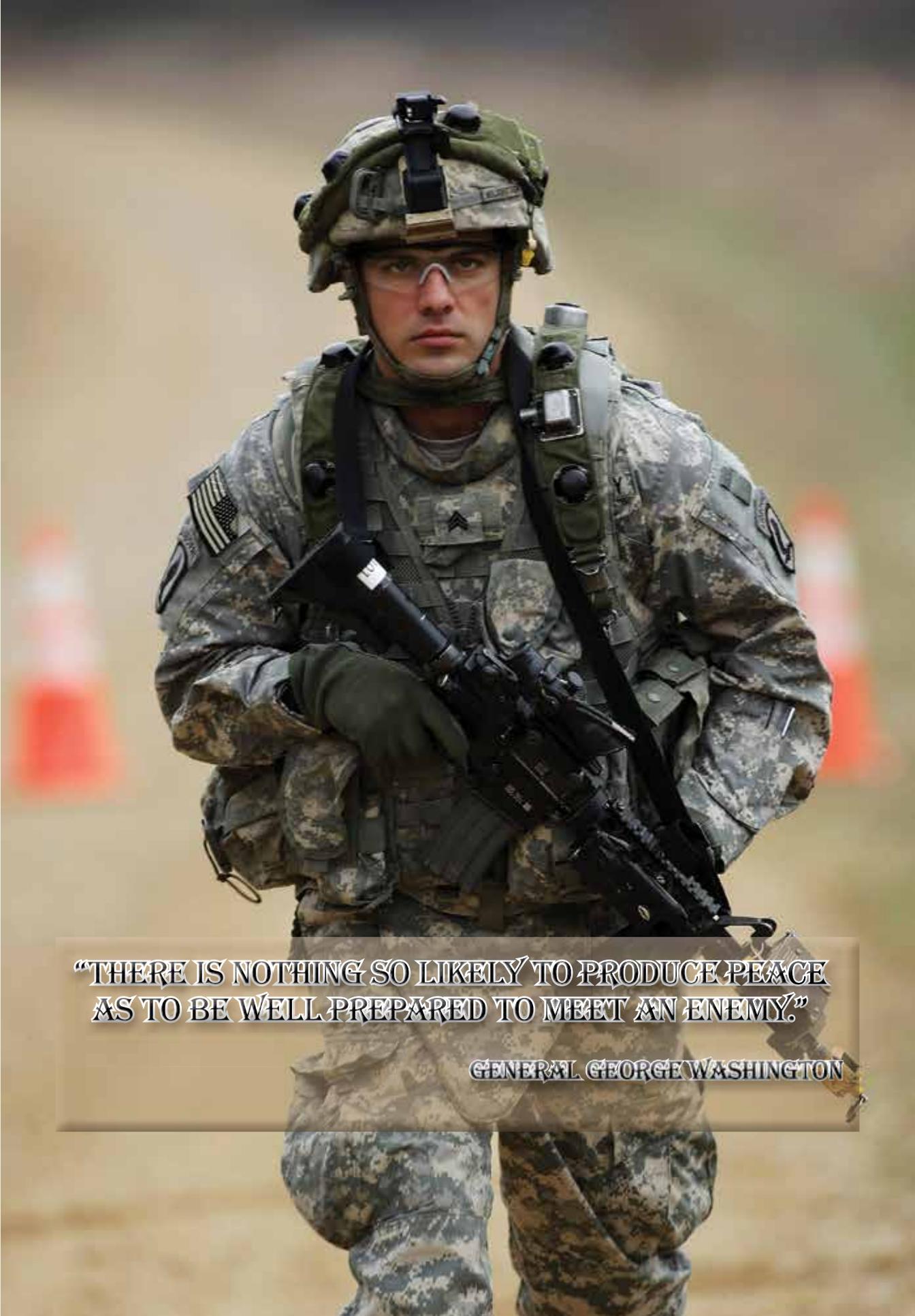
A recent letter circulated throughout the leadership of Initial Entry Training from a relative of a Soldier that graduated Basic Combat Training illustrates some of the challenges we are facing in being proper role models for our newly enlisted Soldiers. The relative came to the Soldiers' graduation and was dumbfounded by the change in behavior and foul language used by the Soldier with his battle buddies and his family throughout the day. The relative wrote that she was embarrassed by the amount of profanity her nephew used and saddened by the Army's failure to live up to its promise to instill core values and high moral standards into its new recruits. The relative was absolutely correct, we as leaders and role models had failed. The reason we failed is because we ourselves did not live up to our own values. Soldiers learn from their leaders, they watch everything we say and do. We cannot teach what we do not practice every day in their training.

As we, as an Army, continue on this endeavor to transform our nations' youth into American Soldiers, I offer a few key points for those charged with the development of our future generation of guardians. We must set the standard in everything we say and do. This requires the highest level of self-discipline and constant work to ensure we are living up to the expectations new Soldiers have of us as their teacher and mentor. The Soldiers you train are young, impressionable, and unassuming as they leave their former lives behind to join an organization ingrained in values and integrity and fortified by discipline and standards. They expect to join the most professional military in the world, as do their families and this nation. They look to you as their role model. They aspire to be you one day. They expect to learn. They expect training to be tough and their cadre tougher. They look to you to teach them everything. They seek respect. They learn when mentally and physically challenged and given an environment that promotes excellence and self worthiness. They seek the extraordinary. All this is possible when certain conditions exist, first, we demonstrate the values and professionalism we teach and, most especially, we treat them with dignity.

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***COL Bryan Hernandez is the Commander of the 165th Infantry Brigade (Basic Combat Training) at Fort Jackson, SC.***

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“THERE IS NOTHING SO LIKELY TO PRODUCE PEACE AS TO BE WELL PREPARED TO MEET AN ENEMY.”

GENERAL GEORGE WASHINGTON

# CHARACTER COUNTS

## LESSONS FROM THE LIFE OF JOHN WOODEN

LTC (R) MIKE RYAN

**I**n his first season as Indiana State's head basketball coach, 1947, John Wooden led the Sycamores to a record of 18-7. One of the reserve players on that team, Clarence Walker, was an African-American. At the end of the season the team received an invitation to play in the National Association of Intercollegiate Basketball (NAIB) national tournament in Kansas City. Since the NAIB was segregated, Wooden was told that the only way his team could play was if they left Walker behind. Wooden refused to attend the tournament if Walker couldn't be on the team. The next season, Indiana State repeated as conference champions, and received the same invitation. Again, Wooden turned it down. This time the tournament changed its rules and allowed black players. Clarence Walker became the first African-American to play in the NAIB tournament. This story highlights how Wooden's concern for his players went beyond basketball. He treated everyone on his team as a family member and equal, and was not about to leave a family member behind.

If the term "March Madness" existed in college basketball when John Wooden coached the UCLA Bruins, it would have been renamed "Bruin Madness". Over a twelve year period from 1964 to 1975, Wooden guided the UCLA Bruins to 10 National Championships (7 in a row), 4 perfect seasons and an 88 game winning streak. These achievements, which will probably never be duplicated, have earned Wooden the unofficial title, greatest coach ever.

Wooden never let all of his team's accomplishments or accolades go to his head. The following story occurred in 1964 after Coach Wooden's Bruins won their first national championship. It is a great example of his humble character. "We won on a Saturday night, Wooden said. The next day was Easter Sunday, and I planned on going out to church. That morning, my wife and I were outside our hotel, waiting to get a cab to take to church. And a pigeon hit me right on top of the head. And I felt, well, we just won the national championship, the team did, don't let it go to your head. And I think the good Lord was letting me know, don't get carried away. I'll always remember that."

As leaders we should constantly strive to learn as much as we can about leadership. One way

to do this is by examining and reading about the lives of leaders throughout history. Not just military leaders, but leaders from all walks of life; government, business and sports to name a few. I truly believe in the phrase, **leaders are readers**. Reading about the life of John Wooden, a man who was born on a small farm in the 1920's and is one of only three members of the Basketball Hall of Fame to be inducted as both a player and coach, is a perfect place to start. Walk into any Barnes & Noble bookstore, and you will find a dozen books about Wooden, with the main focus of all of them on leadership, not basketball. The parallels between his philosophy on leadership, specifically his pyramid of success (figure 1) and those found in the leadership requirements model from Army Doctrine Publication (ADP) 6-22, Army Leadership (figure 2) are numerous.

When it comes to leadership, competence determines what a person can do. Commitment determines what they want to do, and character determines what they will do. **Wooden believed that character – doing the right thing – was fundamental to successful leadership.** If you examine the many failures in leadership today, in business, government, and the military, the general theme woven throughout is a lack of character. In the third chapter of ADP 6-22, it is stated that character is essential to successful leadership. It determines who people are; how they act; and it helps determine right from wrong.

Many people believe society has lost sight of character. That we are too competency focused or that we cannot assess character objectively. As leaders, there is much that you (we) can do to develop character in others. Simply talking about character, making it an important and a valued topic, stimulates professional dialogue and facilitates individual reflection.

Aristotle said: "We are what we repeatedly do." He was referring to character, the values and habits of our daily behavior that reveal who and what we are. Wooden believed that the lessons that basketball provided his players – taught properly – applied directly to life. From an early age, his dad always said. "Son, don't ever think you're better than somebody else, but never forget, you're just as good as anybody. No better, but just as good."

