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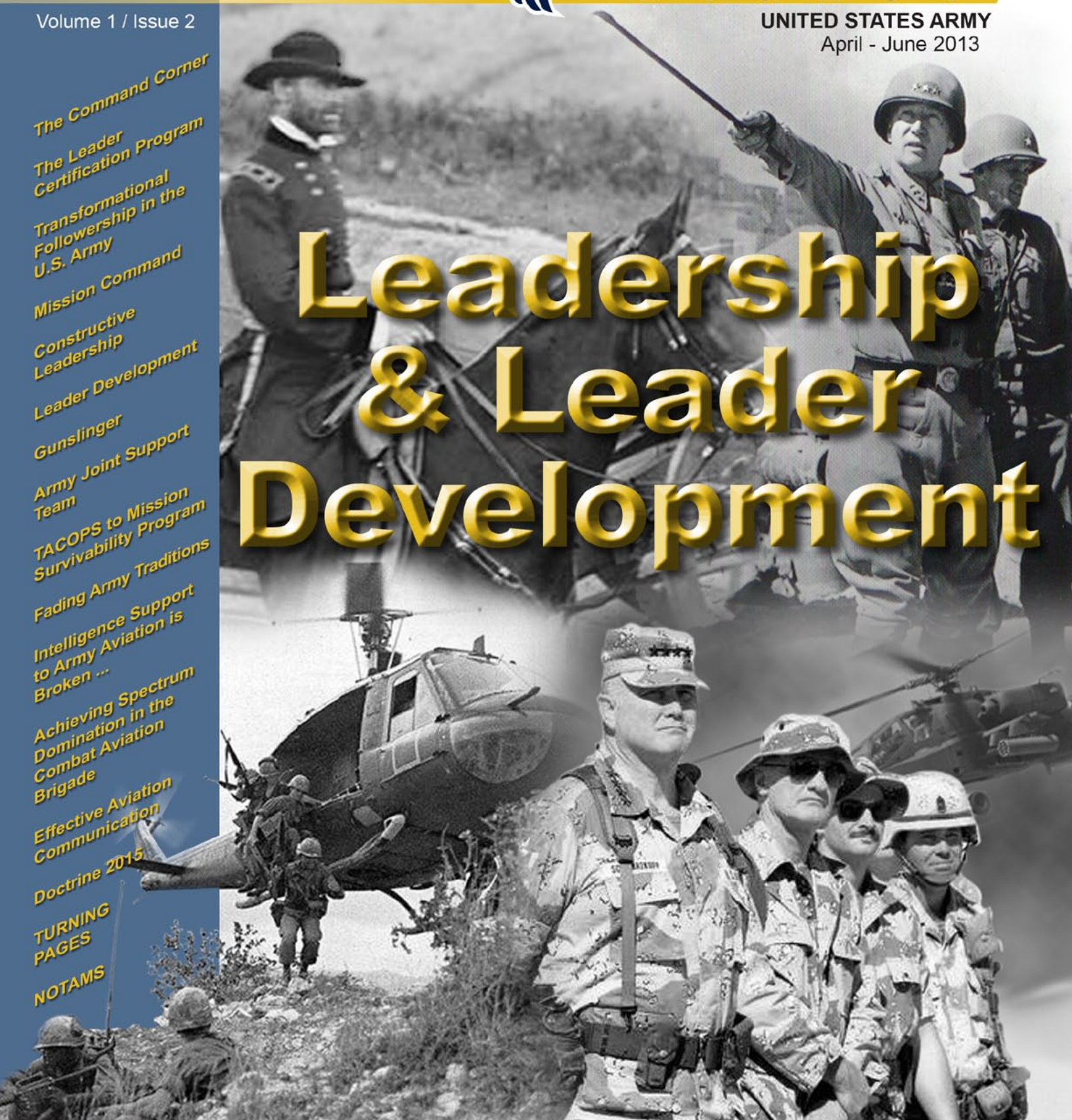
Leadership & Leader Development



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Aviation Digest
April-June 2013

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The Doctrine Division, Directorate of Training and Doctrine (DOTD), U.S. Army Aviation Center of Excellence (USAACE), Fort Rucker, AL 36362 produces the *Aviation Digest* quarterly for the professional exchange of information related to all issues pertaining to Army Aviation. The articles presented here contain the opinion and experiences of the authors and should not be construed as approved Army policy or doctrine.

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ABOUT THE COVER

Army leaders, MG Sherman, LTG Patton, LTC Moore and GEN Schwarkopf

Editor's Note

This issue of Aviation Digest is my last as the Editor-in-Chief, and also marks my departure from USAACE DOTD after a productive two years. During that time, our team here in the Doctrine Division has made a number of significant contributions to branch tactical proficiency and professionalism, not the least of which is the magazine you are holding in your hands or reading online. We are well on our way to completing Doctrine 2015 ahead of schedule, with the new branch keystone manual, FM 3-04, scheduled for publication later this month, and our five Army Techniques Publications in progress. This redesign of our branch doctrinal base will serve our units, commanders, staffs, and aircrews for years to come.

This quarter, Aviation Digest focuses on Leadership and Leader Development, a timely topic as the branch continues to operate throughout Afghanistan, and prepares to capitalize on our collective experiences in preparing for the next conflict. It's critical that Army Aviators at all levels encourage a professional dialogue about what we do well and must sustain, where we are lacking and must improve, and what competencies have gone unaddressed as we have focused on ten years of stability operations. I humbly offer the pages of this magazine as a place to initiate and sustain that professional conversation about our craft.

I'd also like to highlight three points of interface between the members of Aviation Branch and your professional journal. First, consider the Letters to the Editor feature of this magazine to be your opportunity to "sound off" to the branch leadership about issues of concern. Second, we have a large and growing shelf of books awaiting review for our readers. While we can't reimburse you for your efforts, you get to keep the book you review, and you have the opportunity to become published in your branch magazine. This is a valuable opportunity, particularly for our young officers and NCOs, and will only take a few hours of your time. See our website for some "how to" guidance on writing a book review. Finally, we are always on the lookout for articles, and just about any topic touching Army Aviation or the profession of arms is appropriate. Our magazine staff is standing by to turn your observations, insights, or lessons learned into articles that benefit the entire branch.

As I prepare to break station, I transfer the controls at Doctrine Division to another former battalion commander, LTC Frank Intini, who comes to us from command of 3-158 Assault Helicopter Battalion in Germany and Afghanistan. We welcome Frank and his 6-element, Dina, to the USAACE team.

ABOVE THE BEST!

LTC Charles R. Bowery Jr.
Chief, Doctrine Division (ATZQ-TDD)
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Author's Guidelines

E-mail articles to the *Aviation Digest* by including as a Microsoft Word attachment to usarmy.rucker.avncoe.mbx.aviation-digest@mail.mil. Include a military e-mail address and a phone number. Authors should include a short biography including number of years in the military, present assignment, duty position, aircraft qualification, and previous assignments, and deployments.

Visual material such as photographs, pictures, charts, graphs, or drawings supporting the article should be included as separate enclosures. All visual materials should be high resolution images, (preferably set at a resolution of 300 dpi) saved in TIF or JPEG format.

