

# Special Warfare



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**PHASE III**  
TRANSFORMING THE FORCE

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A student from the Special Forces Qualification Course trains on the M-4 range during Phase III.  
Photo by K. Kassens  
(New Special Warfare flag designed by Eva Herrera.)



# Special Warfare

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During the discussions of the ongoing transformation of the Special Forces training pipeline, which readers have seen in the last few issues of *Special Warfare*, we have emphasized the training related to language skills and cultural sensitivity.

Certainly language is a core skill in Special Forces, and cultural sensitivity is essential in the situations in which SF Soldiers frequently find themselves: working in small groups in the midst of people of other cultures. For that reason, we are interweaving language and cultural training into all phases of the Special Forces Qualification Course, or SFQC.

But language and cultural awareness are merely important adjuncts that enhance the warrior skills and unconventional-warfare skills of SF Soldiers. We are not training linguists or diplomats: We are training warriors who have the unique set of skills necessary for SF missions. Those skills, along with certain aptitudes and personality characteristics, are what make SF Soldiers special.

During Phase I we assess candidates for those characteristics and aptitudes. During Phase II we train with an emphasis on small-unit tactics and warrior skills, such as hand-to-hand combat and marksmanship. During Phase III we teach the various SF occupational specialties, training students to a level that will enable them to perform their missions for long periods of time, far from most types of supervision or support, and to teach their skills to members of other forces if necessary.

From the beginning of the transformation, our intent was to do no harm to training that was already working well, and the SF MOS training was already a solid success. Phase III is undergoing fewer changes than the other phases of the SFQC, but there are changes, nevertheless. Beginning in April 2006, for all SF MOSs besides medical sergeant, we will add two weeks of language training to Phase III. Another change is that Soldiers will begin receiving more and more advanced-distributed-learning materials specific to their MOS throughout Phase III. That way, we can reduce the skill-acquisition time and update to modern instructional techniques.



Other, more subtle changes to the training program include weekend language training and continual incorporations of MOS lessons learned from current operations.

As we design and apply the transformation, one thought always in our minds is that it is not merely our training that is changing. The environment in which SF Soldiers operate is changing; we are merely adapting our training to the environment. Many of the Soldiers whom we train will be deploying for possible combat in that environment soon after their graduation from the SFQC, and we must teach the skills that will enable them to continue to be the most feared and respected fighting force on the battlefield today and in the future.

**Major General James W. Parker**

## From the Editor

If the cover didn't give it away, by the time you've gotten this far into the publication, you're aware that we've redesigned *Special Warfare*. The new look is the result of months of hard work from the staff to give you, our readers, a publication that is as visually appealing as it is interesting.

The addition of color throughout, as well as the integration of more photos of our Soldiers in training and down range, into dynamic layouts, we believe, will help tell our story in a very real and powerful way. As you can see from a quick flip through the publication, this is definitely not the same old *Special Warfare*.

If you read further, you'll find that we've made changes to the content, as well. While we will continue to publish analytical and lessons-learned articles from the Soldiers in the field, you will see more news about the Army's special-operations university, the JFK Special Warfare Center and School. SWCS is in the midst of dynamic transformation to ensure that we can meet the needs of our Soldiers in the field, and in these pages, you will learn more about those changes and how they will ultimately affect you. While it is not our intent to limit the submission of articles from our Soldiers in the field, many of the news articles will, by necessity, be produced by members of the staff.

As reflected in this edition of *Special Warfare*, articles will generally be shorter and easier to read — a move

away from the more academic papers of the past. Please don't let that discourage you from submitting your writings. We not only welcome your submissions, we are actively seeking them.

The content varies widely from current happenings to theoretical discussions on doctrine to actual hands-on, down-range lessons learned. As ARSOF warriors, who better to tell those stories or make suggestions that affect your mission than you?

It is our intent to make the information more accessible to a wider audience. Increasing accessibility will also include the eventual establishment of a Web page that will allow users to read current and previous issues online. Currently the publication can be found in a PDF version on the ASOC Web and on Army Knowledge Online.

At this point, we are leaving it to you our readers to tell us what you think of these changes, and what we can do to make the magazine more beneficial — more user friendly, if you will — to the reader. Now it's your turn.

Give us your feedback. Use the contact information below to tell us what you like or don't like about the redesign. Tell us what you would like to see. We can't promise to make everybody happy, but we do promise to take your opinions into account — to help us produce a better publication, one that you can be proud of.

### WE WANT TO HEAR FROM YOU...

The *Special Warfare* staff needs your help to make this the best publication it can be. Drop us a line and let us know your ideas and opinions about the new concept and design of the magazine.

- > What do you like?
- > What do you dislike?
- > Do you have any comments about the articles?
- > What would you like to see in future issues?
- > Do you like the magazine redesign?
- > Are there any issues you want to discuss that may not require a magazine article?
- > Just tell us what's on your mind.

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**Include your full name, rank, address and phone number with all submissions. Articles dealing with a specific operation should be reviewed for security through the author's chain of command.**

# Mulholland to lead Army SF Command



**COMMANDING MOMENT** Lieutenant General Philip R. Kensinger Jr. (right) transfers command of the U.S. Army Special Forces Command to Brigadier General John F. Mulholland during a ceremony held at Fort Bragg's Meadows Memorial Field Sept. 30. *Photo by Gillian M. Albro, USASOC PAO.*

Brigadier General John F. Mulholland Jr. took command of the United States Army Special Forces Command from Brigadier General (P) Gary M. Jones during a ceremony at Fort Bragg's Meadows Memorial Field Sept. 30.

Mulholland, a native of Clovis, N.M., was previously chief of the Office of Military Cooperation-Kuwait. He told the assembled troops of the Special Forces Command: "It is an honor and privilege to command the finest men in the world. I am humbled, and you deserve nothing but the best. Nobody does it better than you."

Lieutenant General Philip R. Kensinger Jr., commander of the U.S. Army Special Operations Command, presided over the change-of-command ceremony. He noted that 80 percent of all SF Soldiers are now deployed, preparing to deploy or engaged in combat operations. During 2005, he said, SF Soldiers have detained more than 300 terrorists in Afghanistan and have trained and equipped the Iraqi Special Operations Brigade in preparation for the Iraqis' Oct. 15 national referendum.

Mulholland's previous Special Forces assignments include commander, 5th SF Group; commander, 1st Battalion, 1st SF Group; operations officer and later executive officer, 1st Battalion, 7th SF Group; and detachment and company commander, 2nd Battalion, 5th SF Group. As commander of the 5th SF Group, he also served as commander of Task Force Dagger, Joint Special Operations Task Force-North, during Operation Iraqi Freedom. He was originally commissioned as an Infantry officer upon his graduation from Furman University in 1979.

Jones had commanded the SF Command since Sept. 15, 2003. Addressing the command's Soldiers, he said: "Never in our history has one organization done more for your country to secure the populace from the horrors that exist in this world than you have done. ... As I stand here this morning, looking at these magnificent colors, I feel a sense of pride in your accomplishments and pride in the regiment that is not easily described. ... I wanted all of you to know that this has been the highlight of my life. ... I select to command no other unit." Jones has not disclosed his plans for the future.

## Bruner tapped for Strickland Leadership Award

Command Sergeant Major Dave Bruner, U.S. Army John F. Kennedy Special Warfare Center and School, was awarded the Sergeant Major Larry Strickland Leadership Award by Sergeant Major of the Army Kenneth O. Preston Oct. 3, at the annual conference of the Association of the United States Army, in Washington, D.C.

The Strickland Award is presented annually to a noncommissioned officer who exemplifies the Army's vision and mobilizes others in shaping future leaders while practicing excellent stewardship of the nation's most precious resource.

"Command Sergeant Major Bruner's number-one priority is, and always has been, training and educating Soldiers for war, the most sacred duty a Soldier has," said Command Sergeant Major Michael Hall, United States Army Special Operations Command.

Hall recommended Bruner for the Strickland Award. In his nomination, he noted that Bruner was instrumental in making changes to the educational and training methodologies at SWCS to provide Soldiers enhanced combat readiness and personal development. According to Hall, "Command Sergeant Major Bruner has set the standard and, most importantly, has enforced it."

The Strickland award is given in memory of Sergeant Major Larry L. Strickland, who was killed in the 9/11 attacks on the Pentagon. Strickland, who was serving as the deputy chief of staff for Army personnel, was known as a Soldier who "cared deeply about mentoring members of the enlisted force and who believed 'if you educate the NCO, you educate the Soldiers they lead.'"



## RANGERS RECEIVE COMBAT ACTION BADGE

Rangers from the rank of private first class to lieutenant colonel received the Combat Action Badge during a ceremony at Fort Benning, Ga., Aug. 29.

More than 50 Rangers from Headquarters and Headquarters Company, 75th Ranger Regiment, were approved to receive the CAB for actions in combat while deployed in support of operations Enduring Freedom or Iraqi Freedom.

Colonel Paul J. LaCamera, commander, 75th Ranger Regiment, presented 28 of those Rangers with their award during the first formal presentation of the CAB for the unit. He acknowledged the significant contributions the Soldiers have made and continue to make in the Global War on Terrorism. Awardees represented a wide range of career fields in the regiment, including administration, combat service support, communications and intelligence.

The Chief of Staff of the Army approved the creation of the CAB in May 2005. The CAB recognizes Soldiers, regardless of branch or military occupational specialty, who personally engage the enemy or are engaged by the enemy in combat operations. Soldiers are eligible for the badge retroactively from Sept. 18, 2001.

## Logistics-support units activated

The United States Army Special Operations Command has recently activated three logistics units as part of a plan to improve overall logistics support to units of Army special-operations forces, or ARSOF.

The 7th Group Support Battalion was activated Aug. 3 to support units of the 7th Special Forces Group. Commanded by Lieutenant Colonel Patrick V. Palato, the battalion, which contains more than 400 Soldiers, was formed from elements of the 7th Group Support Company and the 528th Special Operations Support Battalion.

The 3rd Group Support Battalion was activated Sept. 16 to support units of the 3rd SF Group. Commanded by Lieutenant Colonel Francis D. Flynn, the battalion contains more than 300 Soldiers and was formed from elements of the 3rd Group Support Company and the 528th SOSB.

The 3rd Battalion, 75th Ranger Regiment, activated a support company, Company E, on Oct. 19 at Fort Benning, Ga. The company's duties will include equipment distribution and maintenance.

The three new units are part of the Army Special Operations Logistics Transformation Concept, which is designed to provide ARSOF with organic capabilities for combat support, combat service support and combat health support. The logistics battalions' personnel, for example, include members of more than 35 enlisted military occupational specialties and nine officer branches.

The transformation concept calls for the eventual activation of five regionally aligned SF support battalions, three Ranger support companies and a special-operations sustainment brigade.

## SWCS developing manual for PSYOP Officer Foundation Standards

A new manual under development at the JFK Special Warfare Center and School, or SWCS, will serve as a comprehensive guidebook for Psychological Operations officers from captain to lieutenant colonel.

STP 33-37II-OFS, *Psychological Operations Officer Foundation Standards Manual*, will identify the critical branch tasks of company- and field-grade PSYOP officers and summarize the training and the knowledge they need to perform their duties, according to Captain Greg Seese of the PSYOP Training and Doctrine Division, SWCS Directorate of Training and Doctrine.

The manual will reflect emerging trends resulting from Army transformation initiatives, from the creation of the new PSYOP Branch, and from the revision of the PSYOP officer-development path described in DA Pam 600-3, *Commissioned Officer Development and Career Management*.

The manual will include critical branch tasks with standardized task summaries describing the performance standards. Also included in STP 33-37II-OFS will be the new life cycle and career paths for PSYOP officers that will be published in the

new DA Pam 600-3 during fiscal year 2006.

During the first quarter of FY 2006, the PSYOP Training and Doctrine Division will send task surveys via e-mail to the Army Knowledge Online accounts of PSYOP officers in the active and reserve components. The surveys will allow PSYOP officers to review the master task list and provide their input on the identification, analysis and selection of individual critical tasks that PSYOP officers must be able to perform in order to do their jobs. The tasks may be trained institutionally or in PSYOP units, or they may be learned through individual study.

The PSYOP Division's goal is to draft, staff and publish the PSYOP OFS manual no later than August 2006, in order to support the establishment of the PSYOP Branch on Oct. 16, 2006.

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## CHANGE OF COMMAND

Colonel Paul J. LaCamera (left) assumed command of the 75th Ranger Regiment from Colonel James C. Nixon in a formal ceremony on York Field, Fort Benning, Ga., July 8.

The 75th Ranger Regiment consists of the 1st Battalion, headquartered at Hunter Army Airfield, Ga.; the 2nd Battalion, at Fort Lewis, Wash.; and the 3rd Battalion, headquartered at Fort Benning.

LaCamera, a native of Westwood, Mass., is the former commander of the 3rd Battalion, 75th Ranger Regiment.

# MAAWS

## MULTI-ROLE ANTI-ARMOR ANTI-PERSONNEL WEAPON SYSTEM

Soldiers assigned to the Army Special Forces Command and the 75th Ranger Regiment are using a new weapon that gives them a significant advantage in operations against armored vehicles or in urban terrain.