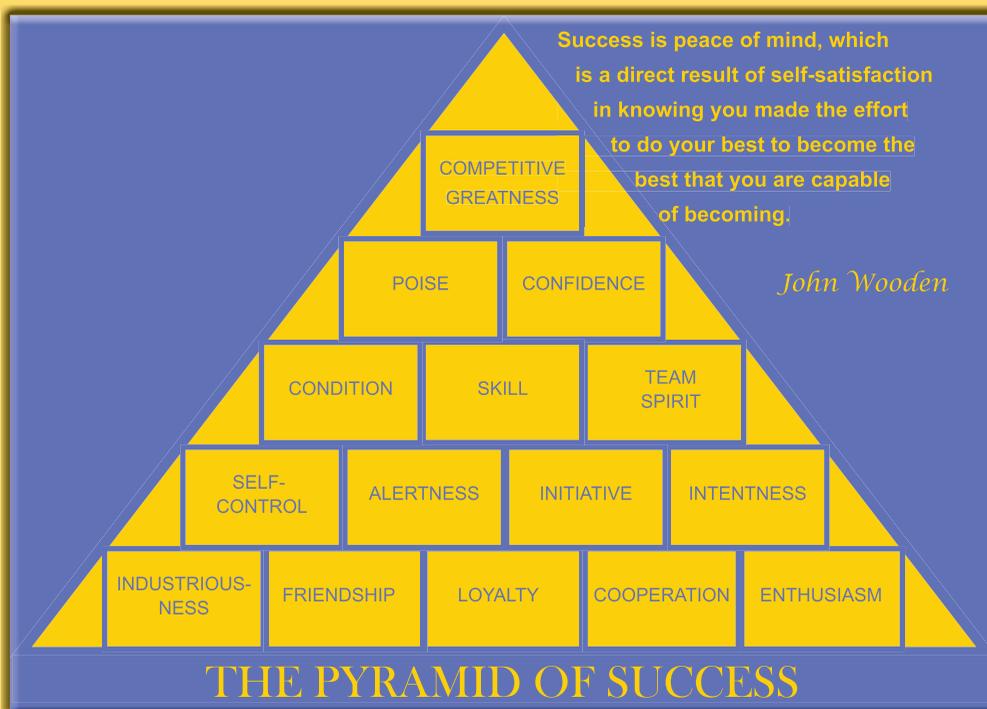


Figure 1

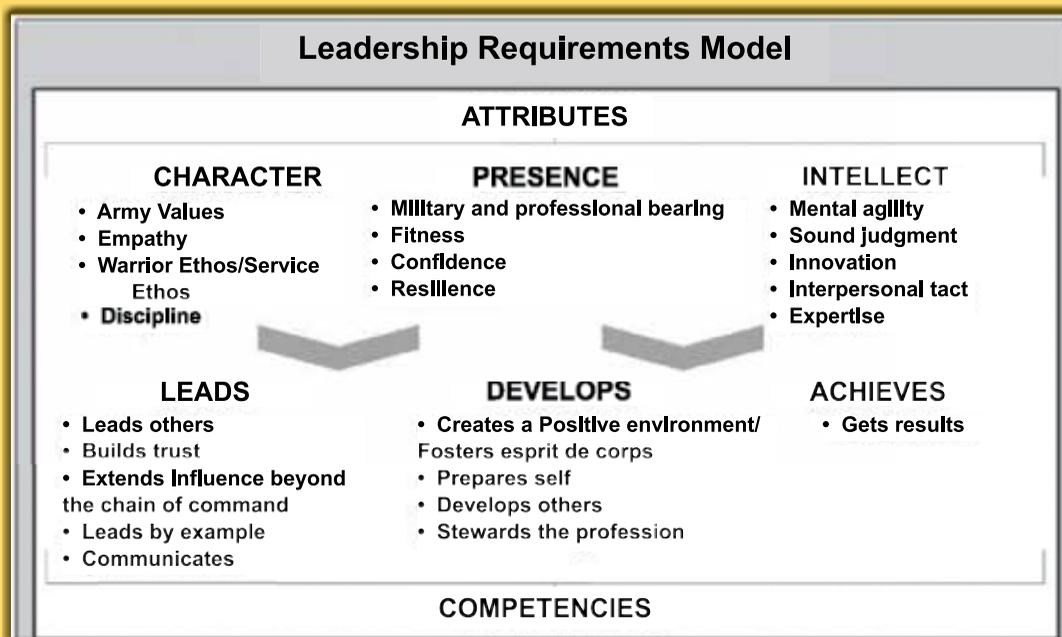


Figure 2

There are many stories that show how John Wooden tried to offer some guidance to players in the area of values and character, one in particular focused on something as simple as a t-shirt. Players would often take home their cotton UCLA practice t-shirts as souvenirs to wear around campus and elsewhere. The players did not view this as theft,

any more than employees view as theft the taking of office supplies such as paper and pens to their houses. Wooden viewed it differently. He believed that taking equipment that didn't belong to you was wrong. "If you want a t-shirt," he would say to his players, "just come in and ask me for one. I'll give you a t-shirt, but don't take it, it's not yours."

Knowing that Wooden would take a stand on this issue gave players an insight into his value system and what he stood for.

Values and standards, ideals and principles mattered to Wooden. He believed all of his players were at UCLA for an education first and basketball second. He wanted every player to earn and receive his degree. He taught his players that what they did off the court was just as important as what they did on the court. Similar to life as an Army leader, where you are never “off-duty”.

Wooden never cursed or disrespected others. He had incredible discipline and self-control. In over 40 years of coaching he was called for a technical foul only two times. He published standards and

enforced them with his players. Everyday tasks such as tucking in your uniform, haircuts and being on time to practice mattered to Wooden.

In summary, character counts and values matter. As an Army leader, it is your responsibility to set the standard for both in your organization. Character starts with the little things and extends to big things. As Ralph Waldo Emerson says, “The force of character is cumulative.” For Wooden, the ideal leader was someone whose life and character motivated people to follow. The best kind of leadership derived its capacity from the force of example, not from the power of position or personality. **Your behavior as a leader – what you do – creates the climate in which your organization functions.**

### WOODEN MAXIM'S

- \* *Don't measure yourself by what you've accomplished, but by what you should have accomplished with your abilities.*
- \* *Perform at your best when your best is required, and your best is required each day.*
- \* *Nobody cares how much you know until they know how much you care.*
- \* *Things work out best for those who make the best of the way things work out.*
- \* *Do not mistake activity for achievement.*

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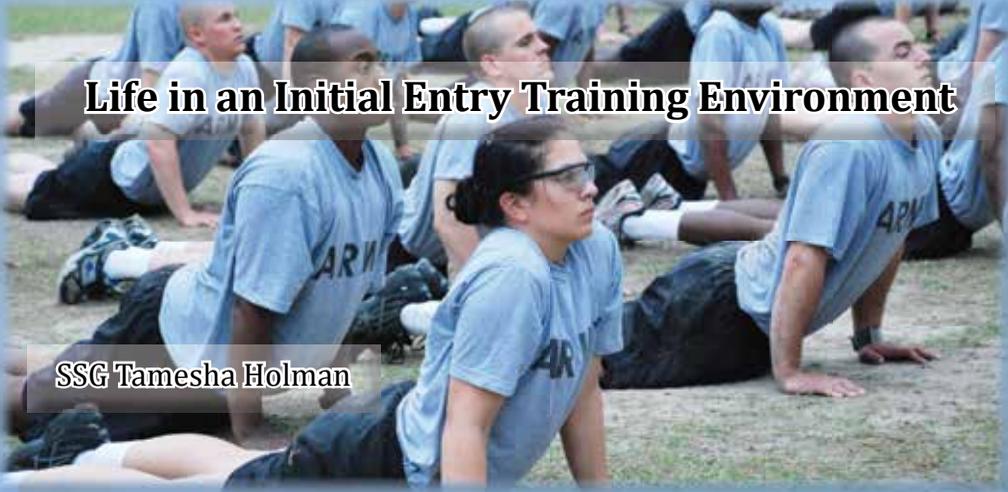
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#### Notes:

1. John Wooden and Steve Jamison, *Wooden on Leadership*, (New York, McGraw-Hill), 2005.
2. John Wooden and Jay Carty, *Coach Wooden's Pyramid of Success, Building Blocks For A Better Life*, (Ventura, California, Regal Books), 2005
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5. *Life Lessons Learned from Wooden*, J.A. Adande, ESPN. COM, June 5, 2010.
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Simplicity is the ultimate sophistication.

Leonardo da Vinci



## Life in an Initial Entry Training Environment

SSG Tamesha Holman

Serving in an Initial Entry Training (IET) environment twice since my enlistment in 2007, has been both rewarding and challenging. This is my second assignment in a Basic Combat Training unit at Fort Jackson. I was here once before as a Private in 2007 and now as a Drill Sergeant in 2013. Coming back to Fort Jackson and having a new point of view as far as being on the other side of the training equation has been great. I have learned so much since I came on the trail in February and I am currently on my second cycle.

Coming back to an Initial Entry Training environment for the first time in years has taken some getting used to. There have been so many changes in the Drill Sergeant Program and Army regulation 350-6. I can look at myself now and my battle buddies and see a total change in us as Drill Sergeants, compared to the Drill Sergeants that I had in Basic Combat Training.

I wake up every morning before sunrise and head on post to my Company. While driving to work, I clear my mind and focus on the tasks to be completed for that day. So all the frustrations, issues, and the short amount of down time from the day before is forgotten. I like to treat every day as if it was day zero all over again. Now when I say day zero all over again I don't mean yelling and being ridiculous towards the Soldiers. I mean giving them no slack at all, period, point blank. I always tell my Soldiers I don't care what color that phase banner is you will not get any leniency from me. My Soldiers are taught the basics hence that is why they are here for Basic Combat Training. They are taught what the right way is and what the standard is, so there aren't any excuses.

Conducting physical readiness training with

my Soldiers in the mornings is honestly the best part of my day that I look forward to the most. In my opinion the first formation of the day and the physical fitness session will set the tone on how the day flows. If I show up to formation and I am in a bad mood because I didn't get enough sleep or whatever the case may be, my Soldiers will see that. I believe that whether we as Drill Sergeants realize it or not we truly are role models for these Soldiers. To some Soldiers we are the law laying parents or guardians they've never had before. Everything that we do or say the Soldiers will emulate. When my Soldiers want to quit on an ability group run, I never let them quit. When my Soldiers think they can't do one more push up or sit up on muscular strength day, I motivate them to realize they are stronger than they think, and that yes they can do one more!

I continue to look forward to new revelations every day. Working in an Initial Entry Training environment can truly make or break your career. I believe that is why there are so many Noncommissioned Officers that shy away, frown upon, and don't answer the call to be an elite leader for the future of our Army. My hope is that myself and my fellow battle buddies make it to the end of the trail.

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**SSG Tamesha Holman is a Drill Sergeant in Foxtrot Company, 2nd Battalion, 13th Infantry Regiment, 193rd Infantry Brigade.**

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*There is only one way to succeed in anything  
and that is to give it everything.*

*Vince Lombardi*

# Reflections of a Company Commander

CPT Vincent Cerchione

*As I prepare to relinquish command after 18 months, I have begun to reflect back on this evolution in my military career and what defines whether it was successful. Is it an evaluation? An award for a job well done? On the other hand, is it more?*

To me it is obviously more and it is defined on the impacts I have made (if any) on people's lives, the relationships made and what I have learned over time as a commander. So what did I learn? More than I ever expected.

Out of all the assignments that I have ever done, both as an enlisted infantryman and as an officer, being a commander was the hardest, especially in a Basic Combat Training (BCT) environment. It was physically, emotionally and mentally challenging. You have to truly manage time, know doctrine (or at least where to find it), manage people and personalities, understand that every cycle is different, and more than anything, understand that if you let it, it can become all encompassing; it is a fine balancing act between work and Family that you **MUST** be able to manage. However, regardless of how difficult it can be, it is fully worth it, which leads me to my second point.

***Everyone I have ever known in command, past and present say it was a privilege and they are right.*** In fact, AR 600-20 Command Policy specifically mentions, in paragraph 1-5 that command is a privilege and "is exercised by virtue of office and the special assignment of members of the United States Armed Forces holding military grade who are eligible to exercise command. A commander...exercises primary command authority over a military organization or prescribed territorial area that under pertinent official directives is recognized as a "command." It has been the most amazing privilege, working beside some of the best Noncommissioned Officers in the Corps. To be able to help them grow, assist in their professional development while striving to be the best has been incredible. Moreover, particularly in this environment, the responsibility of transforming civilians into Soldiers and welcoming

new Families into the Army Family, while "Striving to develop, maintain, and use the full range of human potential in their organization (the Army) is overwhelming. Calling command, just a privilege is an understatement as it is so much more.

You must be humble. Just because you are in command does not mean you know everything or are better than anyone else is. As the one in charge, you must set the example and follow the golden rule. AR 600-20, paragraph 1-5 states that as a commander you must "promote a positive environment", "properly train", "assess the command climate", "show in themselves a good example of virtue, honor, patriotism, and subordination" and to "promote and safeguard the morale, the physical well-being, and the general welfare of the officers and enlisted persons under their command". Arrogance has no place in command. Nothing says you cannot learn something new every day. Your NCO's and Soldiers can teach you more than you know.