Please do not submit articles that have been submitted or published in other Army professional publications. *Aviation Digest* staff will make necessary grammar, syntax, and style corrections to text to meet publication standards and redesign visual materials for clarity as necessary. These changes may be coordinated with the authors to ensure the content remains accurate and reflect the author's original thoughts and intent.

The *Aviation Digest* will publish once a quarter with distribution on or about the 15th of February, May, August, and November of each year. In order to receive information for publication and allow appropriate time for editing and layout, the deadline for submissions of articles is the 15th of December, March, June, and September.

Please forward proposed articles and supporting photographs/visual material and Reader's Respond comments to the *Aviation Digest* mailbox at usarmy.rucker.avncoe.mbx.aviation-digest@mail.mil.

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The Command Corner

AVIATION WARRANT OFFICER LEADERSHIP

Since the onset of Operations Iraqi and Enduring Freedom, Army aviation units have been exceeding the needs of ground commanders. Combat aviation brigades have deployed in task force configurations, requiring senior warrant officers to manage an assortment of aircraft, mission sets, and programs. These responsibilities are complex in nature and require more than just flying experience to meet mission objectives. The cumulative effects of technical expertise and career development must go hand-in-hand. In this environment, warrant officers are being called into leadership roles, and they generally do not receive an extensive amount of formalized training compared to commissioned and non-commissioned officers. So, how do we attain and retain this subject matter expertise while enabling leadership roles?

Let's go back to why the Aviation Warrant Officer Corps was originally formed. The premise was to have a group of highly skilled technical experts, combat leaders, trainers, and advisors serving in billets for durations beyond that of commanders and staff officers. Beginning in the Warrant Officer Candidate Course, it is drilled into us that we are Soldiers, officers and leaders, and aviators in that order. Immediately following flight school, though, the warrant officer clearly remains a Soldier, officer, and aviator, but not necessarily a leader, yet. Aviation warrants typically do not have significant leadership roles until they attain pilot in command (PC) status when technical and tactical skill sets as an aviator enable them to perform as a leader.

After becoming a PC, the next milestone for the warrant officer is "tracking." This is a critical point in a warrant officer's career when he or she learns a skill set that enables the officer to become a principal advisor to the commander. In accordance with DA PAM 600-3, our career model states, "Tracking in the CW2 grade provides the officer the ability to serve at the appropriate levels within the appropriate standard of grade that enables the knowledge, skills, and attributes to perform as a field grade officer." "Tracking" early enough in the CW2 timeline is paramount for developmental and promotion purposes.

Warrant officer leadership skills continue to be honed through professional military education. The Aviation Warrant Officer Advanced Course enhances technical and tactical skills that will reinforce the management of unit standardization, safety, maintenance, and aircraft survivability programs. The Warrant Officer Staff and Senior Staff Courses are non-branch specific to allow warrant officers to work on their staff and technical skills to support leaders at the strategic level. Experience gained through tactical operations and training, coupled with performance at increased levels of responsibility, are the qualities that empower warrant officers. The senior warrant officer does not just provide experiential-based knowledge to the commander. He or she comes with the credentials to perform as an air-mission briefing officer or air-mission commander with the full understanding that on any given operation, potentially strategic-level decisions are made.

In all, the breadth and depth of institutional training and diverse assignments are the answers to the question of how warrant officers learn to lead. The institution teaches the technical skills which in turn form the foundation of expertise. Diverse assignments allow more intense on-the-job training from operational experience and missions.

Senior warrant officers who develop as leaders within the branch may be afforded the opportunity to serve as a brigade chief warrant officer. The command chief warrant officer is a crucial element of the command team who is trained, educated, and experienced in aviation operations and provides technical and tactical advice to the brigade commander. His responsibilities include overall supervision of tactical and technical training, professional development, and career management for warrant officers within the combat aviation brigade. Selection to this position is managed by Human Resource Command and vetted through the Aviation Branch Chief where the selection criteria is based upon strength of file, experience, professional military education, and civilian education. From WO1 through CW5, warrant officers have proven themselves as more than technicians; commanders should expect them to be leaders.

"ABOVE THE BEST"
CW5 MICHAEL L. REESE

The Leader Certification Program: A Useful Leader Development Tool

By LTC Charles R. Bowery, Jr.

Leader development is a career-long process, encompassing multiple points of instruction and feedback. This process begins and progresses with professional military education (PME) at various stages of a Soldier's career, and includes personal self-development, civilian education, "job" experience gained through Army assignments, and mentorship. I find the Leader Certification Program, another leader development technique, to be a useful and flexible method for building teams and leaders. Throughout my career, I have participated in several different such programs and developed and executed one as a battalion commander. This article discusses several different approaches to certification programs and provides some lessons learned from my personal experience.

A necklace of fish heads — the most prominent memory of my very first Army experience with certification programs. A little context is in order. My first assignment out of the Aviation Officer's Basic Course was at Fort Bragg, North Carolina with the 82nd Aviation Brigade in the summer of 1993. A year later, as a crusty first lieutenant, I participated in one of the last officially-sanctioned iterations of a time-honored airborne tradition—the "Prop Blast".

As it existed in the early 1990s, the "Prop Blast" was a two-day event designed to signify that officers had met certain qualifications to become a member of the airborne fraternity. This event was the brigade commander's priority and was locked into training schedules with resources allocated as for any other planned training event. A team of "blastors," officers previously "prop blasted," served as the evaluators for the exercise. Day one of the "Prop Blast" began with an Army physical fitness test (APFT), continued with a tour of the 82nd Airborne Division Museum, and followed by a written test on 82nd Airborne Division history. Upon completing the test, the "blastees," including yours truly, received an operations order brief, executed a manifest call and pre-jump training for an airborne operation, and were released for a fighter management period. Later that night, we were trucked to Green Ramp, where we loaded onto a C-130 for a night jump into Sicily Drop Zone (DZ) as part of a mock tactical scenario. On the DZ, we dug fighting positions for several hours with the encouragement of the "blastors". At sunrise, we rucked up for a road march to the Fort Bragg Leader Reaction Course (LRC), where I received my coveted fish-head necklace. After completing the LRC in small teams, we were trucked back to Simmons Army Airfield for the final stage of the "Prop Blast". This involved a lot of screaming and running around while we were grilled on military knowledge by an esteemed board of "blastors" and a mock aircraft jump door with a TA-312 (two-wire, battery operated, tactical field phone) attached to it—that is all I will say about those last two elements! Following a toast to our achievement from a very potent grog bowl, we were certified "Prop Blasted Airborne Troopers".

This type of certification program has gone out of style in the Army over the years, mainly because it involved a noticeable element of hazing. In fact, around the same time that we executed this "Prop Blast", the Canadian Armed Forces were enduring an internal controversy involving the death of a Soldier in a hazing incident. These types of events thus received a lot of visibility in the United States, hastening the end of the "old school-Prop Blast."

I left the 82nd Airborne Division a few months later and moved across the airfield to the 3rd Battalion, 229th Attack Helicopter Regiment. The "Hell's Angels" also had an officer certification program, but it was a more low-key affair. A senior company-grade officer volunteered to mentor me through the process, which involved completing a number of individual Soldier skill tasks detailed in a notebook. These tasks ranged from aviation knowledge and administration to maintenance and logistics. At the end, the battalion commander simply endorsed my book completing the certification. There was no culminating event, no formal board; however, I was better equipped to do my job as a platoon leader in the battalion.