The Multi-role, Anti-armor, Anti-personnel Weapon System, or MAAWS, consists of a shoulder-fired 84 mm recoilless rifle, the M-3 Carl Gustav, and a variety of ammunition that makes the system suitable for a number of Army special-operations-forces missions.

MAAWS can be employed by anti-armor teams during ARSOF missions such as raids, ambushes and defensive operations, as well as during infiltration and exfiltration. It is primarily intended for use against lightly armored vehicles, such as infantry fighting vehicles and armored wheeled vehicles; against trucks and tactical wheeled vehicles; against personnel; and against urban structures, wood-frame structures and earth-and-timber fortifications. MAAWS can also be used for marking threat targets with smoke for supporting weapons, for illuminating threat targets and for obscuring threat weapons.

Before the M-3, ARSOF Soldiers had to rely on the M-136 AT-4 light



▲ **FIRE POWER** A soldier of the 75th Ranger Regiment fires the MAAWS on a training range. U.S. ARMY PHOTO.

anti-armor weapon, a one-shot, disposable munition that has a range of only 400 meters; or the M-67 90 mm recoilless rifle or the 106 mm recoilless rifle, both of which were obsolete and cumbersome for use during direct-action missions, according to Major Scott Phelps, the MAAWS project officer in the Army Special Operations Command G8.

In contrast, the breech-loading M-3 weighs 22 pounds and is 42 inches long. It is reusable and has a barrel life of more than 1,000 rounds. The M-3 is made of thin steel with an outer winding of a carbon-fiber material that provides additional strength.

But the real superiority of the MAAWS to other shoulder-fired systems, Phelps said, is the fact that it features the M-3 surrounded by a family of advanced munitions. There are seven types of munitions in the MAAWS family, including antitank, high-explosive, smoke, illumination and area-deterrent rounds. While the ranges of the munitions vary, the high-explosive round has an effective range of 1,300 meters, and the anti-

tank round is effective to 700 meters.

Anti-armor munitions traditionally require open space for firing, leaving operators exposed to detection, targeting and incoming fire. Work is under way to develop a confined-space round for the MAAWS so that operators will be able to fire from protective cover and in tight quarters, Phelps said. In the interim, ARSOF Soldiers will be able to use the AT-4CS RS (Confined Space, Reduced Sensitivity), whose modified munition can be fired from inside buildings.

MAAWS will be fitted with the Picatinny Fire Control Device, which allows users to choose from three range settings that account for trajectory differences between the system's various munitions. The PFCD has worked very well since its inception, Phelps said, and is key for accurately firing the system's advanced munitions at the increased ranges.

The 75th Ranger Regiment has been using the system since 1990, and fielding to the Army Special Forces Command is scheduled to be completed by the end of 2005. **SW**

### ADDITIONAL INFO

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# Avoiding 'Feel Good' Civil-Military Operations

## Effects-based planning links resources to results

Story by Jeffery B. Gowen

Civil-military operations, or CMO, are increasingly important on the modern battlefield. Not the province of Civil Affairs Soldiers alone, CMO may require the use of various resources and can employ members of all arms and services. If they are to be effective, CMO must be planned and directed toward achieving the commander's desired effects. Planning with an emphasis on effects is part of the Army's emerging doctrine of effects-based operations, or EBO.

### What are EBO?

Defined as "Operations that are planned, executed, assessed and adapted based on a holistic understanding of the operational environment in order to influence or change system behavior or capabilities using the integrated application of selected instruments of power to achieve directed policy aims," EBO represent an integrated approach to the military decision-making process, with an emphasis on planning, executing and assessing operations with an eye toward the effects they achieve.

Simply put, EBO are based on the effectiveness of mission activities, not

on whether the mission was accomplished. In many current operations, units coordinate and integrate their resources, but they are simply managing resources, not assessing effects.

Because they bridge the gap between the end of major combat operations and the establishment of essential services, CA forces and CMO planners are key players in the planning and execution of Army operations. In order to effectively support the commander's intent, they must be able to implement the three integrated EBO processes: effects-based planning, effects-based execution and effects-based assessments.

### Effects-based planning

Effects-based planning, or EBP, begins with the receipt of a mission and issuance of the commander's guidance: EBP does not replace the military decision-making process — it provides an additional tool. Planners need to both identify resources that will ensure mission accomplishment in accordance with the commander's guidance and link the resources to the actions necessary to achieve the desired result.

A key component of EBP is the interaction of the staff. All the commander's resources must be considered for employment, and the commander should establish an effects-based planning cell that has members from all staff sections.

Planners identify *nodes* (persons, places or things, such as nongovernment organizations or a police chief), which are the fundamental components of a *system* (a social, political, infrastructure or economic grouping) during a systems analysis of the area of operations and the mission. A systems analysis is multidimensional: It uses various sources of information. A systems analysis looks at six inter-related systems: political, military, economic, social, infrastructure and information, which can be represented by the acronym PMESII.

One analysis technique is to apply various political-military factors to each PMESII system. Table 1 shows the factors that, at a minimum, should be considered when doing a systemic PMESII evaluation. For example, when evaluating a military system, planners would evaluate the 10 factors listed in the "Military" column.

The use of the political-military factors is only one technique for evaluating an environment. What is important is that some sort of systemic, analytic method be used. Once nodes have been identified, further analysis will identify links between nodes, both within systems and across systems. As planners identify node linkages, they must consider the desired end state — at times, the best way to achieve a desired effect on a node will be to work through other nodes.

After planners have identified nodes and links, they will determine the nodes that need to be acted on and the actions that are likely to produce the desired effects. The identification and linking of the effect, node and action, or ENA, is an important step in EBO planning.

The next step is to assign a resource to each ENA. It is crucial that a resource assigned to an ENA have either a capacity or a capability to achieve the desired effect. Planners must avoid the trap of assigning resources to ENAs solely because they want to commit all available resources. Several ENAs may share a resource; conversely, some of the com-

mander's resources may not be used. It is essential that ENA resources be utilized in the best manner to achieve the desired effect.

At this point in the planning process, each node should be tied to a desired effect, to an action for producing the effect, and to resources required to execute the action. The next step is to develop measures of performance, or MOPs, and measures of effectiveness, or MOEs. These are specific, observable and quantifiable measures that allow planners and commanders to determine whether the action on a node is having the desired effect. Planners should consider not only kinetic but also nonkinetic resources, such as a Civil Affairs team that establishes coordination between a chief of police and a warlord, or psychological-operations products, such as soccer balls, kites and pamphlets, printed with a message that reinforces a theme.

MOPs focus on task accomplishment. They answer two questions: (1) Was the task or action performed as the commander intended?; and (2) Regardless of effect, did the assigned resource produce the action required? MOPs demonstrate what the

planner expects to see changed as the result of an action. They indicate the extent of desired changes in system behavior after assigned tasks have been accomplished. They will serve as the starting point for effects-based assessment.

MOEs evaluate the effects of an action that was captured in the MOPs. If the MOP can be seen as the overall objective of the action, then the MOE show the action's effectiveness. For example, a CA team in Afghanistan might be tasked to work toward reducing friction and in-fighting between the forces of a regional sub-warlord and those of rival factions within the area. Reducing the warlord's influence might also cause the local police chief to show support for the provincial governor and President Karzai. If the CA team can lower the level of violence in the area, more nongovernment organizations, or NGOs, and international organizations, or IOs, may be influenced to move into the area and begin helping to rebuild the local economy. The MOPs and MOEs for the team's mission might be:

MOP 1: Regional sub-warlord marginalized — local police chief supports

TABLE 1

PMESII & Areas To Be Considered						
Areas To Consider When Evaluating A PMESII System	Political	Military	Economics	Social	Infrastructure	Information
	History	Role of the Military	Natural Environment	History	Natural Environment	Cultural Environment
	Ideology	Ideology	Cultural Environment	Natural Environment	Cultural Environment	Political Systems
	Religion	Foreign Influence	Political Economy	Cultural Environment	Political Systems	Political Economy
	Foreign Influence	Leadership	Role of the Military	Political Economy	Foreign Influence	Role of the Military
	Leadership	Regional Perspectives	Religion	Role of the Military	Leadership	Ideology
	Regional Perspective	National Interests	Foreign Influence	Ideology	Technology	Religion
	National Interests	Ethnicity	Leadership	Religion		Foreign Influence
	Technology	Elites	Regional Perspectives	Foreign Influence		Leadership
	Media	Technology	National Interests	Leadership		Regional Perspectives
		Media	Ethnicity	Regional Perspectives		National Interests
			Elites	Ethnicity		Ethnicity
			Technology	Elites		Elites
		Media	Technology		Technology	
			Media		Media	

Evaluating the PMESII System, Military By Application of POLMIL Factors

provincial governor, who supports President Karzai.

MOE: Number of incidents of green-on-green fighting per month.

MOP 2: NGO/IOs engaged in the area — “jump-starting” local/regional economy.

MOE 1: Number of NGOs/IOs who rent buildings in the area overnight per month.

MOE 2: Number of NGOs/IOs who remain in the area overnight per month.

MOE 3: Number of new businesses in the city/area.

After planners develop MOPs and MOEs, the effects planning cell can meet to deconflict ENAs and assign priorities to them. The cell can then develop the effects-synchronization matrix, or ESM, which shows each ENA, its assigned resources, its MOPs and its MOEs. The matrix may also include space to show the results of an action, which will later assist in the effects-based assessment. An ESM may look like the one in Table 2.

## Effects-based execution

Effects-based execution is the most traditional component of EBO. Traditionally the Army has been very good at accomplishing its mission, when the mission was “close with and destroy the enemy,” but during EBO, the assigned mission may be more nebulous and more difficult to quantify and to accomplish.

The commander uses the effects tasking order to assign specific actions to his resources. Orders will specify the actions’ tasks, purpose and desired effects. At tactical levels, desired effects will be included in the statement of the higher commander’s intent — the concise expression of the purpose of the operation and the desired end state.

During execution, each resource

**TABLE 2**

Effects Synchronization Matrix							
Desired End State:							
1. Long-term peace and stability in the area.							
2. Provincial governor supports the legal government of Afghanistan and President Karzai.							
Effect 1: Provincial governor, area regional /sub-warlords and local police chief resolve differences in a peaceful manner.							
Node #	Node	Location	Action:	Resource	MOP	MOE	Result
NC 1000	Police chief	Gardez	Establish a civil-military operations center in “downtown” Gardez, located between police chief’s office building, sub-warlord’s castle, and the provincial governor’s office — in the line of fire between rival factions.	PRT 1	Regional sub-warlord marginalized — local police chief supports provincial governor who supports ITGA (President Karzai)	Number of incidents of green-on-green fighting per month.	23 monthly incidents of “green-on-green” fighting, down to 3 by Day 30.

**TABLE 3**

MOE Matrix				
MOP: Gain public support for US/Coalition MilFor and interim Iraqi Gov.				
Effect 1a: General populace supports US/Coalition efforts				
Measures	Oct	Nov	Dec	
Number of offensive gestures directed at US/Coalition patrols by Iraqi civilians	10	12	9	
Number of instances involving anti-US/Coalition graffiti	9	11	8	
Number of anti-US/Coalition demonstrations	12	11	5	
Number of pure Iraqi events that US/Coalition representatives are invited to attend	4	3	5	
Effect 1b: Civil leadership at district and local levels supports US/Coalition efforts				
Measures	Oct	Nov	Dec	
Number of civil and religious leaders actively supporting US/Coalition initiatives.	20	20	25	
Number of civil or religious activities US/Coalition representatives are invited to attend	8	10	12	
LEGEND:	Baseline	Positive	Neutral	Negative

undertakes its assigned missions. Each unit will need to make an ESM for its assigned actions. The commander and his staff continuously assess progress toward attaining the desired effects, redirecting actions and resources as necessary. The sequencing and timing of actions are crucial.

If a resource is not directly employed in the accomplishment of a commander’s desired effect, then its employment is a “feel-good mission.” These usually occur when a resource is allowed to act without integrating its activities with the commander’s planned actions. While the success or failure of feel-good missions does

not affect achievement of the commander’s desired effects, the missions themselves may have a negative impact if they take resources away from critical actions. Feel-good missions should therefore be avoided.

## Effects-based assessment

Effects-based assessments evaluate whether actions have achieved the desired effect. Effects-based assessments represent a shift from looking at whether a task was accomplished (e.g., built a school, dug a well, found a weapons cache) to looking at the task’s effect (e.g., students and teachers using school, pure water avail-

able to all villagers, lower number of deaths caused by insurgents).

The first tool for assessing an action's effect is the ESM. Our sample ESM (Table 2) shows how assessment results can be entered into the matrix.

It is critical that the MOPs and MOEs be assessed, as well. While the MOPs may seem to be subjective, they need to be quantifiable, as do the MOEs. By comparing the actions' results to the MOEs, it becomes apparent whether the MOPs are being accomplished. Through the assessment, we can identify MOP and MOE trends. Analysis of those trends will determine whether additional future missions will be required against a node.

Another assessment tool is the MOE matrix, which is useful for tracking the effectiveness of actions over a period of time. Table 3 shows a sample MOE matrix. The numbers in the colored blocks of the matrix show whether the planned actions are accomplishing the mission and meeting the MOPs. The numbers can also show a trend toward success or failure. The MOE matrix is an effective tool for company-sized units and below. For a larger unit or a unit assigned to multiple actions, a modification of the MOE chart may be useful.