Create an atmosphere of we as opposed to me. Everyone knows you are the commander and your name is on the wall. You do not have to go around letting everyone know it. Ask your Soldiers and NCO's for their input. Help them to feel that their input is important too. The responsibility is yours, but including your subordinates will help you create and develop the team instead of individuals. This same attitude within your unit should be applied to your sister units within the battalion. Remember, it does not matter how successful you are if that success is not helping your battalion, brigade, etc succeed. What are you doing to help the team?

Be honest with your boss and Soldiers. "Integrity is a way of life (AR 600-20, p 1-5(3))." If you cannot meet mission or there are issues that arise just be

honest and tell the boss. The old cliché that bad news does not get better with time is true. The same can be applied to your Soldiers. Your honesty and ability to admit that you made a mistake goes a long way to either establishing or strengthening your credibility with your troops.

***Let them see you are human. Many do not understand that being “on the trail” or being in command of a BCT company is like a mini stateside deployment. Many hours are put into training future Soldiers and this includes many hours away from loved ones.***

*(Whoever said that coming to Fort Jackson was taking a knee has obviously never done this job!) We allowed Family members to come out to training, participate in certain events such as the Confidence Tower and encouraged them to come around the company. My Drill Sergeants watched my children grow up over the last 18 months. They saw what I was dealing with and they were able to relate to some of their own struggles. This allowed for more openness and ability for the Drill Sergeants to come forward when they were having issues, because they knew they would not be judged and that their problems would be understood. Sometimes they just needed to know they were not alone. This ties in directly with my next point.*

Take care of Families. With these “mini deployments” or on any deployment, many times the Family is forgotten. They sacrifice by keeping the home going, spending many hours away from their loved ones and taking advantage of what little time they had. We kept our Families informed by providing weekly emails, and calendars of training events. We explained training events, and encouraged Families to come out and see what their loved ones were doing. We had Cadre luncheon’s on Qualification Day and Family Day, celebrated birthdays each month for Cadre and Spouses, and made sure that each Family was contacted when they arrived and knew that they were a part of the Foxtrot Family. It was important that Families knew that they were appreciated, and had a support system that they could count on. A happy Family usually creates a happy Drill Sergeant!

***Get your hands dirty (lead from the front). Do not expect your Soldiers to do anything that you would not do.*** Set the example, engage your leadership and Soldiers and execute/be at the training. No one likes the commander that is never around, but always has something to say about things that are wrong.

***Trust your Noncommissioned Officers by giving them your clear intent, allow them to execute that intent and supervise their execution.*** This trust will build confidence in your Soldiers and they “must have confidence in themselves, their equipment, their peers, and their leaders. A leadership climate in which all Soldiers are treated with fairness, justice, and equity will be crucial to development of this confidence within Soldiers. Commanders are responsible for developing disciplined and cohesive units sustained at the highest readiness level possible. (AR 600-20 1-5 (3) (c)” Most of them want to and will do the right thing.

Don’t hoard information. Seniors, peers and subordinates want to be informed so provide that information, regardless of what it is. There is nothing top-secret about what we do in BCT. Use what you know to help “develop, maintain and use the full range of human potential in their organization (AR 600-20 1-5 (4) (b).” As I stated earlier, what are you doing to help the team?

Some of this may seem like a no-brainer, but I believe my success as a commander and our success as a company was developed through the continual process of looking at the company and asking ourselves how we can be better, improve and help the team as a whole. My prior experience as a Drill Sergeant did help in understanding what my Drill Sergeants were going through, however I believe that by treating them with respect, taking care of their Families and creating an environment that allowed for their growth, built the team, created buy-in and allowed for our company’s overall success.

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***CPT Vincent Cerchione is the Comander of Foxtrot Company, 1st Battalion, 13th Infantry Regiment, 193rd Infantry Brigade.***

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# Organizational Change in the BCT Environment



**CPT Matt Collins**

We have all seen the World War II movies or serials in which the new Soldier jumps off a truck and links up with his unit. His equipment is new and uniform still spotless when he reports to his platoon sergeant. The platoon sergeant is an E6 filling the role until they get a replacement since the last one was killed by a sniper as he was checking the platoon's .30 caliber Browning machine guns. The new Soldier is sent to his squad and his foxhole, just an improved blast crater made when they took 88mm artillery fire two nights ago. He looks for some information about what has been happening and how he can help, but no one speaks to him. He is a replacement, and they don't live too long on the front. Replacements call out when they should be quiet, they fire at a target too far away and draw enemy mortars, and they lose composure and get the other members killed.

Why was this the situation you might ask? Is this something that actually happened or just the portrayal in film? This scenario was largely due to the manner in which units have received replacements in recent wars, specifically World War II. The concept was simple and developed by Army Chief of Staff General George Marshall and Commander of Army Ground Forces General Leslie McNair as they planned the movement and logistical support of American troops abroad. They knew that given the distance to the European/

Pacific Theater, the strain on US equipment production and the relatively small size of the Army at the time they could not rotate an entire unit in and out of combat like the Germans were doing. Instead they would have to deploy the trained Divisions to theater and then augment them with individual replacements through a system known as the individual replacement system (IRS). After completing initial training new Soldiers would be sent to a replacement depot overseas and wait being "issued" to a unit, much like an equipment warehouse today. These depots also served to break up cohesive units as injured Soldiers were seldom returned to their original unit. Instead these Soldiers were sent to more depleted units or those in need of a particular military occupational specialty (MOS). This often led to Soldiers failing to report to medical facilities following minor wounds and also escaping the depot to return to their units on the line. This harmful policy was only amended to allow Soldiers to return to their unit in the last year of the war.

This system was made worse once unit's sustained heavy casualties since the planning factors were set too low. The initial planning consideration was that an Infantry unit would sustain 64.3% casualties in combat operations. After continual reports from commanders in Europe this estimate was raised to 70.3% in April 1944. This also was found to be too

<sup>1</sup> "US Army in World War II Manpower and Segregation" by Rich Anderson

low as Infantry units in the two months following the June 6 Normandy landing suffered 100% casualties in the breakout from the beachhead. This lack of ability to correctly forecast led to a shortage of some 11,000 infantrymen on 8 December 1944 in the Third Army, which equates to 55 rifle Companies- a loss of 15% of the Infantry combat power of the Third Army<sup>1</sup>. These losses would become more apparent in the following week's action as Soldiers fought in the Ardennes during the Battle of the Bulge.

The information above is appropriate for study not only to understand the extreme sacrifice of Soldiers who served before, but because it impacts us every day here in Basic Combat Training. Our loss of personnel is not related to enemy action but can sound the same in raw numbers. In 15 months my 18 man "Rifle Company" has sustained the loss of four First Sergeants in as many cycles, three E7 Platoon sergeants, two E6 Platoon Sergeants, one Executive Officer, and four support cadre. These casualties came not from artillery but from the more routine: two year PCS, filling Battalion shortages, career advancement/promotion, selection for Drill Sergeant School, etc. These numbers speak to the similarity between situations as the personnel turn over percentage is roughly 70% since my arrival in November 2011. John McManus, author of "The Deadly Brotherhood: The American Combat Soldier in World War II", recorded that in 1943 "only 34 percent of the infantrymen in line companies came overseas with their units"<sup>2</sup>.



Casualty collection point on the Normandy beaches, 1944



The 60th IN REG in contact west of Bastogne in 1944

To manage this change we can employ three lessons from the past when units and commanders found themselves in similar situations. These simple though profound solutions are: standardization, an active mentor, and training as a whole when not directly engaged.

Standardization and thinking as a team are the keys to success now as in the past. "In order to mitigate the failings of the replacement system, some leaders would implement an unofficial policy to protect both the incoming Soldier and the group. The unit commanders would deliberately hold the replacement back until there was a break in active combat. This was done so that the new Soldiers could at the very least get some infantry training as a group in a more relaxed setting, where lives were not on the line<sup>3</sup>." I know this is part of the intent in TRADOC Regulation 350-6 as it states that all cadre will be certified by the Company Commander and Company 1SG before instructing Soldiers on the training. This cadre training serves to standardize the instruction, develop local SOPs, and teach cadre the common mistakes that result from certain events. A local policy in our Company takes this a step further as we never put a cadre member in any position that they have not seen conducted to standard by a fellow certified Drill Sergeant. This includes operating the ammo point or being a safety at a rifle range/obstacle course even though they are not the primary instructor for the day. The new cadre member may still serve to assist the certified member or run additional supporting tasks and in so doing is given

<sup>2</sup> "The Deadly Brotherhood: The American Combat Soldier in World War II" by John McManus

<sup>3</sup> "US World War II Troop Replacement Policy" by Carol Schultz

the time to further develop their skills and level of understanding. This undoubtedly is what those line Commanders were attempting to accomplish with green troops fresh from the depot or in this environment the Drill Sergeant School.

Units that successfully manage this change are ones that can receive new personnel and quickly get them to a high functioning standard. The days of not speaking to the new guy has largely gone as the NCO Corps has become more professional and better educated since the days of World War II. The important note is to welcome new personnel and appoint them a unit mentor, usually the certified Platoon Sergeant, if available. This mentor is responsible for their instruction in the Company training methods pre-certification and assisting them to understand the environment in which we operate.



Casualty collection point on the Normandy beaches, 1944

Finally, we must make the most of any available training time when we are not directly engaged. This training serves to ensure the “replacements” are part of the team, keeps the older team members abreast of updates in the environment, and gives time to rehearse future engagements. The temptation is to push everyone out on leave in this high tempo environment as soon as the action lulls. However, we must be vigilant as we can do this to our detriment when our own Ardennes campaign is just around the next corner. Obviously shortages in personnel strength are no excuse for not accomplishing the mission and that is not what is suggested here. U.S. Soldiers have always accomplished the mission whether it is the training of 200 new Soldiers or defeating the Third Reich. These shortages are merely the operational environment we have faced, face currently, and will likely continue to face given the difficult road ahead. By analyzing the history and methods of the past we can attempt to correct the obvious mistakes and emplace the methods for future success.

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**CPT Matt Collins is the Commander of Charlie Company, 3rd Battalion, 60th Infantry Regiment, 193rd Infantry Brigade.**

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## *Fighting Words*

The flintlock was invented in France in 1610 and came to American shores shortly thereafter. For more than 200 years, the flintlock played a major role in American history. Flintlock muskets and pistols were the weapons of choice in the American Revolution, the War of 1812, and the Civil War.

And though they have been obsolete for more than a century, they live on in our language.

To fire a flintlock, the shooter first cocked the hammer partway so that he could sprinkle some powder onto the priming pan – but he had to remember to cock the hammer the rest of way before firing. Otherwise the gun would go off half-cocked.

When the trigger was pulled, the hammer brought down a piece of flint with great force, creating a shower of sparks. If the powder in the pan ignited but failed to set off the charge inside the barrel, the result was a showy but useless flash in the pan.

When that happened, no one knew when or if the gun was going to go off. It was said to be hanging fire.

By the way, the “lock” in flintlock referred to the firing mechanism. It was one of three major parts of the gun: only if you had the lock, stock, and barrel did you have everything.