There is a variety of unit-level leader certification programs that generally fall into two broad categories. The first category focuses on unit traditions and histories. The most well-known of this category would be the "Spur Ride" conducted by many cavalry units; the "Prop Blast" would also fall into this category. These events tend to emphasize lineage and tradition over tactical and technical proficiency, although they may encompass both. The second category focuses on individual or "warrior" skills, and has a broader applicability to various units and missions. These types of programs may have a history/lineage component, but tend to be more Army-

focused and less specifically focused on a branch or mission. Since I commanded an attack reconnaissance battalion that was neither airborne nor cavalry, I took this approach.

The bottom line is that either type of program will help the commander achieve leader development objectives. The key is to express a clear intent for staff planning:

- Who is the training audience for the program?
- What specific objectives will the program achieve?
- What are the precise standards or metrics each participant must meet, and how will you address an individual Soldier's failure to meet these standards?

Training Audience

The critical first step to designing a unit leader certification program is to define the training audience. This decision shapes the remainder of your program. You may focus effort and attention on commissioned officers, warrant officers, junior non-commissioned officers (NCOs), senior NCOs, staff personnel, company commanders, and first sergeants, or all of these. Keep in mind that the larger training audience consumes more resources, such as staff focus, planning time, land, facilities, and ammunition. In addition, the more diverse your training audience the less you will be able to focus on specific competencies. You need warrant officer pilots in command and air mission commanders to have some defined skills and attributes; these will differ in many cases from your NCOs.

For my program, I chose to focus on lieutenants. I made this decision because of the short amount of time before the unit's next deployment and it supported a stated area of personal focus in my command philosophy—junior officer development and retention. I also relied on my command chief warrant officer, standardization officer, and command sergeant major to mentor and develop other populations within the battalion. This focus may differ based on the unique dynamics and issues encountered as you take command.

Objectives

Once your training audience is defined, identify the general objectives of the chosen certification program. If you assess your formation as well-trained, these objectives might focus purely on team-building and esprit de corps. If the audience is junior in rank and inexperienced, you may want to provide them a "kit bag" of essential skills for their leadership domain. Your program might also focus on Army-defined skill sets for a military occupational specialty. The beauty of this program is that you can fine tune it to address any area you deem important.

The Lieutenant Certification Program I used was based more on my personal leadership experiences through the years and less on established doctrinal warrior drills and tasks. My objective was to introduce the lieutenants to skills that the forward operating based-Army of the "Global War on Terror" period had de-emphasized, and believed that the unit's pre-deployment training program would fill in the rest. These subjects included such topics as:

- Property accountability and command supply discipline.
- Ground equipment maintenance.
- Garrison training management.
- Small arms and crew served weapons ranges.
- Austere environment "field craft".
- Unit physical fitness.
- Tactical convoy operations.
- Professional writing.
- Army customs and courtesies.

We addressed each of these topics in a weekly schedule of classes and training events documented on battalion and company training calendars and briefed at the bi-weekly battalion training meeting.

Standards and Metrics

With your audience and objectives defined, decide how you will document individual execution of the program and how you will address failure to meet your standards. I instructed each lieutenant to maintain a binder with subject lesson plans and supporting materials on each topic. During the program's culminating event, the officers would present their binders before an examination board for review. There is a certain risk to creating a program that is too difficult or rigorous for

all of your leaders to complete. You need to balance challenge with team-building in any certification program, so make a plan to retrain failure and reach your ultimate goal of leader development. If your intent is not to remove a leader from a position if they fail to complete the program, treat this aspect with care. If this is your intent, ensure that you develop the counseling products to support it.

Payoff

The culminating event for my lieutenant certification program was a day-long series of physical, mental, tactical, and technical challenges. The lieutenants formed up at 0530 on the airfield for a graded APFT. After the APFT, they drew weapons and met at the battalion motor pool for a convoy live fire exercise led by the forward support company (FSC) commander. After executing a graded vehicle preventive maintenance checks and service, they planned and briefed a tactical scenario, issued a tactical order, and departed for the live-fire exercise lane, staffed by opposing forces from the FSC. Following a short lunch break, the lieutenants conducted a road march with a succession of "warrior stakes" or individual skills stations along the way. The road march went through a small-arms range and ended at the installation's LRC, where the group broke into small teams to execute the stations. Upon completion of the LRC, the lieutenants were trucked back to the battalion motor pool where they encountered the "Commander's Challenge" portion of the day—a HMMWV push and hellfire missile carry from the motor pool back to the hangar. At the hangar, my leadership board—me, the battalion operations officer, command warrant officer, standardization instructor pilot, and command sergeant major—quizzed each lieutenant individually on the entire program while reviewing their leader books. We completed the day with an after action review and a cookout at the hangar.

In the final result, one of the lieutenants failed to complete all of the day's events to standard (APFT failure), but subsequently passed during a retest the following week. I believe the event achieved my objectives, and resulted in a more cohesive, competent set of junior officers, prepared to endure a year's deployment in Afghanistan.

The Leader Certification Program is an eminently flexible, tailorable training event to help encourage a culture of leader development in your organization. In the current resource-constrained environment, it can be as elaborate or as simple as you need and can help you re-affirm the history and traditions of your unit, or create new traditions of your own. If you clearly define your training audience and event objectives and develop clear, attainable standards, your program will be a success.

Above the Best!

LTC Charles R. Bowery Jr. is the Chief, Doctrine Branch of the Directorate of Training and Doctrine. He is an AH-64D aviator with over nineteen years of service and three deployments to Iraq and Afghanistan. LTC Bowery has served in aviation units at Fort Bragg; Camp Eagle, Korea; Katterbach, Germany; and at Fort Hood. From 2009 to 2011, he commanded 1st Battalion, 4th Aviation Regiment, and deployed the battalion to Afghanistan for a year of combat operations in direct support of Tier One SOF in RC-South, RC-East, and RC-North.

Acronym Reference

APFT - Army physical fitness test
DZ - drop zone
FSC - forward support company
LRC - Leader Reaction Course
NCO - non-commissioned officer
PME - professional military education

Transformational Followership in the U.S. Army Part 1

By COL Michael L. Shenk

In the midst of an Army working energetically to reinforce and promulgate its professional military ethic, while acknowledging the issue of persistent leader toxicity, there exists an opportunity to more clearly define the follower's role in leadership success.[1] Given the challenge of prescribing a one-size-fits-all solution to the complex human interactions that define leadership, the author recommends a more inclusively defined relationship between leaders and the led – one that specifically endorses the opportunity for commissioned officers, noncommissioned officers, and enlisted Soldiers to practice transformational followership.[2]

The Army's guiding leadership doctrine, Field Manual (FM) 6-22, describes leader attributes to be "what an Army leader is" and core leader competencies to be "what an Army leader does."[3] It further defines leadership as "the process of influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improving the organization."[4] The doctrinally ascribed leader attributes (character, presence, and intellectual capacity) and competencies (leading, developing, and achieving) combine to illustrate "high performing leaders of character."[5]