The trend-analysis matrix (Table 4) concentrates on MOPs and MOEs only. Its shaded or colored blocks show visually whether actions are successful, but its information is not as detailed as that in the MOE matrix, which will need to be consulted for a detailed assessment of an action's results.

A color-coded trend map can provide a quick view of the trends within a commander's area of responsibility. The data for the assignment of color codes to the map comes from an analysis of effects within the area. The map quickly shows commanders

TABLE 4

Trends				
Months			MOP	MOE
Oct	Nov	Dec		
			Gain public support for US/Coalition MilFor and interim Iraqi Gov.	
			General populace supports US/Coalition efforts	
			Civil leadership at district and local levels supports US/Coalition efforts	

LEGEND: Baseline Positive Neutral Negative

where they are achieving success.

No matter which tool is used, EBO must be assessed and analyzed. If the analysis of an ongoing operation shows that an effect is not being achieved, then it is time for a review of the nodes, as well as of the actions and resources being directed against them. As effects are achieved, planners can develop ENAs for future missions and present them to the effects planning cell for consideration. The planning staff continues this cycle throughout EBO.

Summary

It is imperative that all CA Soldiers and CMO planners fully understand emerging EBO doctrine on effects-based planning, execution and assessment and that they incorporate them into mission planning. That way, they can fully integrate CA into ongoing operations and better support their commanders in achieving desired goals and objectives. In EBO, the key point for CMO planners is the identification of nodes and actions that can

be used to achieve the commander's desired effect.

EBO are systemic, cyclical operations. The assessment and analysis begun during mission planning must continue during operations and be projected into the future. As an effect is achieved, planners must perform an analysis to determine which nodes, actions and resources will maintain the successful effect. Likewise, they need to perform assessments to determine ENAs that will be desired in the future.

EBO contribute to the successful accomplishment of an operation by:

- Establishing a clearly defined end state and attainable objectives.
- Using a systems approach to understand and affect the adversary and the operational environment.
- Synchronizing actions to achieve desired effects and the desired end state.
- Using an effects-assessment process that determines whether follow-on missions are required and clearly shows progress made toward attaining the end state. **SW**

**THE AUTHOR** Jeffrey B. Gowen is a former doctrine writer in the Civil Affairs/Civil Military Operations Training and Doctrine Division of the JFK Special Warfare Center and School's Directorate of Training and Doctrine. Before retiring from the Army, he served as chief of the Civil Affairs Training and Doctrine Division, Directorate of Training and Doctrine, JFK Special Warfare Center and School. His other military assignments include service as the deputy G5 and G5, 101st Airborne Division (Air Assault). Commissioned as an Infantry officer upon graduation from the Air Force Academy, Gowen later graduated from the Engineer Officer Advanced Course and the Command and General Staff College. He holds a master's degree from Webster University.



▲ **IN THE WIND** While serving as an instructor at the Airborne School at Fort Benning, Ga., Dave Clark, facing, uses a wind machine to teach students how to handle a parachute. *Photos courtesy David Clark.*

# AN INSTITUTIONAL ICON

**Dave Clark has spent most of his career in and around special operations. At 75, he still has more to offer.**

Story by Janice Burton

As a young man growing up in south Georgia, David Clark spent much of his time working on his father's farm.

"My father was a farmer — that was all he ever wanted to be — and that was all I never wanted to be," he recalled.

In those days, farming was back-breaking work. "We didn't have a tractor or any of the technology that you see today. We used mules to farm," he said.

At the Clark farm, there were 27 mules in all. "While I didn't like farming, it did instill a very strong work ethic in me. I got up in the morning at 3:30, and I didn't go back to bed until 10 or 11 at night, after all the work was done — all those mules had to be fed."

And while Clark worked the farm throughout the week, on Sunday afternoons he would walk down to the highway and get a glimpse of another world — one he only dreamed about.

That glimpse came from the young World War II paratroopers he saw hitchhiking along the road.

"I remember seeing the World War II paratroopers walking down the dirt roads near our farm, and how I would listen to their jump stories, and know that's all I wanted to do."

The young men were quick to fill the young Clark's head with stories of drifting through the clouds, of the excitement of being airborne. "You know everybody who has ever jumped

embellishes their stories. The first few jumps you are just so excited and so thrilled, and your adrenaline is so high, that you’ve just got to talk about it,” he said. “They told me so much stuff that it seemed like 100 things happened in those three minutes that they were airborne. In actuality, it would have taken six months for all of that to happen.”

True or not, the stories of those young men returning from battle put Clark’s head in the clouds, and

who pass through the doors of the United States Army John F. Kennedy Special Warfare Center and School.

When Clark decided to leave the dusty Georgia fields in 1946, he joined the Army at the age of 16. His only thought was to join the ranks of the paratroopers he had talked with and, like them, spend some time drifting through the clouds. Little did he know that that decision would direct the rest of his life.

“I don’t know how I got here. When

were a little better, that they could do a little more, and I wanted to be a part of that.”

He entered Special Forces training knowing that it would lead to tours of duty in Vietnam. Throughout his special-ops military career, he served in the 3rd, 5th, 7th and 10th Special Forces groups, as well as serving a tour in the SF Training Group as the sergeant major in the Specialized Techniques Training Department, which is now the 1st Special Warfare

## At 16, David Clark’s head was in the clouds;

some would argue that he never came down. Today, at the age of 75, Clark can be found most Saturdays skydiving. He is a familiar sight falling from the sky at various ceremonies and events around Fort Bragg. Over the past six decades, he has managed to log 8,000 jumps, and he still finds the same excitement and thrill that he did on that first jump. And just as his age hasn’t put a crimp in his passion for skydiving, it hasn’t put a crimp in his other great passion — the Soldiers

I was 18, 75 seemed a lifetime away, and now I find myself at 75, and 18 seems about three weeks ago,” he said.

The first half of Clark’s Army career was spent in the traditional Army. In 1966, Clark, who had served in airborne infantry units, regular infantry units and as an instructor at jump school, began to see a new breed of Soldier, one who seemed to know a little more, who had a little more training, who was elite — the SF Soldier. “You could tell that they

Training Group’s 2nd Battalion. He went on to serve in the JFK Center for Military Assistance, what is now the U.S. Army Special Operations Command. During his 28th year of service, Clark was offered the opportunity to stay in the Army for seven more years. It was an offer he couldn’t refuse. He was tapped for the job of command sergeant major of the Rapid Deployment Joint Task Force at MacDill Air Force Base, Fla. — the task force eventually evolved into the U.S.



**1958**

**Korea**

Clark is awarded Soldier of the Year.



**1960**

**Fort Benning, Ga.**

Clark teaches an Air Force general how to jump (left) and accepts awards for his parachute skills.



**1963**

**Germany**

Clark earns honors for his jumping.



Central Command, or CENTCOM. As if those assignments were not challenging enough, Clark also served as the first enlisted commandant for the XVIII Airborne Corps NCO Academy.

During his 35th and final year in service, Clark was assigned to CENTCOM, but because his heart was still in special ops, he returned to Fort Bragg to retire at what is now the JFK Plaza. To no one's surprise, he jumped into the event.

Following his retirement, he spent

spent the last 19 years in various positions within the SWCS hierarchy. Clark now serves as the center and school's plans and capabilities manager, but his job has evolved and now rests heavily in the realm of civilian personnel. Currently, Clark is working extensively in the SWCS civilian workforce transformation, a move that will more than double the number of civilian employees at the center and will revamp the pay grades of many of the existing jobs. While Clark's focus

While he refuses to accept accolades for himself, Clark does not hesitate to point out the good work of others, citing Major General James Parker's drive to transform the Special Forces training pipeline as the key to the center's current success.

"Transformation is absolutely necessary for the health of Special Forces," he said. "It sounds cliché, but we are a nation at war. I believe that we are in more danger now than we have been since 7 December 1941. We

## some would argue he never came down.

a couple of years building parachutes with a civilian company, but he soon realized that while the Army may have been done with him, he wasn't done with the Army. "I hadn't reached the end of what I wanted do with the Army," he said. "I heard Fort Bragg was hiring civilians, and I came back and begged for a job."

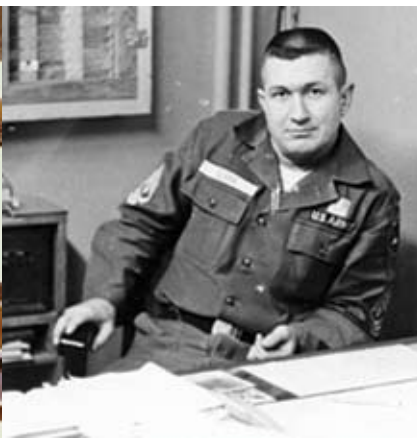
In 1987, Clark in essence came home, when he was accepted as an instructor in the operations and intelligence committee, and he has

for now may be on the civilian side of the house, he never loses the focus on his real purpose: supporting the Soldiers.

"A lot of people come to see me because I've got white hair and I've been here a long time," said Clark, who is currently the honorary sergeant major of the 1st Special Forces Regiment, "and I have seen a lot of changes at SWCS, but I can tell you that we are in better shape right now than we have been in 20 years."

are in a fight for the very soul of our nation. Without this transformation and modularization of our training methods, we won't be able to meet the demands of the force. We are putting out a much better product than we ever have, and we are being asked to put out even more Soldiers than we ever have."

Clark acknowledged that during the Vietnam era, the center turned out a large number of SF Soldiers, but he pointed out that the training



1964

Germany

Whether in the air or behind a desk, Clark's focus has always been on Soldiers.

1968

Vietnam

Clark served on an SF team in Vietnam.

they received did not compare to what Soldiers are now receiving.

“The typical Soldier that came through here during that time stayed four or five months — six at the most, if they were recycled,” he said. “There is no comparison between the two. A Soldier would come here for Phase I and be here for a month. Phase II was two to four months, depending on the MOS, and then Phase III was the field-training exercise. It was up to the group to send Soldiers back for language training.

“But now, the SF pipeline is the heart and soul of SWCS — it’s our responsibility to fill the force with quality Soldiers. The way we have incorporated and are continuing to incorporate training into the SFQC will only make it better,” continued Clark.

He acknowledged that institutional change is difficult, and that while everyone in the center is being asked to change the way they think and the way they do things, it is for a purpose.

“Colonel (Manuel) Diemer and the NCOs of the training group deserve a tremendous amount of credit for transforming the thought process in the

SFQC, and because they did change, they are putting out the best Soldiers ever, I believe the best Soldiers in the entire Army,” said Clark. “The thing is, they are only going to get better, more efficient and more effective.”

While many people his age are hesitant to embrace technology, Clark is leading the band when it comes to leveraging technology for training. “While nothing can take the place of actually putting fire down range, if we can create a device to teach shooting techniques to Soldiers, then that’s a valuable piece of equipment. We’ve got to use that technology to make our Soldiers better.”

Just as nothing can ever really take the place of actually firing a weapon, Clark believes that nothing can take the place of the team in the overall concept of Special Forces. “From the beginning, Soldiers who want to be Special Forces learn the team concept on day one of their training,” he said. “The fighting unit of SF is an ODA (operational detachment alpha), and the team is the secret to the success of SF. I loved the Army from day one, but being on an SF

team put a different spin on things. If I hadn’t been SF, I could have probably gotten out of the Army and went into the civilian world. But being SF, I didn’t ever want to get out. I’ll tell you, I want to work here as long as I can contribute to the force.”

Clark believes that Soldiers who elect to become SF have to have some unique characteristics. He believes they have to want to be better. Clark said that the Soldiers passing through the Q-course now have that kind of dedication. He said they are aware that they will be asked to deploy, some within weeks of reporting to their teams.

“That’s why we have to make sure that we are giving them the very best training available,” he said. “We, all of us here at SWCS, have to understand that our main mission is supporting the force that’s going to fight, and in my mind, there’s no more important job in the nation. We have to stand behind and support every Soldier, and it’s important to me that they know that I understand what they are doing, and that all I want to do is support them.” **SW**



**1968**  
Vietnam



**1971**  
Fort Bragg  
Clark serves as the 7th SF Group command sergeant major.



**1974**  
Jordan  
Clark does a special jump for King Hussein.



**1975**  
Germany  
Clark participates in a skydiving competition.





▲ **AT THE TIP OF THE SPEAR** Afghan soldiers receive final instructions from their leaders prior to conducting combat operations against the Taliban in the Cahar Cineh Valley. DoD photo.

# COMBAT-ADVISING THE ANA

## 7th SF Group Soldiers advise as Afghan army targets al-Qaeda.

Story by Major D. Scott Mann

When elements of the 7th Special Forces Group deployed to Afghanistan from Fort Bragg early in 2005, they were continuing the critical role that SF have played in that country since the opening days of Operation Enduring Freedom.

During the early days of OEF, SF conducted unconventional warfare as its primary mission, but it also conducted direct action and special reconnaissance to target key leaders of the Taliban and al-Qaeda. Once the Taliban had been unseated, SF began transitioning the forces of the Northern Alliance and other Afghan militia into an internationally recognized military force, the Afghan National

Army, or ANA, charged with defending the new Afghan government and the Afghan people from external and internal threats.

Into that strategic context, the troops of the 7th SF Group deployed as Forward Operating Base 71.