*Remember the flintlock!*

## Getting Beyond “The Burn”

PRAY

FAITH

GOD

Chaplain (CPT) Mark Musser

In Greco-Roman times, an athlete would take pride in presenting himself as a fine-tuned, high performing, strong, and competitive person. The athletes would spend hours of vigorous training everyday to sculpt their bodies in order to “Compete” in front of enormous crowds that would cheer them on inside of the Coliseum. The athlete’s goal was to win the prize of first place and with it, the admiration of their countrymen. We as Soldiers do the same thing. The numerous hours we spend in physical training keeping our bodies fit along with the countless hours conducting individual and collective training are focused on one end state, to be ready to fight and win our nations wars. From a Christian perspective, let me share a few verses of Scripture that help me stay focused upon mission readiness:

*Therefore, since we also have such a large crowd of witnesses surrounding us, let us lay aside every weight and the sin that so easily ensnares us. Let us run with endurance the race that lies before us, keeping our eyes on Jesus, the source and perfecter of our faith, who for the joy that lay before Him endured a cross and despised the shame and has sat down at the right hand of God’s throne.*

(Heb. 12:1-3 HCSB)

Dr. Webster authored a book to explain the meaning of words. On February 11, 1806, it was published and is known to us today as the “Webster’s Dictionary.” By his definition, the word “Burn” as a verb literally means to be destroyed by fire; to consume fuel and give off heat. As a noun it means an injury produced by fire, heat or steam; the firing of a rocket engine in space. I describe “The Burn” as a necessary temporary condition that needs a logical solution (a phase). As an Army Chaplain, I deal with many Soldiers

who feel the stresses of life that appear that they can’t be overcome. But, I am a firm believer to deal with the “Burn,” that resiliency is vital in the life of a Soldier today. In fact, I want to take this one step further and say that a Soldier who is Spiritually transformed will have a stronger foundation for his or her resiliency.

I have from my perspective and experience four ways that Soldiers deal with the “Burn” in their lives. Let’s examine these at this time.

The first area is spiritually. The United States Army fully recognizes the faith groups of Christian (Protestant, Roman Catholic, Latter Day Saints, Seventh Day Adventist), Jewish, Muslim, and Buddhist. In each of these faith groups and others outside of what the United States Army recognizes, many Soldiers often feel as if God is not near or with them. This is most common when a Soldier is in a crisis of some sort. For instance, the death of a loved one may cause a Soldier to feel that God took their loved one because of something that he or she may have done or not have done? Another common reason is when a Soldier is under UCMJ action. No matter what the reason the Soldier is encountering, the truth is that God’s love or presence will never leave or forsake those who first love Him. If a Soldier is of another faith group or doesn’t want to speak with me, I simply refer the Soldier to a chaplain of the Soldier’s faith or a Family Life Chaplain here at Fort Jackson. I am a firm believer that as an Army Chaplain, we need to work together as a team in order to better serve and provide for America’s sons and daughters with the best we have to offer!

The second area in which a Soldier will often feel the “Burn” is psychological. To stay within my lane, I network with mental health professionals

for a medical diagnosis of a Soldier. However, I do have seminary schooling for pastoral clinical psychological counseling, and it is a blessing in order to understand and engage with my Soldiers. The “Burn” in my professional experience thus far is twofold. First, with a concise analysis, I assess what the need(s) of the Soldier is/are. From there, through a network of professionals, I refer the Soldier to the proper health care provider or Family Life Chaplain. Secondly and more often, the Soldier is at a mental flood stage; they just need to talk and have a compassionate person listen for advice or sometimes the best counsel, “Unspoken words.”

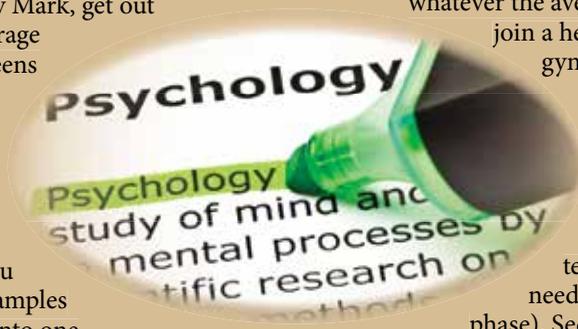
The third area that a Soldier may feel the “Burn” is socially. What I cherish as an Army Chaplain is the fact that we all come from different life experiences. Therefore, I try to keep an open mind that not all people will communicate, think, or behave the same way. Also, key factors that influence a person’s maturation is the home life the Soldier grew up in, and what age/generation he or she grew up in. For instance, being an older Generation X’er (born after 1964 between ages of 36-42), we dressed, walked, talked, and thought much different than the Generation Y’ers (born after 1986 between the ages 18 and 26). As a teenager in the 1980’s, we had garage door openers; however, I was Dad’s garage door opener; “Okay Mark, get out of the car and open the garage door,” he would tell me. Teens communicated by phone, but mostly by getting out of the house and knocking on your friend’s door. We communicated in our school classrooms by passing a note. Now, you take these simple three examples and you can roll them all into one easy click of a cell phone. Who could have ever imagined?

The “Burn” for this generation is to take a technological device away from their child or teen, and the resolution is to teach them to communicate face to face or in a small group setting. Today, there is a lack of social interaction skills because of the technological devices that may cause high potential problems for three reasons. First, he or she may become dependent upon technology to communicate. Secondly, when technology takes over our basic verbal face to face communication, then we cease to build upon basic verbal communication skills. Finally, we lack the opportunity to become resilient through

human relationships. I believe this is why so many young Soldiers have trouble with communication and team building skills in a squad level element, especially in the red phase of basic training.

Our final area that a Soldier may feel the “Burn” is physically. Once again, I want to revert back to the generational ages, the Traditionalist (age 62 and older), Baby Boomer (age 43-61), Older Baby Boomers (ages 43-61), and Older Generation X’ers (ages 36-42), and some Generation X’ers (ages 26-35) were children that went outside and played. My mother had to spank or discipline me to get me to come home before the street lights came on. Now, most mothers have to reward their child for just wanting to leave the house to play. Once again, who could have ever imagined?

It’s not that the technological world was not available, but rather it was not as prevalent as in Generation Y’ers (ages 18-26). Therefore, children, adolescents, pre-teens, and teenagers were more physically active as is evident with the rise of childhood obesity in the Generation Y’ers. The “Burn” for the Soldier who really needs to get in shape is offered by the United States Army—“Physical training!” I accept this as a great blessing that the Army pays me to stay in shape verses whatever the average cost is these days to join a health and fitness club or gym.



To synergize these four main categories, let’s look at the common factors of the “Burn.” First, it is a necessary temporary condition that needs a logical solution (a phase). Secondly, most Soldiers

are so overwhelmed by the here and now, that a brighter future for him or her is preposterous. Finally, as long as we are in this life, the “Burn” is pretty much inevitable. My main concern for my Soldier who is experiencing the “Burn” is that he or she doesn’t make a bad decision that has long term consequences or unfortunately the terrible choice of suicide!

As I ponder upon the fact of how can I be more effective for a Soldier who is experiencing the “Burn,” I am convinced that one’s mindset along with physical capability plays such a large part in overcoming a necessary temporary condition? I relate this to a Soldier who loves to run. There are Soldiers that just love to run whether it’s scheduled

physical training or just for leisure. I have nothing against running, but it's not my recreational hobby. I will run all day playing outdoor sports, but to run just to run—not me! However, recall that the Roman Soldier in the past, just as the modern day Soldier today runs with purpose. He or she has the right equipment on to support their movement, and is focused—this is why I believe our mindset needs to be strong that will aid the physical component as well.

As I talk to avid runners, they have shared with me that no matter how experienced they are, they feel the “Burn.” This condition is twofold. First, physically, muscles will ache from time to time (lactic acidosis). Also, running burns off stress. Therefore, this is why I believe that it is imperative to be mentally and physically strong. I know that when I run by myself, it is so tempting to slow down or quit, especially those days that my bed is calling me by name. However, having someone else there beside me to motivate me keeps me running. When a Soldier is mentally and physically strong, he or she has the highest potential to be victorious over the top four areas that I see Soldiers face; spiritual, psychological, social, and physical challenges.



Now that we have a solid understanding of the “Burn,” let me share with you three things that I have learned to help you get past this necessary temporary conditional phase. First, you need to get rid of any negative thoughts or behaviors that may have thwarted you from achieving your goal(s) and or dream(s). In the Christian faith, we accept this as the Apostle Paul said, “The sin that so easily entangles you.” The basic meaning of the word for sin in the Greek language, *hamartia* is an athletic term of an archer that literally shot and missed the target or mark. In other words, in a conscious effort to do well, we fall short of our goal(s).

Coupled with this is our sixth Army Value, “Integrity.” As an American Soldier, this is one characteristic that never ought to be in question. Alongside this characteristic value is its counterpart, “Accountability.” With these two words in mind, let's combine the meaning of sin with integrity and accountability, and break it down to a simple manner of understanding it. What is the middle letter in this three letter word sin, “I”? You and I are the ones who are responsible for our thoughts and actions. Therefore, no one else can

force us to think or do anything that we don't want to think or do. In fact, as an American Soldier, it is our responsibility to look into the mirror and accept responsibility, be accountable to others, and have the integrity to do the right thing. Another Scripture that the Apostle Paul wrote that will help us with this concept of integrity and accountability is:

**When I was a child, I spoke like a child, I thought like a child, I reasoned like a child. When I became a man, I put aside childish things.**

**(1 Cor. 13:11 HCSB)**

The United States Army is not a place for childish behavior; therefore, we ought to put child-like things aside, and live out our Army values, and wear our uniforms with pride!

Secondly, we need to do stick together. From our earliest beginning in basic training, we are taught teamwork for a reason. The Apostle Paul taught that we are to run the race together. You can attempt to run by yourself, however, life has a funny way of bringing us to the point of surrender, and then we realize how much we need someone else! I strongly encourage you to build healthy relationships by getting involved in your unit's Family Readiness Group (FRG) or one of the plethora support and activity groups that the Army offers. Finally, keep focused upon your goal(s) or dream(s).

In the Christian faith, we understand that the Apostle Paul taught to keep our eyes on Jesus who endured suffering, shame, and the pain. The Greco-Roman athletes stayed focused on a marker in the arena to help them keep running, so I hope that you will keep your eyes on a marker in order to complete the race. Stay focused because your road and journey that you are running on is getting shorter with each step. The marker is there for you to help you get through it, so when the race gets too hard and you feel the “Burn,” my prayer for you is that God will give you the strength to keep on running; God bless!

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**Chaplain (CPT) Mark Musser is the Chaplain of 1st Battalion, 13th Infantry Regiment, 193rd Infantry Brigade.**

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*Your attitude, not your aptitude, will determine your altitude.*





## Leadership in Basic Combat Training "A Drill Sergeant's Perspective"

SSG Howard Smith

**B**asic training is a life altering experience for every Soldier that attends, whether they graduate or not. Soldiers arrive to the post reception battalion nervous and excited, unsure about what the near future has in store for them. When they get there most find that things are easier than they originally expected, and that the Drill Sergeants are not quite what they had in mind. After initial in-processing and getting their clothing issued, Soldiers are shipped off to their basic training unit and get their first taste of real Army life. The next few weeks will provide the biggest culture shock to these civilians who are trying to figure out how to adapt to a military lifestyle.

The program of instruction for basic training is standardized across the Army but some units are different than others. Everything is supposed to be the same but there are massive fluctuations in the quality of Soldiers that some units produce compared to others. For a private in Basic Combat Training, the Drill Sergeant is everything. The Drill Sergeant is an expert who seemingly knows every last detail about the Army. All Drill Sergeants go through the same school to gain their highly respected position, so why are some so different than others?