While the Army's leadership concept defined by FM 6-22 is worthy of accolades, it fails to adequately capture the importance of followership and the contributions highly developed followers make to leadership outcomes. Despite the main body of early leadership literature likewise focusing on individual leader characteristics and traits, the Army should view leadership as something done between people—a relationship between the leader and the follower.[6]

To achieve a common understanding of the term transformational in the context of the leader-led relationship, one must first consider a leader's traditional bases of power.[7] See Figure 1. The leader bases of power lend credence to two overarching leadership styles - transactional and transformational.[8]

Transactional leadership is predominately grounded in a leader's legitimate, coercive, and reward power bases and appeals most effectively to the lower-level needs of subordinates in exchange for their obedience. Needs including food, shelter, acceptance, exchange of money, benefits, and recognition are exchanged for accomplishing the wishes of the leader.[9] Meeting followers' needs through such transactions serves initial and intermediate leader purposes, but does little to bond the leader and follower

Taxonomy of Social Sources of Power	
Expert	Based on the leader's knowledge and expertise
Referent	Based on the leader's strong social ties and interpersonal skills
Legitimate	Based on the assigned organizational role including power and authority
Reward	Based on the leader's control of desired resources
Coercive	Based on the leader's ability to administer negative sanctions or remove positive ones

Figure 1

together in shared growth once the transactions are made. More significantly, transactional leadership can preclude substantive organizational change and perpetuate and legitimize the status quo.[10]

Transformational leadership more readily enables an organization's potential for meaningful and long-lasting improvement. It is based on two-way interaction between the leader and the follower with each seeking to transform the other to higher levels of performance.[11] Leaders maximize follower relationships by recognizing and engaging followers' higher-level needs. If met, needs including self-esteem, competency, self-fulfillment, and self-actualization will have major impact on the people and groups that transformational leaders lead.[12] Satisfying such higher-order needs will heighten followers' awareness of the organization's goals and the means to achieve them and convince them to take action for the collective good of the organization.[13] If an organization's goals and the vision to achieve them can be positively linked to the values of both its leaders and followers, then the followers will be taught how to become leaders in their own right and incited to play active roles in organizational change.[14] Transformational leadership theory was the first to define the success of leadership as being the development of followers into leaders.[15]

Returning to current Army doctrine, FM 6-22 defines a leader to be "anyone who by virtue of assumed role or assigned responsibility inspires and influences people to accomplish organizational goals."[16] While the definition intends to capture the willing follower who acts in a leader capacity by necessity of circumstance, it is the author's assertion that the definition fails to capture the necessary contributions of the purposeful follower or the variability of the situations in which leaders and followers interact. The interactions between leaders, followers, and subordinates (distinction intended) best define the leadership phenomena. The traditionally applied downward focus between leaders and the led cannot guarantee organizational improvement; however, the synergy created through interactive leader-led partnerships can set the conditions for consistent growth of the organization and the individuals therein. "Leadership is an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes."[17]

Townsend and Gebhardt describe the complementary leader-follower component of this relationship as a continuum marked by strongly successful leadership on the left through passively ineffective followership on the right.[18] See Figure 2. Army leaders often actively perform both leadership and followership roles due to the Army's hierarchical framework. The ability to move seamlessly from follower to leader and back again greatly enhances the Army leader's individual effectiveness and his or her understanding and achievement of the organization's vision and goals, respectively.

Followership is a shifting role within unique circumstances where followers must alternate effectively between leader and follower roles. "Employees can occupy both follower and leader roles simultaneously."[19] This is inherently true in a hierarchical organization like the Army, where defined leadership positions nest within ever-increasing unit size and complexity. Considering the decentralization of mission execution and the potential for geographical dispersion, opportunities for followers to assume situational leader roles are readily apparent. As a simple example, an Army battalion commander is the leader of and practices leadership in his or her battalion, while maintaining a follower role and practicing followership

Figure 2

with respect to the brigade commander legitimately positioned above. The differing situations in which these leader and follower experiences occur define the multitude of leadership outcomes that are possible.

Absent a more academically robust definition of follower and followership, Chapter 7 (Leading) of FM 6-22 fails to adequately differentiate between follower and subordinate, especially when describing the characteristics of compliance-focused influence.[20] In most cases, the word follower (appearing 40 times in FM 6-22) should be replaced with more precisely defined terms to which the context applies. The deliberate definition and use of superior, follower, and subordinate (as most frequently inferred by FM 6-22), would facilitate the inclusion of followership and lend greater clarity to the doctrine in light of most recent literature. Army followers have made a choice — a choice to be a part of the Army professional military ethic and the leaders' vision to achieve mission accomplishment. "In most effective form, followership is equivalent to leadership in importance for achieving group and organizational goals."[21]

The terms subordinate and follower should not be used interchangeably in published Army doctrine or institutional vernacular. They are different in application and must be distinguished from each other. Subordinate should be used when describing the legal authority relationship (based on legitimate power) that exists between a military member (rank immaterial) and the officers appointed over him or her. The Army oath of enlistment provides the clearest representation of such a singular subordinate definition. "I will obey the orders of the President of the United States and the orders of the officers appointed over me, according to regulations and the Uniform Code of Military Justice" has served to define the Army superior-subordinate relationship since 1789, later modified by Constitutional amendments in 1960 and 1962.[22] Subordinate does not inherently imply the quality of the relationship; it merely defines a legally sufficient relationship between commissioned officers and enlisted members (including noncommissioned officers).

Descriptively, the term follower should be more subjectively defined as an Army commissioned officer, noncommissioned officer, or enlisted Soldier (ranks immaterial) who interacts broadly with subordinates, peers, and superiors to enable the actions of the leader of the organization to which the follower belongs. Such a definition is inherently layered, as the organization ranges from the Army squad to the Army as an institution. A leader of an organization is inherently a follower in a parent organization. The actions followers perform and the results they achieve should be termed followership. The interaction between followers and leaders that facilitates (or detracts from) the organization's mission should be integral to the definition of Army leadership. While different with respect to many actions performed and responsibilities assigned, leadership and followership are complimentary, and when executed in support of leaders' vision and goals, even synergistic. "Followers play a key role in organizational success and failure, yet both are often attributed solely to leadership."[23]

Army followers share a common purpose and believe in what their leaders and organizations are striving to accomplish. They contribute to positive command climate and unit cohesion and ultimately enable mission accomplishment. In the negative circumstance, Army followers could detract from the leader's vision and the unit's mission accomplishment — reducing the effectiveness of their team and disintegrating climate and cohesion. In the most dangerous sense, followers could exercise persistent negative leadership without explicitly violating legal orders, regulatory guidance, or military law. For example, a follower who is complicit with a leader's unethical or immoral conduct or otherwise cynical with respect to an ethically and morally sound leader would be exercising negative followership. Such actions frustrate the leader-led relationship and significantly retard the growth potential for the individuals concerned and the organization as a whole. Affording both negative and positive connotations to followers and followership maintains consistency with the most recent literature, which extends similar full-spectrum definitions for leader and leadership. "In the real world, in everyday life, we come into constant contact not only with good leaders and good followers doing good things but also with bad leaders and bad followers doing bad things."[24]

Part II of "Transformational Followership in the U.S. Army" will examine the author's proposed model for the Army Transformational Follower and include recommended changes to the Army's capstone leadership doctrine.