As Task Force 71 deployed, the government of Afghanistan, or GOA, and the coalition were at a strategic crossroads: The success of the coalition forces and GOA needed to serve as the foundation for empowering the Afghan people to run their own affairs. To establish its legitimacy, the GOA needed to overcome its historical inability to project centralized authority into remote areas of Afghanistan. The GOA needed to be perceived by the Af-

ghan people as capable of addressing their needs, and the Afghan security apparatus (the police and the army) needed to be able to provide security.

When TF 71 occupied its camp in Afghanistan's Regional Command-South, ANA force structure was still very small. The ANA was also a relatively new fighting force, and it had little credibility among the local residents. In fact, Afghan militia and security forces still seemed to be the nation's force of choice, largely because the militia had the preponderance of troop strength in the south, and because it had combat experience.

TF 71's goal was to move the ANA into the forefront of host-nation secu-

urity as the militia disbanded, allowing the leaders of the coalition and the GOA to see what “right” looked like in relation to ANA operations against sanctuaries of the al-Qaeda affiliated militia, or AQ/AM. The problem TF 71 faced was the need to develop a combined mission that would promote ANA operations and augment shortfalls of critical ANA battlefield operating systems without giving the appearance that the U.S. was “carrying” the ANA.

TF 71’s solution was the development of Operation Nam Dong, an ANA-led mission into enemy sanctuary that would target the AQ/AM leadership, demonstrate the GOA’s power and legitimacy, and help to distance the insurgents from the populace. The operation was named in memory of the heroic efforts of SF Operational Detachment-Alpha 726 in the defense of its camp at Nam Dong, Vietnam, in July 1964. During Operation Nam Dong, the present day SF ODA 726 was the lead unit in TF 71.

Task Force 71 and the 1st Brigade, 205th ANA Corps, executed Operation Nam Dong April 22-30, 2005, in the Cahar Cineh Valley, an AQ/AM sanctuary in the Oruzgan Province. During the last few years, the valley, a strategic enemy sanctuary, has seen little coalition presence and even less ANA presence — prior to the mission, there were only 20 Afghan soldiers in the valley. The mission involved two ANA kandaks, or battalions, and the ANA brigade headquarters — a total of 217 ANA soldiers —along with 50 U.S. advisers.

On April 22, elements of ANA kandaks 2-1 and 3-1 air-assaulted into the valley on coalition helicopters, making the largest ANA air assault in the Oruzgan Province so far during OEF. The ANA established three security sectors in the valley while the



▲ **HELPING HAND** Afghan doctors, part of the Information Operations Reserve Force, treated more than 1,000 Afghan citizens and helped give the villagers confidence in the Government of Afghanistan. *DoD photo.*

headquarters of Kandak 3-1 established a battalion command post in the village of Sarawa. While some of the ANA forces and their SF advisers surgically targeted AQ/AM leadership, other ANA units saturated the valley with security-and-presence patrols. SF Soldiers accompanied each ANA maneuver element, and staff officers from TF 71 shared the Kandak 3-1 staff’s command post in Sarawa. SF was thus combat-advising its ANA counterparts from the squad level to the battalion level.

Operation Nam Dong was a full-spectrum mission that encompassed kinetic and nonkinetic operations. ANA forces immediately made contact with AQ/AM forces and killed more than 35 enemy fighters, captured 12 and forced two enemy leaders into hiding in another province.

Although the ANA achieved great kinetic success, the lasting effects they achieved were more subtle. For example, TF 71 worked closely with the ANA leadership to coordinate for, and build, an Afghan Information Op-

erations Reserve Force. This reserve force included a platoon of ANA soldiers, Afghan doctors and a moderate Islamic mullah who agreed to travel with the IO force.

Once the Taliban and AQ/AM leaders had been killed, captured or chased from the valley, the SF and ANA leadership employed the Afghan IO Reserve Force. The Afghan doctors conducted mobile medical operations, treating more than 1,000 Afghan citizens while the ANA managed local security. The mullah conducted 13 meetings with village elders to explain the importance of the co-existence of moderate Islam and democracy in Afghanistan. As he touted the work of the ANA, he emphasized the duty of the Afghan civilians to support the government and the ANA. The IO Reserve Force also distributed stores of civil-affairs supplies, such as blankets, tools, clothes, seed and foodstuffs.

These ANA actions were so successful that when several of the AQ/AM leaders tried to return to the vil-



▲ **AIR ASSAULT** U.S. SF combat-advise ANA soldiers during the largest Afghan Army air assault into the Oruzgan Province during OEF. DoD photo.

lages after Operation Nam Dong, they were run out of town by the people whom they had oppressed for years. The local Afghans would likely never have performed such an audacious act had they not perceived the ANA as a legitimate and permanent part of their future. The fact that the operation was led not by coalition soldiers but by Afghan soldiers established an unprecedented GOA credibility with the Afghan people and simultaneously marginalized the AQ/AM.

TF 71 also emphasized ANA involvement throughout the operation by ensuring that ANA forces conducted their own planning and command and control of their forces. This included the ANA NCOs, who conducted pre-combat inspections of their soldiers, and ANA staff officers, who planned logistics and resupply operations. At the battalion level, the ANA kandak staff established its own battalion command post and rapidly established communications with its brigade headquarters in Kandahar. This was a major multi-echelon mile-

stone for ANA large-scale operations, and it set conditions for the ANA leadership to command and control its maneuver elements in future ANA unilateral combat actions.

The ANA-led mission into enemy sanctuary was one of the largest ANA-led missions to date during OEF. Operation Nam Dong showed that with increased training and resourcing, the ANA will one day be capable of conducting unilateral combat operations in Afghanistan.

U.S. credibility skyrockets when we train and empower our host-nation counterparts to do it themselves. Operation Nam Dong showed the Afghan people that the GOA is capable of projecting its authority into even the most remote and austere regions of Afghanistan. The people saw their government working for them and with them through the ANA.

Putting the ANA at the “tip of the spear” is an exercise in patience. It is often easier to do things ourselves, but combat-advise host-nation counterparts is one of the unique skill sets

that sets SF apart. Our ability — better yet, our responsibility — as special operators is to understand the shift in the OEF strategic context and how to best apply SF capabilities to support operational and strategic objectives. The contextual shift reflects the fledgling Afghan government’s move toward self-rule and the U.S. policy of assisting Afghans to develop a unilateral security capability that will allow them to defend against threats inside and outside their borders.

SF possesses the unique capability of blending doctrinal primary and collateral missions to unilaterally target high-value AQ/AM threats while simultaneously combat-advise the ANA. By combat-advise the ANA in operations such as Nam Dong, SF can contribute to OEF’s strategic objectives and build on the successes of those who came before us and paid the ultimate price for freedom in the Global War on Terrorism. **SW**

**THE AUTHOR** Major D. Scott Mann is the operations officer for the 7th Special Forces Group. He recently served as the operations officer for the 1st Battalion, 7th SF Group, where he was the director of the operations center for Task Force 71 in Operation Enduring Freedom. His previous assignments include detachment commander, Company B, 1st Battalion, 7th SF Group; assistant operations officer, 7th SF Group; commander, Headquarters Support Company, 1st Battalion, 7th SF Group; plans officer, 7th SF Group; and commander, Company A, 1st Battalion, 7th SF Group. Major Mann holds a bachelor’s degree in political science from the University of Central Arkansas and a master’s degree from the Air University. He is a graduate of the Air Command and Staff College.

# PIPELINE TRA



PHOTO © HANS HALBERSTADT, USED WITH PERMISSION.

# TRANSFORMATION

## SFQC Phase III ties technology, language to MOS training

Story by Janice Burton

One of the most challenging phases of the Special Forces Qualification Course, or SFQC, is Phase III, the military-occupational-specialty, or MOS, phase. It is during this phase that Soldiers receive the training that truly separates them from the conventional Army. It is here that Soldiers learn the skills that will make them “SF combat medics, weapons sergeants, and so on, who have a working knowledge of a language and the appreciation of a culture that together enhance their ability to work by, with and through indigenous forces to accomplish their mission.”<sup>1</sup>

Changes being made to Phase III are not as great as those throughout the remainder of the SF training pipeline — but changes are occurring. “Currently, the transformation of the pipeline has the smallest impact on the MOS phase,” said Major Kevin Price, deputy chief of the Training Development Division, Directorate of Training and Doctrine, United States Army John F. Kennedy Special Warfare Center and School. “The biggest change now is the implementation of two weeks of language training during weeks seven and eight of the training and the implementation of Saturday language training.”

That will change in 2006, however, as the course becomes more modular and conducts more iterations of training. The ultimate goal is for eight iterations of phases II, III and IV to be offered each year. This aspect of the transformation is still in the planning stages and will not be implemented until 2006.

Price explained that the current transformation plan does not alter the original 13 weeks of training; instead, it adds another two weeks to the course timeline. “We’re spreading the training out over 15 weeks, with the two-week break for language training,” he explained.

While some would argue that the break will take away from the MOS training, Price disagrees. “The intent is not to interrupt the flow of training,” he explained. “When the students take the break for language training, they should have finished one block of instruction and are preparing to begin another.”

As an example, Price cited the training that officers enrolled in the 18A course receive. In the weeks before the language training, students participating in the 18A training will have studied special reconnaissance and direct action. Following the two-

week language break, they will begin a block of training to familiarize them with the other MOSs on a team. “The program is designed so there will not be a lag in training, rather a break before tackling a new topic,” he said.

“The integration of language during this period is going to be challenging — but I don’t think it’s something that the students won’t be able to adapt to,” said Sergeant First Class Donald King, a Special Forces engineer instructor in the 1st Special Warfare Training Group. “The students are going to have to adopt a ‘college attitude’ and learn how to juggle training requirements as well as apply themselves in a very disciplined manner.”

Sergeant First Class Michael Lautenschlager, an SF communications instructor, sees the two-week break as having its advantages and its disadvantages. “On one hand, it gives the instructors the opportunity to regroup and get ready for the coming training, but the disadvantage is that students are out of the commo mindset right before beginning the field exercise. But that’s something that we can adapt and make work,” he said.

One challenge students and instructors alike will have to overcome

<sup>1</sup> James W. Parker, “From the Commandant,” *Special Warfare*, February 2005.

is the implementation of the Saturday language training. Historically, Saturdays have been used as a period of tutoring or refresher training for students who are having a hard time getting a concept. With that time now dedicated to language training, students and instructors will have to maximize their training time during the week to ensure that students' training needs are met.

"This new training schedule is going to require a very disciplined lifestyle for our students," continued King. "They are going to have to buckle down and study to prepare themselves for the training."

A key to meeting that challenge is the integration of advanced-distributed-learning materials, or ADL, that are not associated with language but rather with MOS training.

"We are going to have to adopt a different concept of training," said King. "We are coming up with a package that students receive prior to coming to the Q-Course, so that they can start studying and preparing themselves for the course."

The package will include written materials containing terminology and concepts the students need to know, but it will also contain interactive materials that can teach basic concepts, such as the assembly of a weapon. "If the students come into the course with that information, it makes the training environment more fluid — students don't have to be taught from ground zero, so we can go to the meat and potatoes, which maximizes our training time."

ADL materials are being designed for each MOS.

The first products should be complete in September, with more products under design, according to Price. Special Forces medical sergeants, or 18Ds, have long had a preparatory correspondence course. The SF weapons sergeants, or 18Bs, will receive the first digital training materials.



**▲ HEALING HANDS** An 18-Delta (medical) student administers aid to a mock casualty during the rigorous medical training. *Photo by Eva Herrera.*

"With the inclusion of these digital products, the onus is on the individuals to show up as prepared as possible," said Major Glenn Thomas, a Special Forces officer instructor in the 1st SWTG.