Much like the Soldiers we train, Drill Sergeants are not robots. We all have different backgrounds. Our leadership styles have been finely tuned through our years as Noncommissioned Officers. Leading Soldiers in combat and during a time of war for the last seven years has given me a unique experience. And my one of a kind experience has made me the leader I am today, much like every

leader in the Army. And, much like the Soldiers we train, Drill Sergeants have strengths and weaknesses. It is for these reasons that not all leaders are the same, nor should they be. If I were to impose my leadership style on my subordinate leaders and force them to forget what they have developed through the years, they would inevitably become unsuccessful. Allowing a Drill Sergeant to use their own leadership style will empower them and make them a more successful leader. On the flip side of that coin, some of the leadership techniques I have been using will not be successful here in Basic Combat Training because I am used to leading seasoned Soldiers, and here I am trying to transform citizens into Soldiers.

Finding success as a Drill Sergeant ultimately relies on your ability to adapt to the current environment. But, the same can be said for leaders in any unit across the Army. For this reason, a highly successful leader in FORSCOM will find success in TRADOC, while a mediocre leader will continue to demonstrate mediocrity. It is foolish to believe that you can make any two random people the same, and it is even more so to think you will make leaders identical. Drill Sergeants in Basic Combat Training will only perform at their highest potential when they are allowed to accomplish the mission, within the commander's guidance; the way that they determine is the best.

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*SSG Howard Smith is a Drill Sergeant in Delta Company, 1st Battalion, 13 Infantry Regiment, 193rd Infantry Brigade.*

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## TRADITION

Fort Jackson has had a vital role in preparing Americans to serve their country for over 96 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.





## A DIFFERENT KIND OF MENTORSHIP

SFC ELIZABETH WEAVER

*Leave your past in the past. Leave the bad you are trying to get away from back there. You want a fresh start, truly start over.*

I came from a pretty rough neighborhood. I grew up in a good sized town in Ohio with a population of approximately 50,000. The median household income was about \$17,000, the murder rate at 1.8 times the national average, and my neighborhood would often end up in the middle of rivaling Bloods and Crips turf wars. We used to joke (to the horror of friends visiting from outside of our neighborhood) that a day was not complete until there was a police car, ambulance, or police foot chase down our street. There were often drug busts in houses down the road, fights that involved pulling bricks out of the street to use as weapons, and constant yelling and shouting.

Fast forward 12 years and here I am in Fort Jackson, South Carolina as a Basic Training Drill Sergeant. The constant yelling is still there, but it is a motivational shouting versus a negative violent kind of yelling. I would like to say I do not exhibit signs that would suggest that I came from such a violent neighborhood, but I often times see that violent past in the faces that show up here, for a chance at a better life in our Army. I can spot it a mile away and my heart goes out to them.

One Soldier in particular came through my platoon and you could see the “thug” lifestyle all over his face. He constantly was getting in trouble, had a problem with authority, and we really were not worth his time or respect. One day in particular he was having an unusually hard time remembering that before he could step off from the position of parade rest, he had to go to the position of attention. The Drill Sergeants kept sending him away to try it again and he still was not getting it. You could see him getting more and more frustrated and each time he walked away, his brows got lower into his face, his fists and jaw tighter clenched, and he started mumbling every time he was sent off to try it again. I was just observing the interactions, but the three Drill Sergeants he kept approaching were getting more and more mad with the attitude that this Soldier was emitting.

Later that day, I approached the Soldier to ask him what that was all about. He stated that he was not going to respect anyone that did not respect him first. He felt that he had earned respect from everyone in the world for what he had been through so far in his short 19-year life. I pointed out the fact that all of the Drill Sergeants had been through comparable and incomparable

events in their life that demand as much and more respect than he felt due to him. I asked him if he came from a rough background. He said that he had to fight every day where he came from. When I asked him why he joined the Army, he said he had joined to get away from that lifestyle and he knew if he stayed there, he was going to go to jail. My speech to him went something like this: "You came into the Army to get away from that background, but you are bringing it with you. I can see it in your whole demeanor. You have not gotten away from it yet; you brought it with you. If you truly want to get away from it, you have to leave it behind. You're right, the Army is a place where when the Army Values are properly applied, disrespectful nonsense is not prevalent and it is a safe environment. Our job as Drill Sergeants is to make sure that it stays that way by not allowing that attitude to go beyond basic training. When I see you, all I see is the past that you are trying to get away from. You haven't left it behind, you are trying to bring it into our Army, and that is what we as Drill Sergeants do not like. We don't want that in our Army either. This is your opportunity for a fresh start and to become anyone you want to be. You have leadership qualities already instilled in you from the situations that you have had to persevere through. There are other Soldiers in this platoon that are struggling and could use your help, but so far you have not been able to see past yourself. Look around you; help out your battle buddies, and you are going to be a great Soldier; a great leader and someone others look up to."

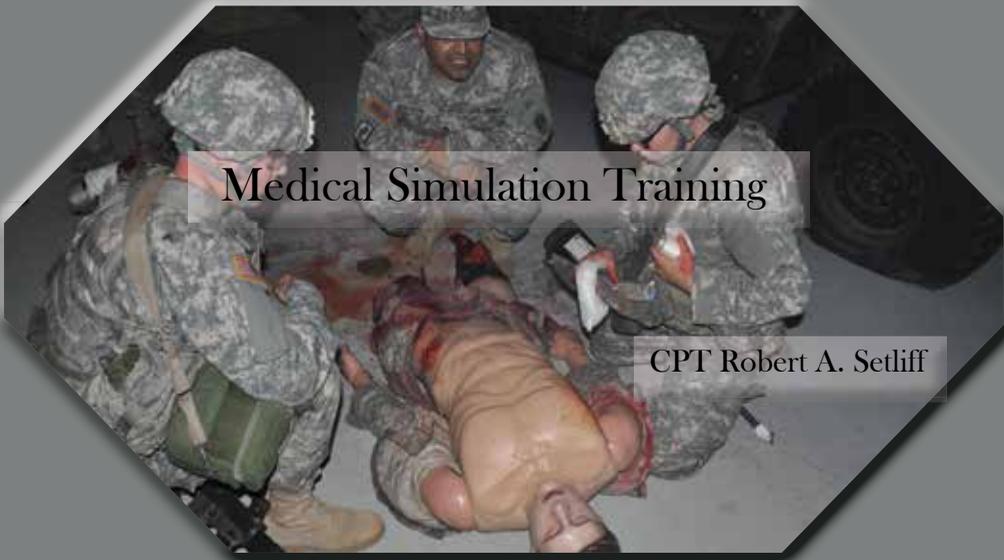
This hardened young individual now had tears streaming down his face. Not sure which part of my speech struck the nerve, but I felt that I had gotten through to him. Not by yelling at him, but by showing him what his future could look like in a way he could understand. A long time ago, this was done for me by one of my NCO's. Yelling and screaming at me could be tuned out, but a positive word of the potential I could become stuck with me forever. I may never hear what kind of Soldier this young warrior has turned into, but since our talk, it is like a light bulb has been turned on. His once blackened eyes became bright and full of light and his potential was endless. Moments like that are what make my job here worth all the long hours.

If only it were as easy as one conversation though and we would have an Army of well disciplined, hardened for the cause, Soldiers ready to take the torch from this generation's war-weary hands. Unfortunately it's not that easy. That is the most difficult job of a Drill Sergeant, to find out what each Soldier's key is to unlocking that warrior spirit and the willingness to be a great Soldier that we feel is worthy of passing the torch on to. A solid conversation may be a good start, but following up with the right amount of attention at the right times is the challenging part. Figuring out when a mentoring word of encouragement is what is needed and when a harsher tone of correction is more appropriate, is the challenging part. Just yelling is not always effective. A great Drill Sergeant isn't one that just yells all the time. I understand the opinion that "well, this generation is just softer and can't handle yelling." But that opinion is a little misguided. They can handle yelling to the degree of they just tune it out. Yelling will get attention, but it will not necessarily get results. You need to get to know your Soldiers. Now don't take that to the extreme of 350-6 violation, "get to know them", but you need to figure out where your Soldiers come from, you need to make them feel inspired, they need to understand how important being a Soldier is, and most importantly that you believe in them. I believe that everyone wants to have a role in success; everyone wants to have that sense of ownership when something is done well. This generation is no different, but instead of trying harder when they mess up, they give up. Maybe no one has ever believed in them before, maybe it has just been one person before, maybe there has never been a reason to not only "just pass" but to go for the 100 percent. That is what makes the role of a Drill Sergeant so hard, to care about the job of training, and care about the quality we are putting out instead of just going through the motions cycle after cycle. Once the Soldiers see that you care, I think that is when you start to see a better quality product.

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*SFC Elizabeth Weaver is a Drill Sergeant in Bravo Company, 2nd battalion, 13th Infantry Regiment, 193rd Infantry Brigade.*

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## Medical Simulation Training

CPT Robert A. Setliff

**T**wenty-five percent of all battlefield deaths were medically preventable, according to a study published in the Army Times that focused on combat related deaths in Iraq and Afghanistan between 2001 and 2011. The biggest cause of preventable death on the battlefield was hemorrhaging (bleeding out) at 90%. 4<sup>th</sup> Battalion, 10<sup>th</sup> Infantry Regiment is leading the way in training Initial Entry Training (IET) Soldiers on how to properly treat these types of casualties through realistic, scenario based medical simulation lanes.

The Medical Simulation Training Facility (MSTF) at Fort Jackson, SC, trains roughly 50,000 IET Soldiers each year. The mission of the MSTF is provide standardized medical simulation training in order to reduce medically preventable deaths and to better prepare Soldiers for medical interventions under combat conditions. **Soldiers, in squad sized elements, are placed in real-life scenarios with mass-casualty situations.** In a hot, dark, smoke filled room, the sounds of gunfire ring out. The Soldiers must perform multiple combat lifesaving tasks under direct fire, call up a 9-line MEDEVAC, and evacuate multiple casualties to a secure location. While conducting the lane, they are being evaluated by combat medics, who have been combat tested and bring valuable experience and leadership to the training.

The medical lanes allow Commanders to validate their Soldiers' medical skills by creating training relevant to the contemporary operating environment (COE). SSG Obregon, 4<sup>th</sup> Battalion,

10<sup>th</sup> Infantry Regiment's most experienced combat medic, says, *"Soldiers get to see their training in real life. This gives them confidence in their medical tools and abilities"*.

Immediately following their lanes, Soldiers conduct an After Action Review (AAR), where the cadre and trainees discuss actions while in the bays and are given constructive feedback on their performance. A new camera system has been recently installed that allows the cadre to record, rewind, pause and playback the entire lane. This new technology greatly improves the AAR process by allowing Soldiers to see themselves in action. It allows the cadre to explain how the Soldiers performed, while also showing them. Units are able to receive a CD that contains all of the lanes performed for the day. Units can now take these disks back with them and conduct more thorough training with their Soldiers.

Medical skills are perishable and must be regularly practiced in order to remain proficient. The impact of this training is that every Soldier is learning crucial medical skills that can possible save someone's life. Medics from the 4<sup>th</sup> Battalion, 10<sup>th</sup> Infantry Regiment are helping Soldiers become combat multipliers; helping bridge the gap between self-aid/buddy-aid and the combat medic. With the use of combat tested medic cadre and the latest technology, Soldiers are receiving some of the best training the Army has to offer.