Biography

Colonel Michael Shenk, U.S. Army, is currently the Commander of the Army Air Traffic Services Command (ATSCOM) and the 164th Theater Air Operations Group (TAOG) at Fort Rucker, Alabama. He holds a B.S. from Clarion University of Pennsylvania and an M.S. from the Naval Postgraduate School, Monterey, California. During his career, COL Shenk served with the 12th Aviation Brigade, 101st Airborne Division (Air Assault), 1st Cavalry Division, the III U.S. Corps, and United States Forces -Iraq. He deployed for Operations Desert Shield and Desert Storm and has multiple deployments in Operation Iraqi Freedom and Operation Enduring Freedom. COL Shenk has taught mathematics at the U.S. Military Academy, West Point and served as the Professor of Military Science at Auburn University at Montgomery, Alabama.

Endnotes

1 Analysis following two consecutive Army-wide surveys (The Center for Army Leadership Annual Survey of Army Leadership (CASAL) in 2009 and 2010) found that "the vast majority (83%) indicated directly encountering leaders who were over-controlling, inhibitive of innovative thinking or generally created a negative working environment in the last year. In fact, over a third (35% in 2009; 46% in 2010) indicated that they had firsthand experience with 3 or more leaders demonstrating these behaviors, indicating significant presence," John P. Steele, Antecedents and Consequences of Toxic Leadership in the U.S. Army: A Two Year Review and

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Mission Command as a Leader-Centric Command Philosophy

By COL Brian E. Dillon

Mission command is a leader-centric command philosophy that requires special emphasis on leader development. During more than a decade of persistent conflict we have seen that our Army must conduct adaptive, decentralized operations in order to defeat adaptive, decentralized enemies. As our current conflicts subside we must continue to prepare our leaders, confident that our future enemies will be as adaptive and agile as the enemies we face today. Mission command anchors and institutionalizes the lessons of the past decade into our doctrine for future wars. Army leaders grow and develop through a combination of self-study, professional military education, and most importantly through operational experience at the unit level. Commanders are responsible for creating leader development programs at the unit level that train and educate leaders for success. The six principles of mission command provide commanders with a framework to create leader development programs that will help prepare leaders for the complexity and uncertainty of future conflicts. This article examines the six inter-related principles of mission command and relates them to leader development programs in operational units. As we decentralize operations, we multiply the number of decision makers on the battlefield and the importance of leader development increases proportionally. Our success in future conflicts will be defined in large part by our ability to develop adaptive leaders at all levels who are competent and confident employing the principles of mission command.

1. Build cohesive teams through mutual trust: There are many benefits to building cohesive teams, but none is more important than building trust among leaders. By building mutual trust throughout the chain of command, subordinates are more likely to display initiative, and senior leaders are more likely to delegate authority. We create trust through consistent behavior over time. Leaders take a major step toward building mutual trust by investing time to develop leaders. The time dedicated to leader development provides leaders the opportunity to observe and identify consistent behavior. The specific team building (trust building) event itself is not as important as investing time to develop more trusting and trusted leaders. Team sports, mission analysis, spur rides, or tactical training can all be meaningful activities when conducted in a climate that fosters trust. Conversely, idiotic hazing rituals are especially damaging because they destroy mutual trust.

2. Create shared understanding: Leaders collaborate to create shared understanding of the operational environment. Our recent experience has shown that we create shared understanding from the bottom-up. Junior leaders typically log more flight hours and gain more experience in the operational environment. A leader development program should ensure junior leaders understand their critical role in creating shared understanding, and also help to educate junior leaders on what to look for and report as they operate across the battlefield. Written commander's critical information requirements help define information needs, but discussion and collaboration among all leaders help junior leaders make sense of and contribute to these requirements. Senior leaders further contribute to this process by demonstrating the humility to listen. Listening in turn helps build mutual trust.

3. Provide a clear commander's intent: Commander's intent drives our actions because providing more detailed guidance does not work on the modern battlefield. Commanders direct operations by describing the purpose, key tasks, and desired outcome. But commander's intent is not confined to paragraph three of an operations order. Commanders provide intent continuously. Time invested in leader development provides the commander an opportunity to communicate intent in ways not possible in a few, short written sentences. Commanders can't predict the specific challenges subordinate leaders will face on a modern battlefield so we prepare for this uncertainty by developing mutual trust, creating shared understanding of the environment, and providing clear commander's intent.

4. Exercise disciplined initiative: Commander's intent sets the boundaries for disciplined initiative. Our mission briefing process tends to restrict initiative, and this is partly the result of past acts of indiscipline. At the same time we allow air mission commander's incredible autonomy to accomplish missions within the confines of the mission brief. Our leader development programs need to emphasize that disciplined initiative

is indispensible, but only when it is nested within the boundaries of the commander's overall intent.

5. Use mission orders: Junior leaders can easily misunderstand the concept of mission orders. Mission orders provide the what and the why, while leaving subordinate leaders to determine the how. Leader development programs must emphasize the distinction between engaged leadership and micromanagement. We avoid micromanagement when we trust subordinate leaders to determine how best to accomplish the mission and meet the commander's intent. Mission orders do not relieve leaders at all levels of the responsibility to lead, supervise, and resource operations. As we delegate authority for decentralized operations, we retain responsibility to ensure there are sufficient resources and leadership to enable success. Even the most trusting leader has the responsibility to provide leadership and oversight of operations throughout execution.

6. Accept prudent risk: Risk management is probably the most important topic to discuss in leader development sessions. Aviation leaders confront life or death decisions on a daily basis, and we must develop a deep appreciation for risk management among leaders at all levels. Junior leaders possess enthusiasm and an invincibility that are the lifeblood of our Army. Most junior leaders would risk death before they accept failure, even in training. Leader development must temper this enthusiasm with the realities of our profession. At the same time, a leader development program must guard against risk aversion. By accepting prudent risk, we recognize that we can mitigate and minimize risk, but we can never eliminate risk entirely. Balancing risk with opportunity is a difficult and ever-changing equation that challenges even our most experienced leaders. Certainly no topic is more important for leaders to understand than accepting prudent risk.

The exact nature of future conflicts will always remain unpredictable. However, we can be confident that future enemies will attempt to offset our immense advantages in personnel, training, technology, and information by conducting dispersed operations that capitalize on local and limited opportunities. Our junior leaders will continue to confront complex tasks and difficult decisions. The principles of mission command do not prescribe a specific leader development program for operational units, but they do provide a framework to develop the adaptive and trusted leaders that will succeed in future conflicts.

Biography

COL Brian Dillon is a leadership instructor at the Command and General Staff College, at Ft Leavenworth, KS. His previous assignments include Commander, 3-159th ARB (Quickstrike) in Illesheim, Germany and Senior Aviation Trainer at Joint Maneuver Readiness Center at Hohenfels, Germany. He is an AH-64D pilot, and a master aviator with multiple deployments to Afghanistan and Iraq.