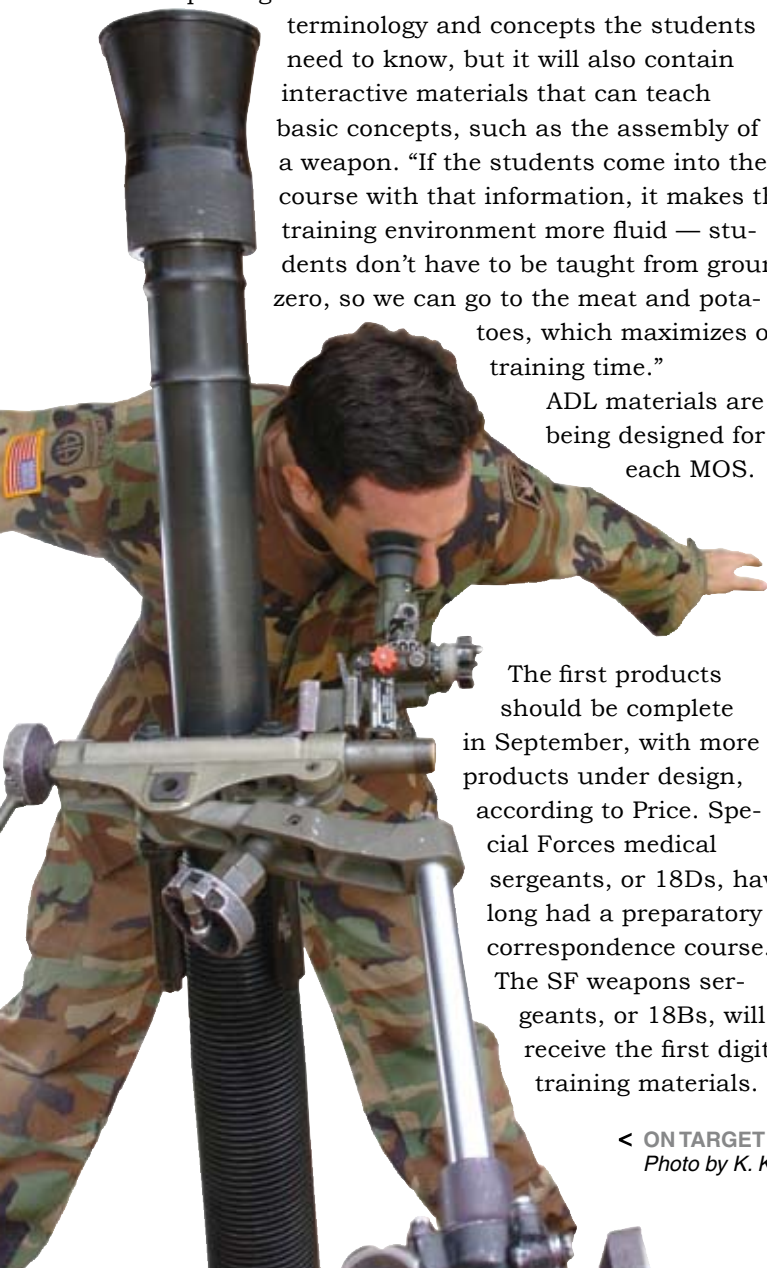
"The products will help up to a certain point," added Sergeant First Class Charles Burkes, a Special Forces weapons instructor in the 1st SWTG. "If you haven't seen a weapon before, they will allow you take a look at it and understand the verbiage. The discs can give students a basic familiarization, which will eliminate the need for that basic introduction and allow us to get further away from the baseline if they show up with basic skills. But nothing can take the place of having that weapon in your hand and applying it in the real world."

The cadre hopes that the introduction of materials early on will allow them to make good students great and raise the standard of training while maximizing the training time.

The MOS most unaffected by the transformation plan is 18D. At the Joint Special Operations Medical Training Center, or JSOMTC, students will continue to follow a 12-month training program in medical skills; however, the number of iterations of the program has doubled.

"We have gone from running four classes a year to eight classes per year, with each class having 38 18-Delta candidates," said First Sergeant Gregg Hayes. The classes start every six weeks.

"Basically, what the transformation has done for us is that it has leveled out our manning requirements," explained Hayes.



**< ON TARGET** A Soldier going through the 18-Bravo (weapons) training sights a mortar. *Photo by K. Kassens.*



▲ ON PATROL Students participating in the 18-Alpha (SF Officer) training stop to plan prior to continuing on their patrol. *Photo by K. Kassens.*

“Typically we had spikes in manning requirements, and because we were not manned at 100 percent, it was difficult to find instructors to meet the demand.”

The spikes came from the variation in class numbers. One 18D class might have had 60 students, while another had 120. That number varied based on the number of students who graduated from Phase II of the pipeline.

“The increase in class starts levels out the manning, because we know the manning all the way through,” said Sergeant First Class Lou Savo, the trauma NCOIC at the

“The requirements for an 18-Delta are so demanding that to break away from them to integrate language materials would make it difficult to retain information,” said Hayes. “In a sense, because the students have to learn so much medical terminology, it is like they are already learning a new language as part of the course.”

The 18D students will continue to participate in the legacy language course, with students attending language school at the completion of their training.

Hayes added that there has been some consideration given to adding training blocks on basic SF tasks

**“It makes the training environment more fluid — students don’t have to be taught from ground zero, so we can go to the meat and potatoes.”**

JSOMTC. “Every seat is now filled, and we always have 38 starts with 100-percent capacity in every class.”

Hayes added that while there are additional classes, it does not alter the number of students who will complete the program during a 12-month period. “We have the same requirement for students that we had before the transformation,” he said.

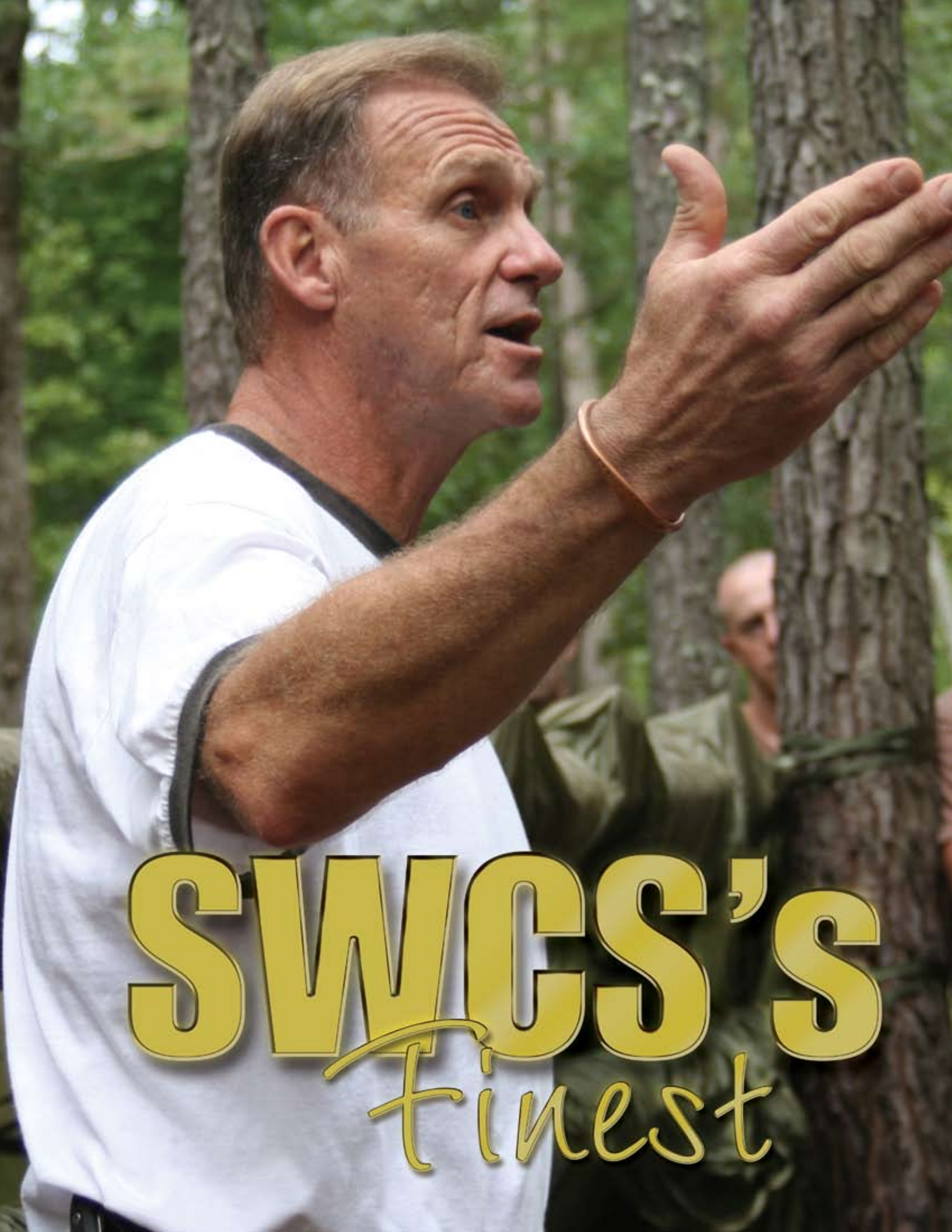
“The student load has not increased; we will still have 304 starts (annually).”

Unlike the students completing the other SF MOS portions of the pipeline, the students enrolled in the SF medic course are not required to implement language training during the MOS phase.

to the medical program; however, no plans have been made concerning implementation. “This is a very intense course, with students taking a very specific POI training that produces the medics and medical skills that are needed to graduate as an 18-Delta,” said Hayes, adding that while it is a very intense program, the center has its highest graduation rate in its history — 85 percent.


“The instructors are working hard with the students — coming in on weekends on their own time to tutor — to ensure the students’ success. They are doing a great job.”

The first class affected by the pipeline transformation began Oct. 24. The first transformed Phase III is slated to begin in April 2006. **SW**



**SWCS'S**  
*Finest*





**“We must always remember that in the SF community the emphasis is on teaching skills.”**

**SWCS recently named its top instructors during the annual instructor-of-the-year competition. The winners share their insight on why the job is important.**

Story and photos by Janice Burton

The instructors at the John F. Kennedy Special Warfare Center and School realize that they have an important job. What they teach could literally mean life or death to the Soldiers who pass through their classes — and they take that responsibility seriously.

“Even though most Special Forces Soldiers would rather be in the operational arena, we realize that our primary job is that we are teachers — whether we are teaching indigenous personnel or the Soldiers here at SWCS,” said Sergeant First Class Keith Gates, a Special Forces medic assigned to the SWCS NCO Academy, where he teaches the SF Medical Sergeant (18D) portion of the Advanced Noncommissioned Officer Course, or ANCOC. “We must always remember that in the SF community the emphasis is on teaching skills.”

Gates, Captain Matthew DeVivo and retired Sergeant Major Gordon Smith were recently honored as the SWCS instructors of the year. The annual competition honors an NCO, an officer and a civilian instructor for their work in the classroom.

“A lot of us spent a lot of time teaching in foreign countries and in foreign languages. Most SF guys take a lot of pride in their teaching,” said Smith, who retired from the Army after 27 years in the special-operations community. Prior to his retirement, Smith served as the command sergeant major of the 7th Special Forces Group; however, he also served in the 5th and 3rd Special Forces groups. He is now an instructor in the Survival, Evasion, Resistance and Escape Course, or SERE.

“When I retired, I worked over at JSOC (Joint Special Operations Command) for a year and half, but the computer and four walls were not for me. I had my eye on Camp Mackall — that’s more my element,” Smith said.

Smith, who is an avid outdoorsman and participates in Revolutionary War re-enactments and primitive-skills demonstrations with the public schools in his spare time, loves passing on his knowledge of survival to the students in SERE training. And while others who have retired may balk at the idea of working three weekends

< **HIDE AND SEEK** Gordon Smith, a retired Special Forces command sergeant major, discusses effective shelters and hide-holes with students in the Survival, Evasion, Resistance and Escape Course, or SERE, at Fort Bragg, N.C. Smith has been chosen as the Civilian Instructor of the Year at the U.S. Army John F. Kennedy Special Warfare Center and School.

a month, Smith finds joy in it. "I get to be around other SF guys, I get to pass on the knowledge I have, and I get to do it all in the woods — I'm in my element," he said.

Smith, like the other instructors at SERE, recognizes the importance of what he is teaching. "Everybody who has ever been captured didn't foresee being captured," he said. "Colonel (Nick) Rowe, who founded the SERE school, when he was captured didn't know a lot about survival, and he found himself struggling. That's why he started this course. If we can expose them to or put them in scenarios where they can see the evil intent that

ment I talk about everything from eating insects to eating a woolly mammoth — how to find it, kill it and cook it. The main lesson I try to teach them is that if they want to survive, they can't have any food aversions."

To demonstrate that fact, Smith has been known to eat earthworms and pull grubs out of the ground and pop them in his mouth. "I try to teach them that in the real world, food doesn't come in cellophane packaging with \$1.98 a pound and an FDA stamp on it — it flies, it walks, it slithers," he said.

"If I've done my job, when these guys find themselves in a bad situa-

tion, they don't have to stop and think about what to do, it will be second nature. If we can give them these tools in a controlled environment, then when it comes down to it, they'll know what to do because it's already in their head," Smith said.

For DeVivo, an 11-year veteran of tactical Civil Affairs work and a Civil Affairs instructor assigned to the 3rd Battalion, 1st Special Warfare Training Group, the key to his suc-

cess is incorporating lessons-learned from the battlefield into his teaching. "I deployed twice with the 82nd Airborne Division to Afghanistan and again to Iraq, and was able to take what works well in the current doctrine and adapt when the doctrine didn't fit to make it work," he said. "Doctrine is changing by the minute in this GWOT, and now, especially in Iraq, everyone is focusing on stability operations, so the Civil Affairs Soldiers are playing a key role. That's something I try to pass on to my students — the vital importance of planning and executing stability operations."

**"I try to teach them that in the real world, food doesn't come in cellophane packaging with \$1.98 a pound and an FDA stamp on it — it flies, it walks, it slithers."**

the people who may capture them have, then they can deal with it better in the real world."

Smith recognizes that while battlefields change, the basics of survival remain the same. "We look at everything we do to make sure that it is relevant to the Soldiers in the field, and the skills we teach are relevant no matter where you are."

And while there has been a change in attitude at SERE school since the Global War on Terrorism started, it hasn't come from the instructors — it has come from the students.

"We have not changed the way we teach, we still put the same effort into it," Smith said. "We have seen a change in the attitude of the students. We never give news to the students while they are here, but when 9/11 happened, we told them about it. There was an immediate change in their frame of mind, their seriousness, that we didn't see before. It changed the way they think about what we're teaching."