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**CPT Robert A. Setliff is the Comander of HHC, 4th Battalion, 10th Infantry Regiment, 171st Infantry Brigade.**

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“Every human impulse would tell someone to turn away. Every soldier is trained to seek cover. That’s what Sergeant Leroy Petry could have done. Instead, this wounded Ranger, this 28-year-old man with his whole life ahead of him, this husband and father of four, did something extraordinary. He lunged forward, toward the live grenade. He picked it up...and threw it back - just as it exploded.”

President Barack Obama



SERGEANT FIRST CLASS LEROY A. PETRY: Medal of Honor

### Citation

For conspicuous gallantry and intrepidity at the risk of his life above and beyond the call of duty: Staff Sergeant Leroy A. Petry distinguished himself by acts of gallantry and intrepidity at the risk of his life above and beyond the call of duty in action with an armed enemy in the vicinity of Paktya Province, Afghanistan, on May 26, 2008. As a Weapons Squad Leader with D Company, 2nd Battalion, 75th Ranger Regiment, Staff Sergeant Petry moved to clear the courtyard of a house that potentially contained high-value combatants. While crossing the courtyard, Staff Sergeant Petry and another Ranger were engaged and wounded by automatic weapons fire from enemy fighters. Still under enemy fire, and wounded in both legs, Staff Sergeant Petry led the other Ranger to cover. He then reported the situation and engaged the enemy with a hand grenade, providing suppression as another Ranger moved to his position. The enemy quickly responded by maneuvering closer and throwing grenades. The first grenade explosion knocked his two fellow Rangers to the ground and wounded both with shrapnel. A second grenade then landed only a few feet away from them. Instantly realizing the danger, Staff Sergeant Petry, unhesitatingly and with complete disregard for his safety, deliberately and selflessly moved forward, picked up the grenade, and in an effort to clear the immediate threat, threw the grenade away from his fellow Rangers. As he was releasing the grenade it detonated, amputating his right hand at the wrist and further injuring him with multiple shrapnel wounds. Although picking up and throwing the live grenade grievously wounded Staff Sergeant Petry, his gallant act undeniably saved his fellow Rangers from being severely wounded or killed. Despite the severity of his wounds, Staff Sergeant Petry continued to maintain the presence of mind to place a tourniquet on his right wrist before communicating the situation by radio in order to coordinate support for himself and his fellow wounded Rangers. Staff Sergeant Petry's extraordinary heroism and devotion to duty are in keeping with the highest traditions of military service, and reflect great credit upon himself, 75th Ranger Regiment, and the United States Army.



## A Command Teams' Letter to New Drill Sergeants

COL Bryan Hernandez

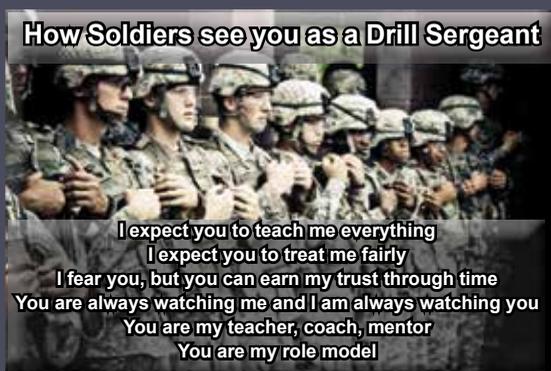
**T**he Drill Sergeant is perhaps one of the most elemental figures in the entire military, responsible for the training and preparation of millions of Americans over the past several decades to fight its many recent conflicts in the defense of freedom. You join the ranks of a select few who wear the Drill Sergeant Campaign Hat and badge, signifying the standard bearer for the greatest military of modern times. Your creed as a Drill Sergeant properly surmises your responsibilities to train motivated and fit soldiers, instill pride, and lead by example. As many of you prepare to assume one of the most challenging jobs in the Army, that as a Drill Sergeant, I would like to offer a few words of perspective on behalf of the 165<sup>th</sup> Infantry Brigade Command Team.

We are a nation at war, whose military has assumed the majority of the burden of war for the past 12 years. The war we are engaged in is complex and requires a new breed of Soldier that is trained in all forms of warfare, from conventional force on force to the ever-difficult counter-insurgency. Regardless of the conflict, your mission is to take America's sons and daughters and transform them from almost two or more decades of civilian life into a Soldier. This is no easy task. Simultaneously, you are most likely returning from your second or third tour in combat and dealing with your own series of challenges as you prepare to enter the life of the Drill Sergeant. It will not be the break you thought or the needed rest you deserved. This will cause angst for you, but can be overcome through professionalism and a commitment to excellence.

Your hours will be long, and the frustrations many as you master the skills of temperance and patience. However difficult the task, you must remember that this nation and its Army have entrusted you as a Non-Commissioned Officer to teach and mentor its newest generation of Soldiers. Many of your recruits will graduate from Basic Combat Training and Advanced Individual Training, report to their first unit of assignment, and quickly deploy to war. This rapid and unforgiving timeline only stresses your importance in the early development of these Soldiers. Our expectations of you are many, but miniscule in comparison to those who you will train.

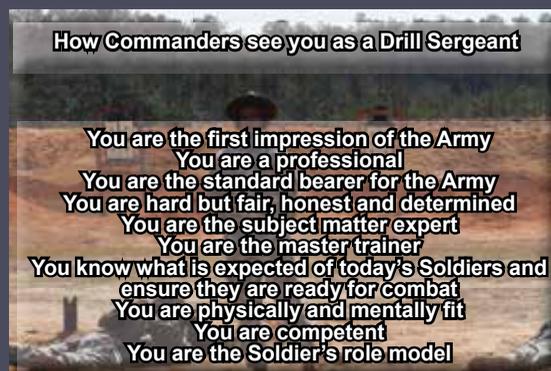
As you prepare yourself, we offer two key points of perspective or perception from those with whom you will take this journey with, your command team and Soldiers. I believe it is important to understand how others see "us" as we perform our mission in order to better understand our strengths, weaknesses, and more importantly, expectations. The first point of view is from the Soldier you will train. They are young, impressionable, and unassuming as they leave their former lives behind to join an organization steeped in tradition and fortified by discipline and standards. Many come from diverse backgrounds and look to you as their role model for what they aspire to be one day. They expect to join the most professional and technologically advanced military in the world. Although initially fearful of the Army and its rigorous lifestyle, they quickly adapt and expect tough, realistic training. They are always watching

you and observing everything you say and do. They expect you to provide a safe and secure environment in which to learn. They look to you to teach them everything and they will always remember your name. Understanding how they view you as a Drill Sergeant is crucial in forming your preparation to training and interaction with them on a daily basis, under all conditions, as they adapt to military life. They have great expectations of you as a Drill Sergeant.



A second viewpoint is that of your superiors and their expectations of you as a Drill Sergeant. Success starts and ends with the professionalism and competence of the Drill Sergeant and their ability to coach, teach, and mentor new Soldiers. As the command team, you have our full faith and confidence to execute your duties to the highest degree. Although you may not be initially a master in all the tasks you are required to train, we trust you to quickly learn them and understand that teaching the basics, the ‘blocking and tackling’, is what is important. You are the first impression for new members to the Army and set the tone and tempo for their success. The preponderance of Initial Entry Training rests upon your shoulders. You are asked to emulate all that is right in the Army on a daily basis, and through professionalism, equality, and fortitude,

ensure Soldiers are trained well and treated justly. It is the command teams’ responsibility to ensure that you are well resourced to perform your duties and provide a healthy command climate that promotes excellence while eliminating fear and trepidation. Finally, it is the responsibility of the Command Sergeant Major and myself to understand when the long days and weeks have taken their toll and afford opportunities for your wellness and professional development.



The mission of the Drill Sergeant may seem to be an extremely challenging task, but you have in essence been preparing for this duty since the day you entered the military. Your battle-hardened senses and experiences have taught you what is required of Today’s Soldiers in combat and peacetime. This is the time for you to pass on what you have learned, both from the books and the battlefield, to a new generation standing up to take their place in our Army. As you prepare for this enormous responsibility, I ask you to develop one more point of view, and that is of yourself.... how do you see yourself as a Drill Sergeant? In your response you will find all the keys to success and ensure the recruits you train and transform are ready for their mission as an American Soldier.

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*COL Bryan Hernandez is the Commander of the 165th Infantry Brigade (Basic Combat Training) at Fort Jackson, SC.*

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## Taking the “ism” out of Basic Combat Training



CPT Bruce Aho

*What do you think of when you think about Army doctrine? How does it apply to the Warrior Tasks and Battle Drills (WTBD)? Does it support and reflect not only current threats, but future enemies as well?*

Army doctrine is a body of thought on how Army forces operate as an integral part of the joint force. The Army's definition of doctrine is: fundamental principles by which the military forces or elements thereof guide their actions in support of national objectives. It is authoritative but requires judgment in application and provides standardized terminology through Army doctrine publications (ADP), Army doctrine reference publications (ADRP), field manuals (FM), and Army techniques publications.

Our military has been at war fighting in Iraq and Afghanistan for over a decade and we want to ensure our Soldiers who arrive for Basic Combat Training receive training that they can readily apply. Therefore our WTBD's have changed to center on these particular experiences and lessons learned from combating these new threats. **The battle drills that Soldiers are currently trained on in Basic Combat Training have that Iraq and Afghanistan 'ism'.** As we transition out of Afghanistan, our training will be refocused towards an undetermined enemy. Training toward one specific enemy or situation limits the Soldier's capability of adapting

to different situations. The WTBD's should be taught as an overarching technique that can be targeted toward broad conflicts.

The Army published ADP 3-0, Unified Land Operations which represents doctrinal guidance and direction for conducting military operations. Unified land operations are the Army's warfighting doctrine that is based on the central idea that Army units seize, retain, and exploit the initiative to gain an advantage over the enemy. To do those functions, the Army must focus on WTBD's that apply to an uncertain future. However, the Army has publications and field manuals that direct what battle drill we need to train on. There's the STP-21-1-SMCT and FM 3-21.75. The Army used to utilize FM 7-8, Infantry Rifle Platoon and Squad, for battle drills that we trained on; however FM 3-21.8 superseded FM 7-8 which had the battle drills removed. Remember, a battle drill is a collective action, executed by a platoon or smaller element, without the application of a deliberate decision-making process and is vital to success in combat or critical to preserve life.

STP-21-1-SMCT, Sept 2012, which is the Soldier’s manual for common tasks has the following battle drills:

- React to contact
- Establish security
- Perform actions as a member of a mounted patrol
- Evaluate a casualty
- React to ambush (near/far)
- React to indirect fire.

FM 3-21.75, Warrior Ethos and Soldier Combat Skills, Jan 2008 has the following battle drills:

- React to Contact
- React to Ambush (Near)
- React to Ambush (Far)
- React to Indirect Fire
- React to a Chemical Attack
- Break Contact
- Dismount a Vehicle
- Evacuate Wounded Personnel from Vehicle
- Establish Security at the Halt.

FM 7-8, April 1992, had the following battle drills:

- Platoon Attack
- Squad Attack
- React to Contact
- Break Contact
- React to Ambush
- Knock Out Bunkers
- Enter Building / Clear Room
- Enter/ Clear a Trench and Conduct Initial Breach of a Mined Wire Obstacle.