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Constructive LEADERSHIP, Candid Followers and Supportive Environments

By LTC David K. Almquist

Current headlines often offer a dismal view of failed leadership. Whether in politics, military, or civilian corporations; the American citizen is berated with situations leaving them shaking their head. The "leader" did what..., nobody intervened..., what contributed to the situation? Unfortunately, the Soldier and our Army are part of this front-page story that sits "above the fold"; we too are not immune to leader failure press. While analysts and critics try to figure out poor leader decisions, I posit a different approach. We are obligated to re-evaluate leadership from a comprehensive level; simply, the leader is only part of the equation. Who else plays a role? I suggest we need a better definition of leadership and further hypothesize that followers and the environment have an equal ingredient in situations gone bad. We need to turn this conversation around, seek positive leaders, examine the followers' responsibility and assess the organizations' role in LEADERSHIP development.

LEADERS

It is impossible to gain consensus on the definition of a leader, so I will not attempt to persuade the reader on any singular theorist or concept. I propose the best "definition", rather, is a compilation of ideas, consider transformational, servant, or moral/ethical leaders. In a similar vein, recent studies examine a link between leader characteristics, leader behaviors, and the interrelated nature of each aspect. Simply, which perspective is "greater"; the leader's individual traits or the actions of the leader? For the purpose of defining leaders, I intend to focus us on goals and outcomes as the appropriate measure for leaders. This nuanced approach sets the stage for the trilogy of successful LEADERSHIP, a holistic view.

Beyond Leaders, LEADERSHIP DEFINED

Leadership is an evolved solution to the adaptive problem of collective effort and involves the interactions of leaders, followers, and environments. Leadership, at its core, involves influencing individuals to forego self-interests and contribute to group goals. Furthermore, significant achievement REQUIRES leadership to unite people, channel their efforts and encourages their active contribution toward the goals of the enterprise. Therefore, leaders are "architects" or "gardeners"; they build for the collective, they create for the group, leaders construct for the "whole". Leadership is a collaborative process based upon mutual goals where followers work willingly toward organizational objectives.

Consider for a moment, in this context, the concept of "vision" and commander's intent. Great units have collective aim points for the long-term benefit of the organization; great cohorts "see" where they are going and are all moving along an axis of advance to reach the objective. Since leaders set the goals and ensure the outcomes, where are WE going? If these goals are self-serving, oriented on the benefit of a few, or fail to change behavior, a "bad" leader is responsible. But in contrast, a "good" leader inspires others to BE something greater; places the GROUP above the individual and ensures EVERYONE has a role. Constructive leaders persuade and empower, not control and coerce. In the end, the quintessential measure of leadership concerns the organization's collective performance over time, how it affects the quality of life of the cohort and the realization of the group's purpose. Leaders certainly are important, but LEADERSHIP is more than leaders alone.

FOLLOWERS

The second, yet often unaddressed component of leadership is the follower. Scholars suggest human motivation is the key for examining interplay between the leader and follower. What are the followers' needs for: status, belonging, meaning, and purpose? Good leaders create a community with a shared system of beliefs and a larger sense of purpose with opportunities for individuals to attain status and recognition. Since leaders must address these basic inclinations, the leader-follower relationship is critical to this concept of LEADERSHIP.

Although simply stated, the number one responsibility of the follower is to tell the truth, not shaded in opinion, but the truth. This professional honesty highlights a potential internal conflict between individual needs and group goals. Selfless followers from across the organization do not act to ingratiate themselves or prevent the leader from hearing the truth; rather, it is their responsibility to suppress the short-term individual motivations for the long-term group goals. In addition, this prevents homogenous thought and enables creative friction focused on organizational success. If trust is not the

bedrock of the leader-follower relationship, organizational paralysis will occur and the followers will become increasingly passive and lose initiative. In the end, when we are all thinking, talking and acting the same way, diverse opinion may be suppressed

In candid settings, followers are freer to disagree, more involved in determining the goals, and more capable of affecting the leadership of their organization. After considering the leaders' role and the followers' responsibility, there is the third and final keystone to positive leadership; the environment that supports both.

SUPPORTIVE ENVIRONMENTS

After examining the leader and follower, the natural progression of a comprehensive leadership definition is the assessment of the conditions where leaders and followers interact. To further illuminate this construct, I offer the following list of organizational markers to describe conditions conducive to positive leadership with a short title, definition and its impact to the leader and follower.

Organizational Transparency - Ability of members to "see through" groups and systems. Translucent actions and processes create and foster trust, the foundation of great leadership. This condition leads to an enhanced understanding of decisions, behaviors and predictability between groups.

System Power "Balance" - The organization's system of processes providing equitable oversight and restraint. Effective processes take power away from individuals and place it in neutral locations where issues can be debated and resolved more equitably.

Organizational Stability - Clearly defined rules and how often they change. Stable systems provide leaders and followers a common playing field with the similar set of rules. In positive environments, system stability fosters a culture that lessen anticipations and inhibits leaders' exploitation of the unknown.

Flat Organizational Structures - The amount of levels/gates/boundaries between individuals and groups in the organization. Less stratification of the unit and decentralized decision-making creates a culture of independence and action among followers.

Cultural Homogeneity - Totality of "likeness" between groups and sub-groups of the organization. Diverse perspectives and points of view provide required critical analysis and creative disagreement. Increased homogeneity makes it easier to bring a similar group together while a diverse constituency is less likely to defer to one person's view.

Distribution of "Motivations": Manner in which rewards and punishments are executed throughout the organization. Supportive positive environments prevent the origins of discontent and decrease the influence of leaders who promote inequality of its members.

Clearly, the third element of leadership, the environmental context that contributes to constructive leaders and candid followers is linked to follower-leader interactions because the characteristics of leaders and followers create the environment and vice versa. This reciprocal relationship among leaders, followers and environments form a better description of leadership. Considerate, constructive leaders empower followers and render them protected. An effective organizational culture enables trust to permeate every action of the group and this, in turn, affects followers' satisfaction and aligns individual motivation with group's goals.

The study of leadership in all of its manifestations is important to the further development of the discipline and the Army profession. In my view, I contend leadership is due for a more comprehensive definition; one that encompasses leaders, followers, and the environment. This definition focuses on organizational goals and outcomes, rather than isolated analysis of characteristics and motives of leaders and followers. In conclusion, leadership should be studied from a perspective that underscores the reciprocal nature of interconnection of leaders, followers and contexts that make good LEADERSHIP possible.

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Leader Development:
Understanding How We Learn and the Implications on Leader Development

By: LTC RJ Garcia

Leaders are made, they are not born. They are made by hard effort, which is the price which all of us must pay to achieve any goal that is worthwhile.[1]

— Vince Lombardi

Despite the timeless wisdom of Vince Lombardi, teachers, students, and practitioners of leadership spent many years researching the question, "Are leaders born or made?" As a credit to their efforts most experts agree that leadership is a skill learned over time—we can all learn to be a good leader. Experts also agree that learning to be a good leader takes a focused, structured approach that isn't always easy to accomplish. If becoming a great leader is something we can learn, then understanding how we learn is the cornerstone of becoming a great leader. Learning leadership is no different than learning any other subject and understanding adult educational theories is paramount to understanding how to learn leadership.