Smith, who has plenty of real-world experience, goes to the extreme to ensure that his students realize that he knows what he's talking about. "When I teach food procure-

tion, they don't have to stop and think about what to do, it will be second nature. If we can give them these tools in a controlled environment, then when it comes down to it, they'll know what to do because it's already in their head," Smith said.

For DeVivo, an 11-year veteran of tactical Civil Affairs work and a Civil Affairs instructor assigned to the 3rd Battalion, 1st Special Warfare Training Group, the key to his suc-

He understands, and works very hard to make sure that his students understand, that as Civil Affairs Soldiers, they could very well hold the key to breaking the success of insurgents in places like Iraq and Afghanistan. "I try to pass on to the Soldiers first and foremost that they have to keep a tactical focus, to ensure that they plan their missions with the understanding that they are operating in a dangerous environment," he said.

**PROFILES**



**Sergeant First Class Keith Gates**

Gates is a Special Forces medic assigned to the SWCS NCO Academy, where he teaches the 18D portion of ANCOG.



**Captain Matthew DeVivo**

DeVivo is a Civil Affairs instructor assigned to the 3rd Battalion, 1st Special Warfare Training Group.



**Retired Sergeant Major Gordon Smith**

Smith retired from the Army after 27 years in the special-operations community. He is now a SERE instructor.

“Then I want them to understand that they play a key role in helping to break the insurgency and the insurgents’ ability to use the population as a safe haven.”

DeVivo believes that if Soldiers understand that they can break the link between the insurgents and the populace through their missions, they will be successful. To assist them, the instructors have to give each of the Soldiers a fundamental understanding of Civil Affairs operations. “While they are here, we give them the fundamental skills and a foundation to plan and execute Civil Affairs tasks at the operational and tactical levels. We know that within three to six months of graduating our course, they will be fighting in the Global War on Terrorism, using the kit bag of tools we have taught them.”

DeVivo noted that the Soldiers are taught the doctrine, but they are also taught that it is changing rapidly and that they must have the ability to adapt, within the confines of the law, to complete their missions. “We make sure that the Soldiers recognize that they must know the commander’s intent and objectives and then focus on those objectives,” he said. “The lines of the operations are dynamic and require flexibility, but we let them know they have to follow those operational goals.”

For Gates, coming to SWCS as an instructor was not his idea of an ideal job. “You’ll find with every SF guy that duty at SWCS has always been something to avoid; not because we don’t realize its importance, but because we hope somebody else will do it,” he said, “because our intent is to be on an ODA doing operational stuff. Now with our country at war, it’s a big change coming from the operational arena to an academic facility, because your team is out there doing the job that you’ve been prepping for your whole military career.”

But Gates and his fellow instructors recognize that they will eventually return to the operational realm, and that the Soldiers whom they have instructed will be their teammates, their brothers. So they recognize the



▲ **EASY BOY** Sergeant First Class Keith Gates, a medical instructor at the U.S. Army John F. Kennedy Special Warfare Center and School’s Advanced Noncommissioned Officer Course, discusses large-animal treatment with his students and a veterinarian at the Fort Bragg Riding Stables. Gates was chosen as the Enlisted Instructor of the Year in the SWCS annual competition.

importance of ensuring that the Soldiers they teach get solid, battle-tested instruction.

“Because we are coming from the battlefield, we bring that experience into the classroom,” he said. “That means that the latest developments and information from the ground become part of what we teach, which means we give them the best instruction possible.”

Gates believes it is the ability that SWCS, unlike other units, has of constantly changing its courses that makes the system so successful. “We recognize that we are part of the Army system, and because of that, change may take a little longer than what we would like, but at the NCO Academy, we stay on top of those changes and get the ball rolling as quickly as possible,” Gates said.

One way he does that is to consistently ask students for reviews and critiques. “I am always looking

for input on how to make our course curriculum more beneficial to them,” he said.

In December 2004, the academy implemented a three-day cross-training session into the ANCOC. The session is designed to give Soldiers going through the course an opportunity to learn the basic jobs and skills of their counterparts in other SF military occupational specialties. “We always like to have redundant systems or backups in place,” said Gates. “In our field, the medical field, it is especially crucial.”

Under Gates’ guidance, the Soldiers attending the cross-training sessions in the SF medic MOS learn basic life-saving skills — skills that some have already had to put to the test on the battlefield.

“Even though I’d like to be in the field with an ODA, I do like my job, and I believe that I bring a lot of enthusiasm to my job,” Gates said. **SW**

# Going



# South

Story by Lieutenant Colonel David Fitchitt and  
Janice Burton  
Photos by April Rowden

## SF underwater operations training facility tackles pre-CDQC

In an effort to enhance the mission readiness of the operational force, the United States Army John F. Kennedy Warfare Center and School, or SWCS, has implemented changes to the combat diver training program. The commander's intent is to continue to produce world-class combat divers while taking the burden of conducting the pre-Combat Diver Qualification Course, or CDQC, training from the Special Forces groups and incorporating it into the core training program at the Special Forces underwater operations training facilities in Key West, Fla.

Since 1964, the Special Forces underwater operations training facilities have been used to train Army Special Forces to successfully conduct waterborne infiltration in assigned unconventional-warfare operational areas. The six-week CDQC is the core curriculum. Since the early 1980s, each group has conducted its own pre-CDQC training and selection at home station. The variations in the training programs added to high attrition rates in both pre-CDQC and CDQC. The redundant expenditure of manpower and material resources, as well as the time Soldiers spent away from their units, were also problematic.

"It takes students three weeks to go through the pre-CDQC course, but the teams running the course also have preparation and rehearsal time, which takes a month or more out of a dive team's time," said Major Bill Herbert, commander, Company C, 2nd Battalion, 1st Special Warfare Training Group, the company which is tasked with running the CDQC. "With the high operational tempo throughout all of the groups, the team members do not have time to run the course, and have difficulty finding guys who can take another three weeks off to take the course. Our primary goal in incorporating the pre-CDQC phase into the core training was to save time for the operational groups."

A second goal was to update and upgrade the training. The CDQC is just one of many programs at SWCS that are in the midst of transformation to ensure continued relevance in today's operational environment. In March, the SWCS Directorate of Doctrine and Training and Doctrine conducted a critical-task review board on the program, hosting SF divers and subject-matter experts from through-

out the operational force to conduct a comprehensive review of the program of instruction, or POI.

Based on the results, the POI was adjusted to incorporate the pre-CDQC training into the core CDQC curriculum. The changes made to the program have already had a positive effect on the attrition rate in the CDQC.

Historically, the pre-CDQC program at the group level had a 50-percent graduation rate. Of the graduates, another 30 percent were lost through attrition when they attended the core training at Key West. The class attending the pilot course in May had between 15 and 22 percent attrition. The key to lower attrition, Herbert believes, is the school's ability to tailor training to the students' strengths and weaknesses by assessing them from day one and building a student profile.

"The groups have done a great job in preparing students for the course; however, it's very difficult to get 10 units on the same sheet of paper for an internal training event," said Herbert. "One group may focus more on one area, while another may put the focus somewhere else. So what we had were students coming to us with a piece of paper that said they had completed pre-CDQC training, but it wasn't necessarily the same training. With the change, from day one, when a student shows up, we can build a profile and know his strengths and weaknesses and center the training around those needs — it gives us some flexibility."

Under the new curriculum, students either assigned to a dive team or volunteering for a dive team will be sent to the underwater-training facility, where they will undergo an initial screening. Under the old training program, students spent at least a week undergoing testing on what they had learned in pre-CDQC training. Historically, about 20 percent of the students would be removed from the class during this testing phase. The new program eliminates that week of testing and replaces it with a simple half-day of testing. Students entering the program must pass a physical fitness test, which incorporates pull-ups, a 25-meter underwater swim and a 500-meter swim in BDUs in the ocean. Herbert noted that the score for passing the PT test was in line with that needed to enter Ranger training. If a

< **WAITING TO EXHALE** Students enrolled in the scuba program at the Special Forces underwater operations training facilities at Key West, Fla., spend some time in the pool acquainting themselves with their equipment.



▲ ON DECK Scuba students participate in lower-body strengthening exercises on the pool deck.

student passes the initial testing, then he is admitted into the program. If he fails, he is sent back to his unit.

The new program gives the students more dives, more variation in the types of dives they perform and more technical training. Herbert added that the increased training prior to higher-attrition events enables more students to make it through the course. “That doesn’t mean that we are lowering the standard at all,” said Herbert. “If anything, the standard is raised, but students have a higher level of training to prepare for these events.”

The first week of training introduces basic techniques that students would have learned during pre-CDQC, including wear and usage of equipment, long-distance swimming and lower-body strengthening. The second week focuses on open-circuit training and underwater prob-

lem-solving in a swimming pool. Herbert said this portion of the training enables students to learn how to manage stress. “We try to expose them to as much stress as possible in this controlled environment,” he said. “We create a lot of problems for them during this very strenuous training, which allows their bodies to recognize the stress and to react to combat it.”

Events such as breath-holding swims, underwater sprints and surface sprints push the students to their limit. This period of the training is perhaps the most flexible. Instructors monitor the students training as a group and direct the training in a manner that will put everyone on a level playing field. “Depending on the skills of the group overall, we may progress the training, or we may slow it down in order to get as many people as possible through the training,” he said.

At this point of the training, Soldiers must pass through what Herbert refers to as a training gate — the one-man competence test. Students are required to sit at the bottom of the pool with a blacked-out dive mask and solve problems that the instructors put in their way. This 20-minute test is the best way for instructors to determine whether or not a student is prepared to move on to open-water training. If a student does not pass this test, he is eligible to retrain and retest. If he fails at a second attempt, he is recycled to the beginning of the training cycle.

“We have to make sure that Soldiers are prepared for what they may encounter in the ocean,” explained Herbert. “The ocean is an unforgiving environment. There are a lot of things that students have to deal with in addition to unforeseen problems, such as jellyfish or



a boat overhead or personal medical problems. We have to know that they will be able to solve those problems.”

The third week of training is all in open water. Students perform a variety of tasks, including deep-water dives, ship-bottom searches, searches for personnel and equipment, and navigation dives that require the students to use a compass to find a point on land.

During the fourth week, students are introduced to the closed-circuit rebreather device that weighs less and allows for extended time underwater, making it possible for students to perform more complex, tactical applications. The fifth week is designed to train students in advanced tactical

program, as conceptualized and implemented, is doing a tremendous job,” said Latham. “Overall, they are putting out a much better product than ever before. The guys are getting twice the dive time as when I went through the program in 1991. The new POI is much better — it offers better instruction and more realistic training. It is very forward-thinking.”

Latham sees the move as beneficial to the operational teams as well. “We don’t have time to run a quality pre-scuba program. It is a big help to us in the field, because of the time involved in preparing for the course and running it, and the logistics of finding a place to run it,” he said.

**“We have to make sure that Soldiers are prepared for what they may encounter in the ocean. The ocean is an unforgiving environment.”**

applications of closed-circuit breathing. Herbert said that there is more emphasis on this area of training now than ever before in the course’s history.

The final week of training is composed of a culmination exercise that requires students to put the skills they have learned into play during a tactical mission.

If a student fails to pass training objectives during weeks three through five, he can come back and start at the beginning of week in which he failed to show competence, rather than having to start at the beginning of training cycle.

“We’ve had a real favorable reaction from the groups so far,” said Herbert. “Some of the groups are continuing to run a strong swimming program as a train-up for the course, and we encourage and support them in those efforts.

Master Sergeant Rob Latham has been on a dive team for the past 14 years. Latham, team leader of ODA 375, 3rd Battalion, 3rd Special Forces Group, has nothing but praise for the new training program. “The new training

One of the last programs run by the 3rd Group had to be run downtown at the Fayetteville, N.C., YMCA, while another iteration was run in the middle of the night at Fort Bragg’s Tucker Pool because of a lack of available facilities on post.

Latham sees the new program as a continuation of teamwork between the operational groups and the school-house. “We will continue to get our guys in the water and get them physically fit before they go,” he said. “The cadre is telling us if we get them the basic material — Soldiers who are physically fit — then they will train them from the ground up. I just had two guys graduate from the course, and they are doing an outstanding job.”

Herbert believes the change has created a win-win situation for the Soldiers, the groups and SWCS: Students entering the program are trained to one standard and come to the dive teams with more training time involving advanced tactical operations, and the operational forces have fewer distractions from their mission readiness. **SW**



**▲ ROUGH SEAS** Students must pass through a competence gate before they are allowed in the open waters.

# A TEAM DEFINED

**After earning a Silver Star Medal in Afghanistan, an SF Soldier seeks to teach SF candidates the true meaning of the word ‘team.’**

Story by Janice Burton

If there’s one thing students leaving Robin Sage take away with them, Sergeant First Class Bradley M. Felix, a cadre member of the 1st Battalion, 1st Special Warfare Training Group, wants it to be the understanding of what’s required of a teammate. Felix, who was recently awarded a Silver Star Medal, knows that better than most, having seen the unseen — the tie that binds Special Forces Soldiers together — while battling through more than eight hours in a kill zone in the mountains of eastern Afghanistan.

On Sept. 20, 2004, Felix, an SF intelligence sergeant, led a convoy into the mountains between Afghanistan and Pakistan to check out a

report of foreign fighters operating in the team’s area of operations. “Our lead vehicle came under RPG (rocket-propelled grenade) and small-arms fire,” he recalled.