You will notice that there’s been a significant change over the years as these manuals were published. There is a vast difference from the current WTBDs verses FM 7-8 because of our focus on the Iraq and Afghanistan conflict. However, Iraq and Afghanistan are not the only threats the United States faces. There needs to be a change to the “ism” to how our Army trains our Soldiers, especially

during Basic Combat Training. In order to truly prepare for an uncertain threat, we need to take the ‘ism’ out of Basic Combat Training. As our efforts in Afghanistan continue, there will still be a need to train Soldiers for that theater, but we must start the transition to generalizing our training and take a hard long look at the WTBD’s. They will need to be changed to reflect the future conflicts that Soldiers of today could face. This will mean we will need to revamp our battle drills and start looking at some of the battle drills that we are currently utilizing as well as battle drills we have conducted in the past.

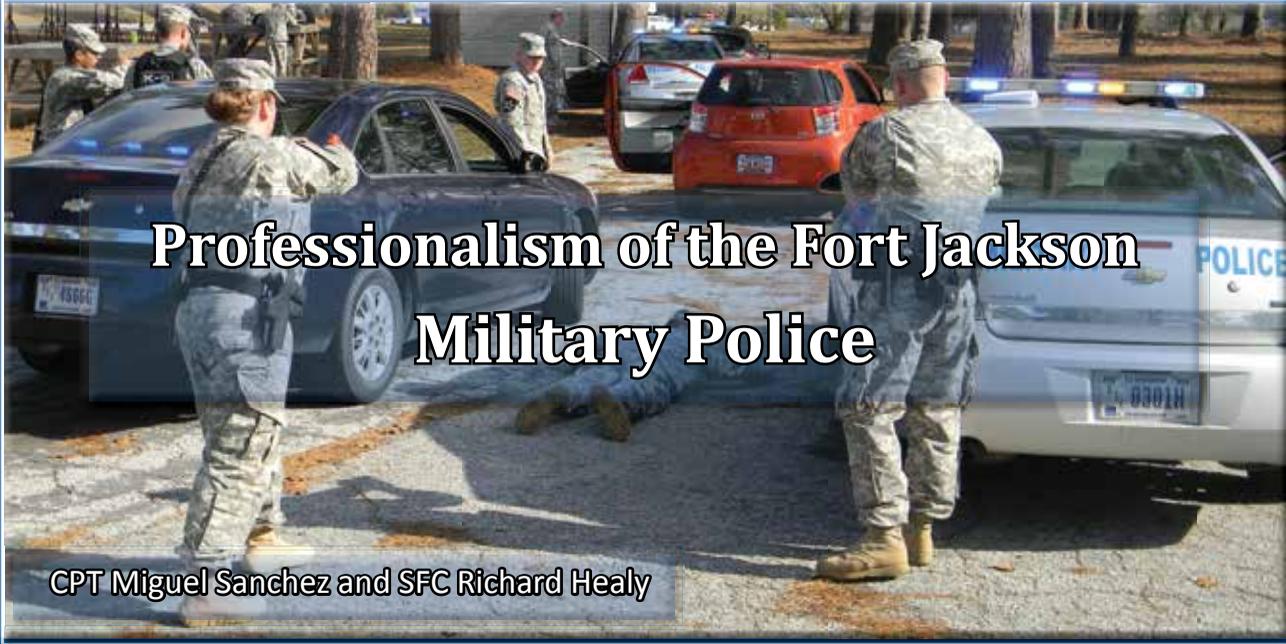
An uncertain enemy could be better equipped, trained, and more proficient than the insurgents we currently face today. Our current WTBD’s does not fully train toward that type of conflict. So our Soldiers in Basic Combat Training should be preparing for not only our current threats, but our future threats as well. FM 7-8 does have certain battle drills that gear toward that type of conflict: knock out bunkers, enter/ clear a trench and conduct initial breach of a mined wire obstacle. Even though these battle drills don’t apply to the counterinsurgency threat, they could serve a role in future conflicts.

*In summary, if our battle drills are vital to the success in combat, but our current WTBD’s are focused on the counterinsurgency fight, are we preparing today’s Soldiers for tomorrow’s fight?*

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**CPT Bruce Aho is the Commander of Alpha Company, 1st Battalion, 13th Infantry Regiment, 193rd Infantry Brigade.**

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# Professionalism of the Fort Jackson Military Police

CPT Miguel Sanchez and SFC Richard Healy

**T**he 17th Military Police Detachment and the 208<sup>th</sup> Military Working Dog (MWD) Detachment are responsible for supporting and manning the Provost Marshal's law enforcement requirements on Fort Jackson. The Detachments execute their mission by resourcing and conducting specialized Force Protection and Law Enforcement training equivalent to the local civilian police force in Richland County. Military Police Soldiers train constantly to remain proficient in the law enforcement tasks and drills and are considered experts in their field of duty.

The Detachment maintains this professional force by executing quarterly Law Enforcement Certifications and Weapons Qualifications, conducting highly specialized Less than Lethal weapons training, and accrediting subject matter experts through state law officials in specialized police skills.

The Detachment trains quarterly on the M9 Beretta as the daily duty weapon and the assigned M4 rifle. The M4 rifle is issued to each individual and its zero is confirmed at least every six months. Military Police Soldiers must maintain their assigned weapons in case an Active Shooter response is ever required. The Detachment's Soldiers conduct their weapons training in accordance with the new Army Training guidance for Law Enforcement; the 2012 Law Enforcement Weapons Training and Qualifications (ST 19-LEWTQ) formulated and published by the

United States Army Military Police School in Fort Leonard Wood, MO. Its focus is on Urban Operations and the environment where our Military Police Soldiers perform their daily duties.

The Law Enforcement Certification is an annual requirement directed by the Office of the Provost Marshal General (OMPG) for every Military Police Soldier in the rank of CPT and below for officers and SFC and below for enlisted. The week-long certification focuses on unit level tasks and provides senior commanders with a balanced capacity of law enforcement professionals trained and ready to respond to any crisis on Fort Jackson. Some of the key training areas include Authority/Jurisdiction Restrictions, Constitutional and Criminal Law Considerations, Procedures from Apprehension to Booking, Evidence Collection and Crime Scene Protection, Active Shooter Response, and Understanding Levels of Force Use which encompass OC (Oleoresin Capsicum) Spray Certification and TASER (Thomas A. Swift Electronic Rifle) Certification. Military Police Soldiers train on the multitude of topics like those provided above. Some of the classes that are a primary focus and require in depth training are classes in Active Shooter Response, High Risk (Felony) Traffic stops, responding to a Domestic Disturbance, TASER and OC Certification. These classes not only involve classroom instruction but also a great deal of hands on training to reinforce the training objective.

The training requirements for the OC consists of 2 hours of classroom instruction, inert (practice) training for proper methods of delivery and target area identification followed by levels of contamination and exposure. Initial training requires a Level 1 contamination which consists of direct spray exposure followed by demonstration of fight-thru drills. Annual re-certification requires a Level 2 contamination which consists of contact with a saturated cloth (non-direct contact) followed by demonstration of fight-thru drills. The training requirements for the TASER consist of 6 hours of classroom and practical instruction that includes theory, target practice and exposure to the physical effects of the TASER. Training is conducted in accordance with TASER International standards and taught by a certified instructor. These training tools provide our Military Police with assets they can utilize to succumb an uncooperative suspect without further endangering the subject, themselves and possibly individuals around them. By bringing a less-than-lethal capability to the spectrum of use of force, you are protecting all the individuals involved in addition to providing the law enforcement officer with a tool to deter future crimes. Soldiers train on Active Shooter Response so they are prepared in case they are required to react as first responders to a real world situation. The training helps form a Battle Drill approach to an incident. Soldiers also conduct hands on training with High Risk (Felony) Traffic stops and Domestic Disturbance response as these can be two of the most dangerous calls a Police Officer will have to respond to. Situations in these incidences can turn from normal to extremely dangerous at any moment.

The final focus area for our professional police is state and national accreditation. Our Soldiers attend South Carolina Criminal Justice Academy (SCCJA) courses to include the Datamaster (Breath Alcohol Content Analyzer). The Datamaster is an instrument used to measure the amount of Breath Alcohol Residue a person suspected of being impaired by the influence

of alcohol. RADAR/LIDAR course provides expertise training on speed detection devices which allows our Military Police to enforce traffic safety regulations and laws in a continued effort to provide a safe environment for our Soldiers, Civilians, Family Members and visitors of the Fort Jackson Community. Military Police Soldiers also train on administering Standardized Field Sobriety Tests (SFST), which are used to identify personnel under the influence of alcohol and the effects of their inhibitors.

The Military Police Soldiers in Fort Jackson constantly train to remain proficient in their law enforcement tasks and drills. In addition to providing law enforcement to Fort Jackson, the 17<sup>th</sup> and 208<sup>th</sup> MP Detachments also deploy Soldiers into combat as individuals in support of other units. At the time this article was written the 208<sup>th</sup> MWD Detachment had two Military Police Soldiers deployed to Afghanistan, one MWD team providing Explosive Detection support and one MWD Kennel Master who provides supervision and mentorship to more than 25 MWD teams and advices field commanders on the use of MWD assets. The 17<sup>th</sup> MP Detachment also has two Soldiers deployed to Afghanistan; one as a Personal Security Detail NCOIC and the other as a Biometrics Team Leader.



The 17<sup>th</sup> Military Police Detachment and the 208<sup>th</sup> MWD Detachment provide trained and professional Military Police Soldiers to the Fort Jackson community ensuring they are always ready to “Assist, Protect and Defend” the community while conducting their Law Enforcement duties. They are not only Soldiers ready to deploy in support of contingency operations worldwide, they are consummate professionals who are masters of their police skills.

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*CPT Miguel Sanchez is the Commander of the 17th MP Detachment and SFC Richard Healy is the 1SG of the 17th MP Detachment at Fort Jackson, SC.*

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## *Application of the Eight Step Training in the BCT Model*



**SSG Ian Baker**

Applying the Eight Step Training Model in the Basic Combat Training (BCT) environment was initially a problem for me. It seemed I could never get all the steps done appropriately for the missions that I was receiving. While serving as a Drill Sergeant you are the primary trainer for your platoon and though you may be the platoon sergeant; during all training events you serve as a squad leader. Most Drill Sergeants are SSG and above and should know the role of the squad leader, all our Soldiers should be trained to be riflemen and Soldiers. The issue I kept running into was while serving as squad leader I did not have squad level leadership, which caused me to change my own tactics, techniques and procedures (TTPs). Keep in mind, I use these for every operation or mission I conduct here in BCT in order to make sure Soldiers receive the best training possible. (i.e. Physical Readiness Training (PRT), Ranges). I will break down the Eight Step Training Model below.

Receiving the mission, nothing has really changed there. I received my mission and immediately analyzed it and broke it down into phases to put my plan into place and in conjunction started making my tentative plan. Having the Training Support Package (TSP) helps a lot in this phase because it has all the tasks that must be completed during the training events. Having those on hand makes receiving the mission a lot easier in this sense because half of your plan is already laid out there for the Drill Sergeant or Squad Leader. In this phase before I get too far ahead of myself I move right into the next step of the Troop Leading Procedures as to not confuse the plan or the Soldiers.

I personally issue the warning order to my platoon or the company depending on the training event. What I focus on here is making sure I put out the warning order in the simplest form to make sure that each Soldier understands the mission and the end state of the mission or training event that has been put out by the Commander. I stress to the Soldiers the importance of making sure that upon completing the mission that we must meet the Commander's intent for the mission or task at hand. Ensuring that each Soldier understands the mission or task is the big take away from this for me because if one Soldier doesn't understand what must be done, the mission will not be a success.