David A. Kolb developed the Experiential Learning Cycle (Kolb's name may sound familiar to you since almost everyone at some time or the other has taken his widely popular inventory, the Kolb Learning Style Inventory). This cycle describes the process of human learning; an iterative process based on experiences. This cycle consists of:

1. Concrete experiences
2. Observation & critical reflection
3. Abstract conceptualization & generalizations
4. Active experimentations-testing out new ideas [2]

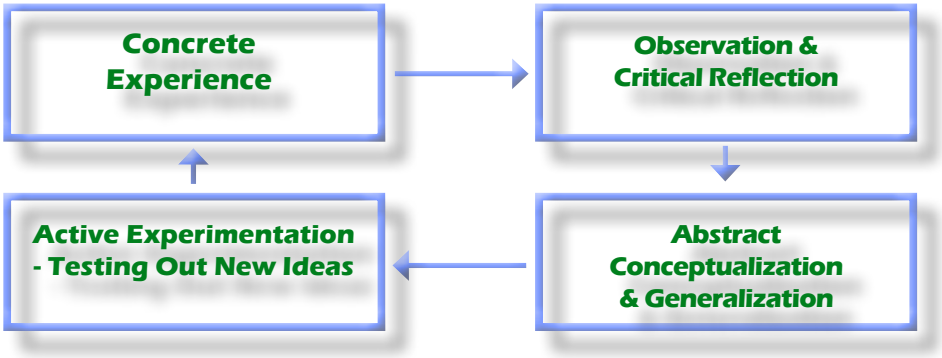

Figure 1: The Kolb Experimental Learning Cycle

In short the way we learn is by doing something (concrete experiences), thinking about it (observation and critical reflection), developing new knowledge (abstract conceptualization & generalizations) and finally doing it again (active experimentation). Over time we build knowledge on a subject by continually applying the lessons learned from our previous experiences.

In the United States Military Academy's core leadership course, PL300: Military Leadership, teaching and learning leadership is based on a similar model. Instructors teach and cadets learn leadership through the Leader Growth Model (LGM). This model consists of our experiences, reflections and new knowledge contributing to becoming better, self aware leaders. Similar to Kolb's Experiential Learning Cycle, the LGM models a process where we become better, self aware leaders by doing something (experience), reflecting on it (reflection), and gaining learned lessons (new knowledge) to apply in future leadership experiences.[3]

Figure 2: The Leader Growth Model

Experiential learning is widely accepted as a valid model for learning, thus it has implications on how we develop our leadership and, most importantly, on how we develop the leadership of our subordinates. In order to improve leader development (ours or our subordinates), we must focus our efforts on what we can affect—the experiences, reflection, and new knowledge gained while becoming better, self aware leaders.

Experiences

A close look at the 2011 Center for Army Leadership Annual Survey of Army Leadership (CASAL) provides insight into how valuable experiences are to Army Soldiers. When asked "How much of a positive impact has each of the following practices had on your development?" respondents rated the following three as the highest: deployment operations (79%), opportunities to lead others (63%), and on-the-job training (61%).[4] Clearly Army leaders consider experiences as the most valuable practices in their leader development. As teachers, coaches, and mentors we owe our subordinates every effort to provide them with realistic, relevant, and resourced training and experiences.

However the leader implications on experiences go well beyond providing realistic, relevant, and resourced experiences! In his Technology, Entertainment, Design (TED) 2011 presentation, GEN(R) Stanley McChrystal discusses two experiences he had and the power of leader actions on those experiences:

As one of my first battalion commanders, (I worked in his battalion for 18 months), the only conversation he ever had with LT McChrystal was at mile 18 of a 25-mile road march, and he chewed my ass for about 40 seconds. And I'm not sure that was real interaction. But then a couple of years later, when I was a company commander, I went out to the National Training Center. And we did an operation, and my company did a dawn attack—you know, the classic dawn attack: you prepare all night, move to the line of departure. And I had an armored organization at that point. We move forward, and we get wiped out—I mean, wiped out immediately. The enemy didn't break a sweat doing it. And after the battle, they bring this mobile theater and they do what they call an "after action review" to teach you what you've done wrong. Sort of leadership by humiliation. They put a big screen up, and they take you through everything: "and then you didn't do this, and you didn't do this, etc." I walked out feeling as low as a snake's belly in a wagon rut. And I saw my battalion commander, because I had let him down. And I went up to apologize to him, and he said, "Stanley, I thought you did great."And in one sentence, he lifted me, put me back on my feet, and taught me that leaders can let you fail and yet not let you be a failure.[5]

GEN(R) McChrystal shows that experiences aren't tests; they are part of the leader development process. In fact Soldiers rate experiences as the most important part of leader development. GEN(R) McChrystal frames the issue perfectly —Leaders must provide failure tolerant experiences for subordinates in order to increase the value and effects of our experiences on our leader development.

So how do we become failure tolerant? During the mid-90's our Army had become a "zero defect" organization. Senior Defense Department officials were frustrated that this type of environment was stunting the growth of leaders. Defense Secretary William J. Perry briefed the Senate Armed Services Committee that when he evaluates commanders, "he looks at their leadership, character, courage, and confidence, not whether they've made any error. Errors are lessons to learn from."[6] Secretary Perry's comments are words every leader should live by. Richard Farson and Ralph Keyes have researched the value of failure tolerant leaders. In their Harvard Business Review article, "The Failure-Tolerant Leader" they outline the characteristics of failure tolerant leaders and the power they have on organizations and leader development:

1. **Get engaged**: Failure tolerant leaders get involved with subordinates. They understand what subordinates are doing and engage in conversations that, psychologically, are similar to the high performance zone that athletes are in at their very best. In this zone, high performers are not worried about the immediate right or wrong, but the small adjustments to achieve long term success.

2. **Don't praise, analyze**: This is not to say that jobs well done should not be rewarded, they should, but many times the process to praise involves judgment and can result in the opposite of praise-failure. Leaders should analyze projects and contribute to the experience.

3. **Earn empathy**: Leaders should share their failures. This open dialogue provides two things, first lessons learned, and second, an example that encourages subordinates to continue growth and reinforces the idea that we can learn from failures.

4. **Collaborate to innovate**: Remove competition from the environment and create an organizational climate where members collaborate to create new ideas and share lessons learned.

5. **Give the green light**: Reinforce to subordinates that failure is ok. At the organizational and individual level it is how we grow and become better.[7]

Farson and Keyes encourage failure, but acknowledge that there are failures and then there are 'failures.' Actions of negligence, disobedience, violation of the Uniform Code of Military Justice, etc should not be tolerated, but beyond these, the practice of failure tolerance and its relation to subordinate leader development is powerful. Our subordinates place the highest value of leader development on experiences and as leaders we should enable these experiences and increase their value, including the ones that fail and ultimately lead to their development.

Reflection

Crucial to our learning is the process of reflecting on experiences and actions during those experiences. One of the

biggest misconceptions on reflection is that it's 'thinking' about what happened and ultimately a waste of time. Nothing could be further from the truth. Reflection is a much deeper and a more complex action than 'thinking' about something and it is arguably one of the most important components to leader development. Reflection involves:

1. *Analyzing* what happened, working out why it happened as it did, identifying the causes and consequences of what happened and considering what alternative behavior or effects were possible.