The lead humvee, which Felix was driving, took a direct hit on the passenger side, and Felix, his assistant driver and his gunner were wounded. Felix struggled to turn the vehicle away from the direct fire and was able to bring it around before the vehicle, which had taken rounds directly into the engine block, died in the middle of the kill zone. “We believe that they set off the ambush

on the vehicle prematurely. It took several seconds or minutes — I can’t tell you which — for the remaining convoy to move up to our location,” he said.

In those minutes, Felix’s training kicked in and he began to organize resistance. “I jumped out and began an assessment of the area to find where we should start laying fire down,” he said. Because of his injuries — shrapnel wounds to the whole left side of his body, including massive damage to his ear — Felix couldn’t hear what was going on around him. “I couldn’t even hear





myself yell in all of the confusion,” he said, “so I grabbed a LAW (light antitank weapon) rocket and fired it into the fortified position that I was taking fire from in order to direct the gunner’s fire there.”

With his convoy returning fire, Felix began to move from vehicle to vehicle to do an assessment of damage. He found six wounded Afghan National Army soldiers and six wounded American Soldiers. While the team

they had died, but I asked that the rest of the team not be told, so that they could remain focused for the return trip,” said Felix.

He sees nothing special in what he did on that day. It was all part of his training and the job he has chosen to do. He’s not sure why he was the one who received the Silver Star — he’s the first to say, “It was the team.”

Today, Felix wears a hearing aid that improves his hearing to a certain

Phase IV was the first time that students began working together as an operational detachment. “It’s a time to open the eyes of a lot of individuals. It’s when we make them see that teamwork makes a team. During Phase IV, they really start to understand when an individual starts failing, the team starts failing. That’s an aspect they haven’t been taught anywhere else,” he continued. “We have 38 days to prepare them for life on a

## “ It’s when we make them see that teamwork makes a team.”

leader began to communicate with the command, Felix rallied up the ANA soldiers to begin an assault. “Because of the intensity and duration of the firefight, we knew we had confirmed foreign fighters in the area,” he said. Felix said that the fiercest fighting happened during a 45-minute period; however, the team continued taking fire throughout the day.

While the battle continued, a helicopter brought in some reinforcements and evacuated the most critically wounded. It was in those moments that Felix saw the word “team” defined by actions. “When the other wounded members of my team saw that I wasn’t leaving, they decided to stay behind,” he said. “I was impressed not only by my team’s decision to stay with me, but also to take and follow my lead.”

About eight and a half hours after the skirmish began, Felix, along with his remaining teammates, left the kill zone, towing the disabled vehicle behind them. Two other teams took their place and continued to take the fight to the enemy. Felix and his embattled team returned to their fire-base only to have to deal with the fact that two of their brothers had died from the wounds they received in the engagement.

“I learned at the ambush site that

extent, while words are sometimes unclear and his speech sometimes slurs. He elected to go to SWCS because he felt the lessons he learned gave him knowledge that Soldiers coming through the Special Forces Qualification Course, or Q-Course, should share.

“Coming to SWCS was my choice. As a cadre team sergeant for Phase IV, Robin Sage, I run 12 to 16 students through the rigors of operating as an ODA,” he said. “Based on my experience, I feel that I have knowledge to pass on to the students in the Q-Course. I can give them a taste of what they might see in the future, and that knowledge might give them a better outcome.”

Part of ensuring that outcome is building in each Soldier an appreciation of the need for constant situational awareness. “If you understand the environment you are operating in, you are never going to be surprised,” he said. “Soldiers have to realize that they can’t be complacent and allow the enemy to sneak up on them. You have to know the terrain ... the environment and roll with it — part of that is understanding the culture and the people. I preach that to my students over and over.”

He noted that prior to the transformation of the SF training pipeline,

detachment. This is the last aspect of combat-oriented training before they go to a team, and from there, they are going to be deployed.

“If we do our jobs right, they are going to be prepared to go to places where there are people throwing real bullets at you, and hopefully we will have prepared them for that,” he concluded. **SW**



▲ **TAKING HONORS** Lieutenant General Philip R. Kensinger, Jr., commanding general, U.S. Army Special Operations Command, presents the Silver Star to Sergeant First Class Bradley M. Felix for his actions under fire while in Afghanistan supporting Operation Enduring Freedom, during a ceremony at Fort Bragg on June 23. *Photo by Gillian M. Albro, USASOC PAO.*

## Enlisted Career Notes

### CSRB expansion includes Soldiers in ARSOF units

The Army has expanded its use of the critical-skills retention bonus, or CSRB, to target retirement-eligible career Soldiers in additional military occupational specialties not previously qualified for the CSRB, including some MOSs in Army special-operations units.

The CSRB was already available to Special Forces enlisted Soldiers. With the expansion, enlisted Soldiers assigned to other Army special-operations units may now be eligible, as well.

Effective Jan. 31, 2005, the CSRB expansion has made the bonus available to Soldiers in the following MOSs:

- 21D — Diver
- 21P — Prime Power Production Specialist
- 25S — Satellite Communication System Operator
- 37F — Psychological Operations Specialist
- 88M — Motor Transport Operator
- 89D — Explosive Ordnance Disposal Specialist
- 96D — Imagery Analyst
- 96U — Unmanned Aerial Vehicle Operator
- 97E — Human Intelligence Collector
- 98G — Voice Interceptor (Arabic dialect only)

Soldiers in qualifying MOSs who hold the rank of sergeant first class or higher, have between 20 and 25 years of active federal service and are eligible for re-enlistment may request the CSRB. If approved, they must agree to obligate them-

selves for at least two additional years of service, regardless of the retention control point for their rank. Soldiers cannot apply for the CSRB before they have 19 years and six months of service, and their obligation cannot exceed 25 years of service.

Soldiers who qualify for the CSRB and agree to extend their service will be paid a lump-sum amount, according to their rank and the number of full years of service obligation they elect. For example, Soldiers in the



grade of sergeant first class will be paid \$50,000 for five additional years of service; \$40,000 for four years; \$30,000 for three years; and \$20,000 for two years.

Soldiers in the grade of master sergeant will receive \$40,000 for five additional years of service; \$32,000 for four years; \$24,000 for three years; and \$16,000 for two years.

CSRB requests must be submitted by a memorandum, approved by the applicant's chain of command, with an endorsement from a lieutenant colonel or above. The CSRB memorandum may be obtained from a career counselor. Applicants should mail requests to the U.S. Army Human Resources Command; Attn: AHRC-EPR; 2461 Eisenhower Avenue; Alexandria, VA 22331, or fax them to DSN 221-9543 or commercial (703) 325-9543.

The CSRB request memorandum, the endorsement from the chain of command and the approval by HRC are the documents that obligate the Soldier to the terms of the agreement. They will be used by the Defense Finance and Accounting Service as the authority for dispersing payment.

For additional information, telephone Staff Sergeant Johnson or Sergeant Major Clifton at (703) 325-4008/9098 or DSN 221-4008/9098.

### CSRB recipients may get additional bonus

Soldiers who were approved for a critical-skills retention bonus, or CSRB, prior to Jan. 1, 2005, and who can add at least one year to their current obligation are eligible to apply for an additional year's service with an additional bonus, according to Military Personnel Message 05-050.

For example, in October 2002, Sergeant First Class Jones obligated for three additional years and was approved for a \$30,000 CSRB. His total obligation was for 23 years of service. Under the new authorization, he can request an additional year, for which the bonus would normally be \$8,000. But because he was previously obligated and could add at least one additional year, his CSRB was recomputed, and he received an additional payment of \$20,000 rather than \$8,000.

Soldiers who were approved for the CSRB prior to Jan. 1, 2005, should contact their career counselor for additional information.

### New policy allows enlistment of mobilized Reserve and National Guard Soldiers

The acting Assistant Secretary of the Army has approved a policy that allows the enlistment of mobilized Soldiers of the United States Army Reserve and Army National Guard into the regular Army.

Under the policy, reserve-component Soldiers who have less than

#### ADDITIONAL INFO

Contact: Staff Sergeant Johnson or Sergeant Major Clifton Commercial: (703) 325-4008/9098 DSN: 221-4008/9098

# Warrant Officer Career Notes

## FY 06 WO recruiting mission approved

The fiscal year 2006 recruiting mission for military occupational specialty 180A (Special Forces warrant officer) has been approved. The mission, derived by a thorough analysis of actual and projected personnel gains and losses, coupled with approved personnel requirements for FY 2006 and beyond, is geared toward ensuring the health of the force over the next five years. The plan calls for 60 active-duty accessions and 20 National Guard accessions per year, beginning Oct. 1, 2005. Recruiting the right Soldier remains the number-one objective. All SF warrant officers are first-line recruiters.

## WO education, promotion de-linked

In June 2005, the Department of the Army issued a message to all Army activities that immediately removed the links between warrant-officer promotion and warrant-officer training and education. The message explains that fighting the Global War on Terrorism and transforming the Army requires the Army to optimize leader-development opportunities. It cites frequent deployments and the requirements of modularity and force stabilization as reasons for the change in policy.

Warrant officers on the active-duty list, or ADL, who have completed Phase I of Warrant Officer Advanced Course, or WOAC, and who meet their branch's requirements for Phase II may now request WOAC attendance following their promotion to CW2. They should attend WOAC prior to being considered for promotion to CW3.

ADL warrant officers may request attendance in the Warrant Officer Staff Course, or WOSC, after being promoted to CW3. They should attend WOSC prior to being considered for promotion to CW4.

ADL warrant officers may request attendance in the Warrant Officer Senior Staff Course, or WOSSC, after being promoted to CW4. They should attend WOSSC prior to being considered for promotion to CW5.

18 years of service may apply to transfer from the RC to the regular Army at any time within six months of their projected demobilization or release from active duty. Soldiers who have out-processed from the demobilization site but are granted leave en route to their parent unit, or who are on terminal leave, may also apply for enlistment into the regular Army prior to the end date of their leave.

Soldiers who apply at the mobilization station will be placed on orders extending them on active duty until their application can be processed. If a Soldier is the recipient of an enlistment/re-enlistment incentive, he or she will be notified that the unearned incentives may be subject to recoupment on a pro-rata basis upon enlistment into the regular Army.

Soldiers electing enlistment into the regular Army will enlist at their current rank. If the applicant's current military occupational specialty, or MOS, is determined by the U.S. Army Human Resources Command to be overstrength, the Soldier will be given the opportunity to reclassify into an understrength or critical MOS at the time of the transfer.

**To apply**, Soldiers must complete DD Form 368 to request release from their current component. Submit the application to Commander, AHRC; Attn: AHRC-PDZ-RC, Room 3N29; 200 Stovall Street, Alexandria, VA 22332, or send e-mail to RCAC@hoffman.army.mil.

If the application is accepted, the Soldier will be issued assignment instructions, and the Soldier's retention/re-enlistment NCO will be notified to execute an enlistment contract. Soldiers who are deployed will remain with the RC unit until the unit redeploys.

## ADDITIONAL INFO

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Directorate of Special Operations Proponency

Commercial: (910) 432-1879 DSN: 239-1879  
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# Officer Career Notes

## FY 05 Battalion Command Board selects 14 SF officers

Thirteen SF Officers were selected for battalion command by the 2005 Battalion Command Selection Board. One previously selected lieutenant colonel who had been unable to take command for reasons beyond his control was revalidated. Thus, 14 SF lieutenant colonels were selected to take command during 2006.

Of the 14 selected, eight were to command tactical battalions, four were to command training and strategic-support battalions, and two were to command institutional battalions (one garrison battalion and one U.S. Army Recruiting Command battalion). Of the 14, 10 had one center-of-mass officer evaluation report on file for a non-branch-qualifying assignment.

## SF redefining 'key developmental positions' for majors

The term "branch qualifying position" is no longer used, having been replaced by the term "key developmental position." DA PAM 600-3, *Commissioned Officer Development and Career Management*, provides increased flexibility in determining key developmental positions, leaving it to each branch proponent to define them.

Because of high selection rates of SF captains for promotion to major and the high retention rate of SF majors, the population of SF majors is growing. This means many SF majors are now waiting for key developmental positions. SF majors still need two years in key developmental positions, and the SF proponent is working to redefine and expand the number of key developmental positions available to majors.

The graphic below shows the fiscal year by which officers in particular year groups need to be assigned to and serving in a key developmental position in order to be competitive for promotion and selection for battalion command.