Making the tentative plan is another place where I had trouble applying the model at first because I had to simplify my plans to again make sure that not only each Soldier understands the plan, but also retains the training value of the event. In this sense I almost complete my plan here or have a vision of how I see my plan being executed and break it down in a way where again each Soldier will understand how the mission will be executed and why it will be executed this way and why it is so important to execute this way so as to meet the Commander's intent. I analyze what squads or platoons will be conducting the operation or training event at what times and set up my PACE plan and think of different ways to conduct the operation or training and decide which one will be most effective for the Soldiers during the training event.

Starting the necessary movement is the easier part of the process. Here the uniform, packing list, and the time line are normally put out to ensure that

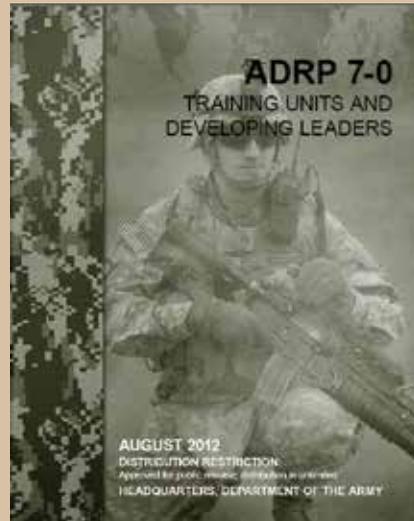
the Soldiers will be ready to go to start the mission or training event. I personally start the necessary movement right after I issue out the warning order to give the Soldiers the time available to put everything together and better prepare themselves for the mission or training event that they are about to embark on. The placement of this step is vital to ensure that the Soldiers have enough time to prepare themselves correctly and that they get it done correctly the first time and also allows time for the Drill Sergeant to conduct their pre-combat checks and pre-combat inspections.

During the reconnoiter stage I grab key leaders from across the company and either go out and look at the lay of the land with our own eyes or use graphics of the training area, range, or land to make sure that all of them understand the space available and exactly where the mission or training event will occur. Making sure that everyone has a good idea of the lay of the land and what needs to happen where, is key to the success of the mission because it will ensure a good flow and fluid transitions from each objective to the next. Having a good transition plan from site to site or area to area will cut down on movement time and again make sure that each soldier has a better opportunity to receive the training and retain the information that they have learned during the training.

Completing the plan is where I put all the moving pieces together and make sure that I have all the necessary resources required and in place. My biggest take away from this was ensuring that all the resources needed were in place in order to make the mission or training event go as smooth as possible to reach the Commander's intent. I also finalize the timeline here and make sure all Drill Sergeants and key leaders understand it to again ensure that we reach the Commander's intent in the best way possible.

Issuing out the complete operations order is another area where I had problems in the BCT environment at first. I tried to make every single mission or training event into a tactical scenario but soon realized that I was confusing Soldiers and had to bring it down to a good sound plan to meet the training objectives in the TSP and more importantly meet the Commander's intent of the mission or training event. Breaking the mission

or training events down to a detailed execution plan, step by step methods all the way down to the lowest Soldier level, exactly where they are going next and what their role is there before they will move on to the next part is what has really worked for me. Before ending the operations order I again make sure that each Soldier understand what they are doing and how the execution will reach the Commander's intent and why it is so important to always reach the Commander's intent.



Supervising is what I personally have had a harder time with because again as the Drill Sergeant or Squad Leader in the BCT environment, you are it. There is no squad level leadership so the Drill Sergeant is the one conducting all the rehearsals prior to the mission or training event and conducting and controlling each Soldier on the battlefield. This is the only way to ensure that the Soldiers are not only performing the mission or task correctly, but more importantly, that they are receiving the best possible training. By being a "hands on" type of Drill Sergeant or Squad leader, you really do ensure each Soldier receives the best training that there is to offer, which of course is the most important mission here in BCT.

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**SSG Ian Baker is a Drill Sergeant in Delta Company, 1st Battalion, 13th Infantry Regiment, 193rd Infantry Brigade.**

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# *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 November 2013 for the December 2013 - March 2014 issue by email to: michael.ryan9@us.army.mil or john.d.philibert.civ@mail.mil

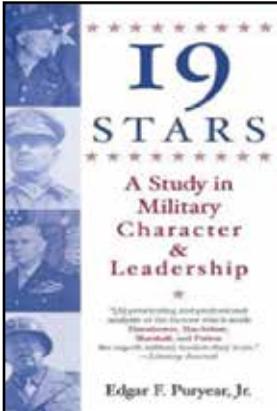
“A good company idea in tactics is likely to remain confined to one company indefinitely, even though it would be of benefit to the whole military establishment”.

*S.L.A. Marshall*

*Men Against Fire: The Problem of Battle Command, 1947*

Add to your

# Reading List



## **19 Stars: A Study in Military Character and Leadership**

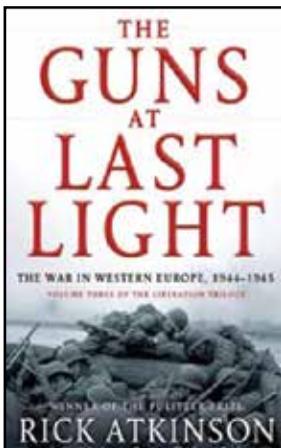
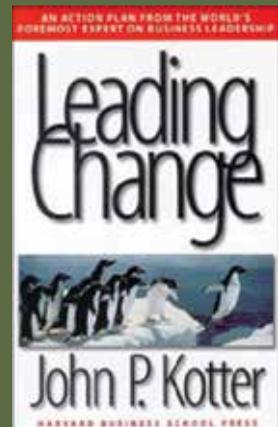
Edgar F. Puryear Jr. // New York: Presidio Press, 2003

This valuable work studies the lives and careers of Generals Dwight D. Eisenhower, Douglas MacArthur, George C. Marshall, and George S. Patton through their own eyes as well as the recollections of hundreds of others who worked with and knew them personally. Elements common to their success are examined, including obvious attributes such as their thorough preparation and capacity for work as well as the more subtle qualities of character and, of course, luck. This is a great work for up-and-coming officers to better understand the fundamentals of leadership, preparation, and the need for luck.

## **Leading Change**

John P. Kotter // Boston: Harvard Business School Press, 1996

In this now-classic book on leadership, Kotter describes a proven eight-step change process: establishing a sense of urgency, creating the guiding coalition, developing a vision and strategy, communicating the change vision, empowering others to act, creating short-term wins, consolidating gains and producing even more change, and institutionalizing new approaches in the future. Leaders across the Army and at all levels should study and use Kotter's change process to assist in leading complex Army organizations through uncertainty and difficult circumstances.

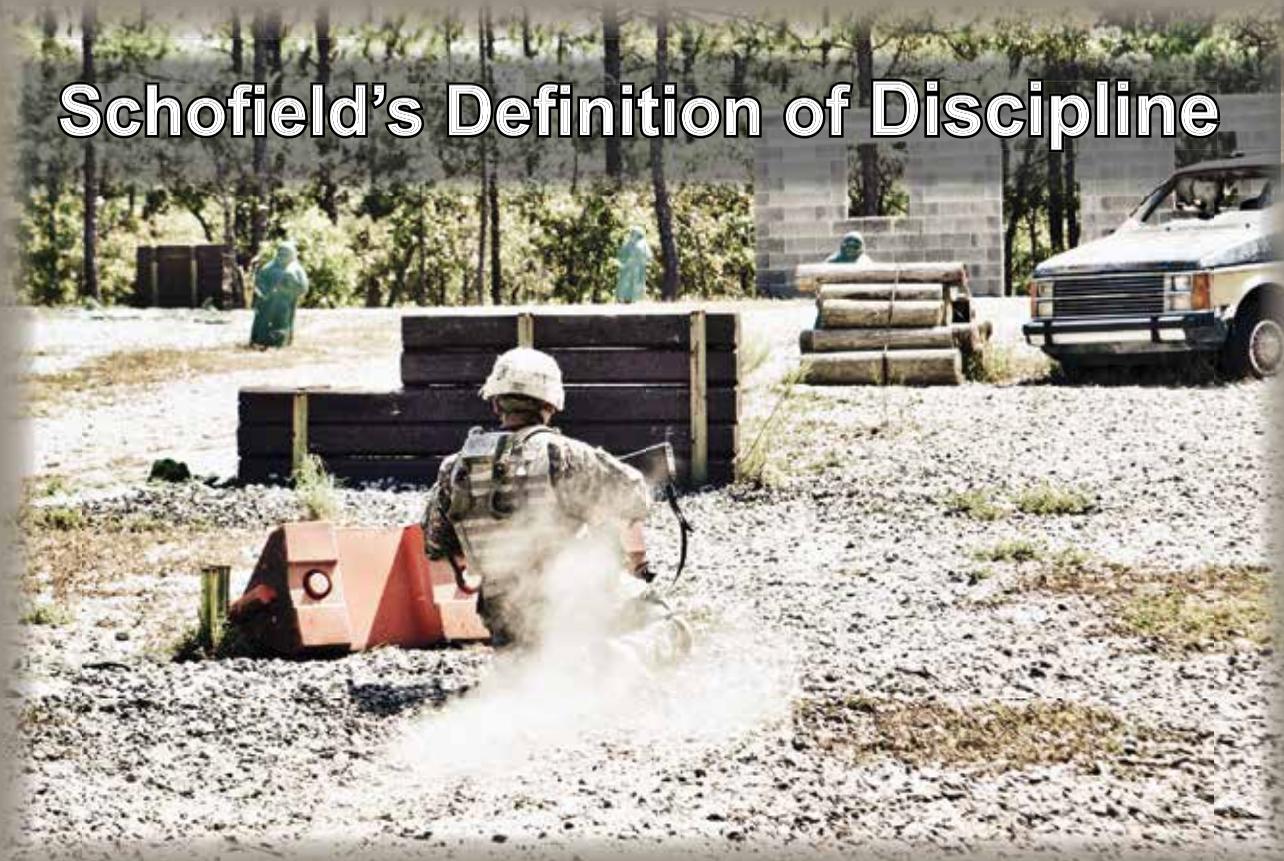


## **The Guns at Last Light**

Rick Atkinson // Holt, Henry & Company, Inc., 2013

The culminating volume of Rick Atkinson's critically acclaimed Liberation Trilogy begins with the D-Day invasion of western Europe. The heroics of that much-anticipated event serve as a bloody prelude to the fierce fighting that would follow during the next eleven months. Atkinson deftly orchestrates his narrative of these interlocking, yet complicated campaigns, skillfully moving in for close-ups of participants at every level of the conflict. A major new history by the Pulitzer Prize winning author of *An Army at Dawn*.

# Schofield's Definition of Discipline



The discipline which makes the Soldiers of a free country reliable in battle is not to be gained by harsh or tyrannical treatment. On the contrary, such treatment is far more likely to destroy than to make an Army. It is possible to impart instruction and to give commands in such a manner and such a tone of voice to inspire in the Soldier no feeling but an intense desire to obey, while the opposite manner and tone of voice cannot fail to excite strong resentment and a desire to disobey. The one mode or the other of dealing with subordinates springs from a corresponding spirit in the breast of the commander. He who feels the respect which is due to others cannot fail to inspire in them regard for himself, while he who feels, and hence manifests, disrespect toward others, especially his inferiors, cannot fail to inspire hatred against himself.

*Major General John M. Schofield  
Address to the Corps of Cadets  
August 11, 1879*