<b>YG</b>	<b>92</b>	<b>93</b>	<b>94</b>	<b>95</b>	<b>96</b>	<b>97</b>	<b>98</b>	<b>99</b>
<b>FY</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>09</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>

### 2005 SF Battalion Command Selectees

	<b>Tactical</b>	<b>TSS</b>	<b>Institutional</b>
<b>Commissioning source USMA/ROTC/OCS</b>	2/4/2	1/3/0	0/2/0
<b>Average branch-qualifying time as CPT</b>	22.4 months	19.3 months	32 months
<b>Average BQ as MAJ</b>	31.8 months	28.5 months	24 months
<b>3rd Year BQ position</b>	6 of 8	4 of 4	1 of 2
<b>Times considered</b>	All 1st look	2 x 1st look, 2 x 2nd look	All 1st look
<b>Average age</b>	39.4	39.8	40
<b>Below-the-zone-selection</b>	2 x 1st BZ Selection 3 x 2nd BZ Selection	No BZ Selections	No BZ Selections
<b>OEF/OIF experience</b>	8 of 8	3 of 4	1 of 2
<b>Joint assignments</b>	5 of 8	2 of 4	1 of 2

## ADDITIONAL

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# GUERRILLA:

## Insurgents, Patriots and Terrorists from Sun Tzu to Bin Laden

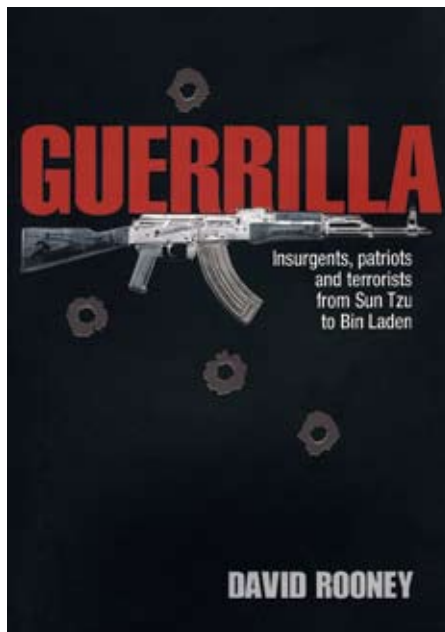
David Rooney's *Guerrilla: Insurgents, Patriots and Terrorists from Sun Tzu to Bin Laden* examines the pioneers and current leaders who have adapted guerrilla strategies and tactics to fit within their environment. *Guerrilla* offers an intellectual history of guerrilla warfare through an intricate look into the lives and guiding principles of individuals who rose upon the world stage of warfare by defeating large, conventional armies in combat.

In chapter one, "Guerrilla War Origins," Rooney traces guerrilla roots to the Biblical records of Joshua and David. He discusses Judah's leadership in the Maccabees campaign, and he establishes Sun Tzu's dissertation, *The Art of War*, as the seminal framework for guerrilla precepts. The remainder of the book gives accounts of guerrilla military leaders from the Napoleonic Age to World War II, including chapters dedicated to the achievements and failures of guerrilla leaders Michael Collins, T.E. Lawrence, Mao Zedong, Josip "Tito" Broz, Ernesto "Che" Guevara and Osama bin Laden.

By studying a wide range of charismatic characters, some who are not well-known, Rooney is able to distinguish the differing ambitions and objectives that are incorporated in a variety of guerrilla conditions. Mao, Tito and Che cannot be grouped with other guerrilla leaders, as they waged irregular warfare that ultimately displaced an entire political system. *Guerrilla* vividly details the struggles that these successful leaders faced

during the transformation from guerrilla strategists and tacticians to statesmen.

Many of the individuals included in the book have been the topic of controversy among historians and authors. Rooney surmises that Che's conclusions from the Cuban campaign were falsely based. Che's insistence that he could create determined revolutionary groups to



overthrow unpopular regimes failed to recognize the unusually favorable conditions that were prevalent in Cuba at the time of Fidel Castro's rise to power. This critical mistake ultimately led to Che's death in Bolivia, but his death elevated him to guerrilla icon status — a status that others have attempted to attain.

The author ties past guerrilla campaigns to the current situations that Osama bin Laden and al-Qaeda have created in Afghanistan and Iraq.

### DETAILS

#### By David Rooney

London: Brassey's, 2004.

ISBN: 1-85753-352-6

252 pages. \$18.45.

#### Reviewed by:

Lieutenant Scott E. Harris, U.S. Navy  
Naval Postgraduate School  
Monterey, Calif.

These connections converge in the final chapter as Rooney argues that al-Qaeda's ability to train and export its ideology across the globe has created political instability, specifically in Muslim-dominated Central Asia. As al-Qaeda continues to recruit and educate young Muslims, Saudi Arabia, Pakistan, Uzbekistan, Tajikistan and Kyrgyzstan could fall prey to Islamic extremists who gain political power. Rooney asserts that this rise of political Islamics could inevitably lead to the Western powers' greatest fear and bin Laden's ultimate strategy: al-Qaeda being backed by a nuclear power, such as Pakistan.

Though it is not meant to be a history of guerrilla warfare, Rooney's book outlines the fundamental guerrilla precepts that have survived for 2,500 years. The select bibliography affords the reader an opportunity to do further research and acquire an in-depth understanding of the trailblazers who developed and masterminded the "new age" of warfare that pervades the world today. *Guerrilla* offers non-SOF readers informative details of the unchanging guerrilla principles. For SOF readers, *Guerrilla* is recommended for its historical context of guerrilla and counterinsurgent operations that provide valuable lessons concerning the formation, application and implementation of insurgent forces. **SW**

# HOPE AND HONOR

*Hope and Honor* encompasses two almost separate stories. The first is the story of the Lithuanian boyhood of Schaja Schachnowski and his family — all of whom suffered through World War II under the occupying German regime and its murderous local satraps for the Nazi-defined crime of being Jews. The second story is of Sid Shachnow, a father and an American Soldier, and is about his life during the Cold War in the latter half of the 20th century. These are two distinctly different stories, overlapping only slightly, and they are joined almost solely by the single central thread of the principal character, Sidney Shachnow (nee Schaja Schachnowski).

The first story is about a family's survival during World War II and the immediate post-war era of widespread population displacement, physical devastation, general hardship and governmental disorder. It is a story of lives of once reasonable comfort disrupted by growing prejudice, abuse and escalating terror, followed by the horrors of a concentration camp. During this period, Schaja Schachnowski was a young boy — but old enough to observe, understand, suffer, survive by luck and deception, and to remember in telling detail.

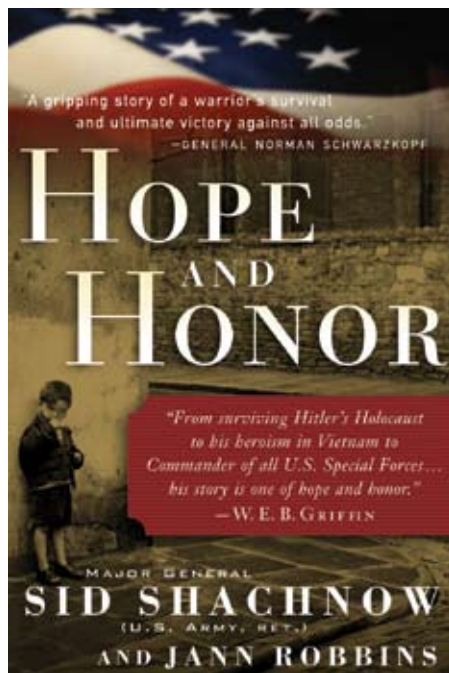
Dominant in this story is Schachnowski's mother, Rosa, who by wit, wile, instinct, bribery and an essential toughness of character ensured the family's survival. It was Rosa who apparently instinctively knew when to flatter, when to supplicate, when to divert and when to bribe.

In 1945 the Soviet army drove the German army out of Lithuania, but not to liberate Lithuania. The Soviets did not re-establish it as the independent state that it had been between the world wars but added it to the empire that was the Soviet Union. The Soviets were hardly less dangerous than the Germans had been to Lithuanian nationalists, Jews, the once prosperous, the well-educated and those who showed any inclination to resist.

After a brief interlude of living in the family's former home with Soviet officers, the Schachnowskis decided that their best hope was to flee to the West. Mother Rosa and the children, aided by Jewish organizations intent on assisting them to get to Palestine, crossed central

Europe to the American Occupation Zone in Germany.

The family subsisted "by hook and by crook" — much of the "crook" being dealings in the black market, with young Schaja working as a delivery agent or runner. Eventually, the Schachnowskis, some of the fortunate few among the great mass of displaced persons, received permission to go to the United States. The adjustments of the family, now self-renamed Shachnow, and particularly of Schaja, now Sidney, to the new and strange world of prosperous and dynamic post-



World War II America essentially mark the end of the first story.

The second story is that of young Sidney Shachnow, who marries his high-school sweetheart despite the strong objections of his family, rabbinical pressure and, most importantly, the loss of promised funding for college. The two stories diverge and remain separate because of Rosa Shachnow's continuing disapproval of her son's marriage to a Catholic girl.

With his college hopes dashed and no prospects other than blue-collar labor, Sid Shachnow enlisted in the U.S. Army to find a living and to escape family turmoil. He had no expectation that it would subsequently

## DETAILS

**By Major General Sid Shachnow (U.S. Army, Ret.) and Jann Robbins**

New York: Forge Books, 2004.

ISBN: 0-765-30792-8

396 pages. \$24.95

### Reviewed by:

Colonel J.H. Crerar, U.S. Army (ret.)  
Vienna, Va.

evolve into a calling.

The quiet courage, endurance and wisdom of his wife in facing the hardships and vicissitudes of a junior enlisted man's wife in the 1950s Army set the tone for the second story. That a girl from a small New England city would marry and follow to Europe a young man with an \$80-per-month income may have shown great prescience or faith in his abilities. It definitely showed great love and immeasurable courage. As in the case of all Army wives, her love and endurance would be repeatedly tested early on by the many separations included in his efforts to gain a commission.

Shachnow applied and was accepted for Officer Candidate School twice. The first time, he was turned out after completing almost two-thirds of the course because of his lack of U.S. citizenship. Undeterred, he returned two years later, after becoming a citizen and getting the family name change officially blessed. A commission raised his pay to the princely sum of about \$300 per month, but it offered little in security.

Shachnow, as all OCS graduates, had a reserve commission. For their first two years, Reserve officers of that period were "obligated volunteers." With good service, those electing to stay in the Army beyond that trial period could become "volunteer indefinite." That was but a slight improvement. Their continuation on active duty depended not only on the continued quality of their service and on-time promotions but also on the Army's varying needs for officers. As the officer was promoted and the officer grade structure narrowed at the higher ranks, it became increasingly difficult to stay on active duty.

In any event, even with exemplary service and the luck to avoid any of the periodic reductions in force, or RIFs,

the Reserve officer could very rarely stay beyond 20 years of service. The only way to get a longer career was to become a regular Army officer. Each year, the number of spaces available for regular Army officers in each year group was reduced by the number of officers integrated into the regular Army, making it increasingly difficult for other officers to qualify. One of the principal requirements for an RA commission was a college degree. Prior to enlisting, Shachnow had finished only high school. It would take eight years of straining to earn every possible credit, plus a final degree-completion year (commonly called "Bootstrap") before Shachnow would have that degree.

Only the second half of this biography can make any claim to being a military book. And it is more a journal of individual and family struggle, endurance, hard work and dedication, of which the Army is only an incidental environment.

It is even less a Special Forces book. Sid Shachnow commanded an SF detachment in Vietnam, served in SF Detachment A in Berlin and later commanded that unit, as well as filling a number of other special-operations assignments. But, as was the case with almost all officers of his time, his critical career steps were up the conventional ladder: rifle platoon, company and battalion command.

This was a necessity during an era in which SF was not a branch or even a specialty. At best, an officer's parent branch considered SF duty a diversion. One SF tour in a career, if the career steps for the grade had already been met, was usually accepted by the branch, but not gracefully. Branch managers regularly warned officers away from subsequent tours. Such tours were often damaging, if for no other reason than that the officer was considered to be less qualified and less competitive than those who had stayed in branch-chosen assignments. Officers who held a number of SF positions, particularly if the positions were successive, were clearly hazarding their careers.

Unlike many of the books reviewed in *Special Warfare*, this one cannot be strongly advocated for its

special-operations content, nor does it qualify well as a military text. Additionally, its military aspects have little applicability for the modern Soldier. Shachnow's Cold War army has joined the Continentals, the Frontier Army, the National Army, and the other armies that have defended the Republic in its hours of need but exist now only as honored memories.

So what is the character of this book, besides being a biography? On one level, it is a family memoir. On another, it is an account of an individual's rise above adversity. On its most elemental level, it is a love story.

Despite its lack of major military depth, *Hope and Honor* can be strongly recommended for its uncompromising views of human nature. And certainly if there is one subject that all special-operations Soldiers should endeavor to understand, it is the human animal. The book presents samples of the best, the worst, the good, the bad, those bending under great pressures, and those who, by surviving, triumph.

In its central character, the book presents a person of determination and dedication who overcame great disadvantages to rise high in his chosen profession. Surprisingly, and with no apparent intent, the humanity and concern for others, for which Sid Shachnow is widely known, shine through.

One could wish for more. The adventure of crossing post-war Europe with its political and military hazards cries for expansion beyond the two or three lines allocated to this activity. Shachnow's objections to the unnecessary, arbitrary and disproportionate RIF of SF officers during the late 1980s, and his efforts to gain recognition for SF officers who served so effectively in El Salvador, deserve attention. It is hoped that some day these stories will be written.

Readers will find this a highly readable account of courage and character. Receptive readers may also receive an unanticipated appreciation for their personal good fortune and for their country, its Army and the abilities and dedication of such Soldiers as Sid Shachnow. **SW**

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Submit graphics, tables and charts with source references in separate files from the manuscript (no embedded graphics). *Special Warfare* may accept high-resolution (300 dpi or greater) digital photos; be sure to include a caption and photographer's credit. Prints and 35 mm transparencies are also acceptable. Photos will be returned, if possible.

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