2. *Evaluating* what happened to make judgments about the events and your own and others' behavior, asking yourself if your actions or decisions were the most appropriate, were successful, and the effect they had on others

3. Drawing *hypotheses* about what else might have happened or been done, or what alternative decisions might have been made.

4. Assessing your *emotional responses*, asking yourself how you felt about the events and how you think others felt about them (using your emotional intelligence).[8]

Reflection is difficult for many reasons, but mainly because of self-serving bias; a common attribution error where people attribute their success to personal reasons and their failures to external or situational factors. In short, if we are successful we think it's because we are good, if we fail it's because of other people or the situation. This error prevents us from taking an objective look at our experiences and applying lessons from them to future experiences. When we get past self-serving bias and reflect on our experiences, we can understand why our successes and failures happened and how to exploit our strengths and understand and develop our weaknesses.

The idea of reflection and its components may sound familiar—they are the basis for the Army after action review (AAR). We can all think back on an AAR that wasn't pleasant, but in the end our unit got better from the experience and the feedback. In the same way, reflection is an individual's AAR and in order to develop our subordinates we need to serve as an "Observer-Controller" ("Trainer-Mentor" if you are at the Joint Readiness Training Center) for our subordinates as they reflect on their experiences. Leader involvement helps subordinates overcome self serving bias, challenge the generalizations and assumptions of subordinate mental models, and find the true meaning in their experiences.

New Knowledge

In one way, new knowledge is the product of our experiences and reflections. By demonstrating failure tolerance, allowing subordinates to take advantage of experiences, and helping them reflect on what they learn during these experiences we create the structure and process for leader development. New knowledge can be gained in other ways and leader developers serve as a catalyst for subordinates acquiring new knowledge. If you look closely at the LGM the arrows go both ways and despite the order of introduction in this article, "better, self-aware leaders" can be created starting with any component of the model.

The 2012 CASAL Report shows that when asked, active duty leaders find the following practices have a positive impact on their development:

1. Civilian Education: 58%
2. Institutional Education: Resident: 51%
3. Institutional Education: Non-Resident DL: 28%
4. Formal Leader Development Programs in Units: 25% [9]

Clearly subordinates see a gap between their leader development in units and formal education opportunities. How does this translate to leader developers in units? There is a tremendous need and opportunity to structure and conduct formal leader development programs in units and thus create new knowledge. Many times formal leader development in units takes the form of professional development programs such as officer professional development or non-commissioned officer professional development. Developing these programs into a series of quality events is daunting and time consuming, but not impossible. In fact, as leaders of our Army we owe it to subordinates to give them the very best unit leader development programs in order to continue their growth as leaders.

We've probably all been a part of a formal unit leader development program. For as many good ones we've been a part of, we've been a part of an equal number of bad ones. The good ones seemed focused and relevant; the bad ones exactly the opposite—a waste of time and a series of random meetings where the relevance of the subject was always in question. All formal unit leader development programs have the right intention, but the really good ones are effective because they set the conditions for leader education and not surprisingly have four things in common with motivational conditions of adult learners.[10]

1. **Inclusion**: Inclusion fosters involvement. The best unit leader development programs allow all students to take part. We can all remember sitting in a professional development session and feeling like Charlie Brown, from "The Peanuts" comic strip, sitting in class listening to his teacher drone on. Students should be doing the talking, exploring the subject, and learning from the creation of knowledge and ideas. Inclusion also implies that there is a respect for all ideas (both from peers and the leader) and these ideas are discussed and explored.

2. **Attitude**: The attitude of the teachers and leaders drives the students to learn. If the attitude of the instructor(s) is that leader development sessions are just another task to be checked off, then that's exactly how students will approach it—just another task, as opposed to an important part of their leader development. Attitude is reflected in the resourcing, scheduling, and effort put forth.

3. **Meaning**: The agenda or curriculum should be applicable to their current

roles and responsibilities and build upon knowledge gained, leading to more complex discussions, eventually leading to their future roles and responsibilities. It's great to discuss strategic issues the Department of Defense is facing with lieutenants, but most of them are still trying to figure out what to do on a daily basis while serving at the direct level of leadership.

4. **Competence**: Humans, by nature, want to develop competence. Successful leader development sessions have a way to measure competence. This isn't a written or oral test per se, but some way for students to feel like they are increasing competency in professional requirements and individual skills. A great example would be to assign a flight company platoon leader to brief and lead the other platoon leaders on a maintenance (ground or air) terrain walk. This officer should do the research by meeting with the aviation unit maintenance commander, production control and quality control officers, and all the section leaders involved, and back briefing the battalion commander prior to the terrain walk. During this back brief, corrections should be made, viewpoints discussed, and explored. By execution time, the officer has actually learned something that affects his daily life. He has briefed it to not only his superiors, but his peers. He has developed competency across his professional requirements and improved individual skills.

Ultimately what leaders want to create is an environment where subordinates want to come to unit leader development programs (inclusion) with instructors who care and put effort into the process (attitude), on subjects that matter to them (meaning), and when they leave they want to feel like they gained an increased knowledge (competency). When we do this we create unit leader development programs that create new knowledge and build better, self aware leaders.

Leaders are made and leadership is a learned skill. Every leader has an obligation to develop this skill within their subordinates. Understanding the process of experiential learning, where experiences, reflection and new knowledge are part of the leader development process, helps leaders to understand how subordinates learn to be better, self aware leaders. To aide in this process, leaders should provide experiences where subordinates can learn from success and failure alike, help subordinates reflect on these experiences in order to analyze, evaluate, draw hypotheses, and assess emotional responses from experiences, and finally develop quality unit leader development programs that create new knowledge and competencies required and useful in their profession.

Biography

LTC R.J. Garcia is currently an instructor in the Behavioral Sciences & Leadership Department at the United States Military Academy at West Point. His previous assignments include Brigade Executive Officer, 1st Air Cavalry Brigade, 1st Cavalry Division and Battalion Operations Officer, 4-227 Attack Reconnaissance Battalion, 1st Air Cavalry Brigade. He has deployed in support of both OEF and OIF. His military and civilian education includes Command and General Staff College, a Bachelor of Science in Civil Engineering from USMA, and Masters of Science in Adult, Continuing, and Occupational Education from Kansas State University. He is rated in the AH-64D Longbow.

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Acronym Reference

AAR - after action review
CASAL - Center for Army Leadership Annual Survey
LGM - learning growth model
TED - Technology, Entertainment, Design

From the archives of ***Aviation Digest*** - December, 1970 - Times may have changed since the seventies, but principles that make a good leader have not.

GUNSLINGER

THE TROOP COMMANDER walked into his room, dropped his "chicken plate" in the corner, stored his flight gear and plopped down in his plastic Vietnamese lawn chair. Every fiber of his body ached from the long hours of being strapped into the command and control helicopter. It had been one of those rare days when combat activity had been slow, yet he felt as though a disaster was about to strike his unit. One thing of which he was sure was that disaster was about to strike two of his young lieutenants.

Why? Why did he feel this eerie feeling of double disaster? The two

...OR COMBAT LEADER?

A unit commander needs more than courage and aggressiveness to be a leader

Major Richard H. Marshall

lieutenants were the "last straw" as there were many underlying factors that had been building up during the 3 weeks since he had assumed command of the air cavalry troop. His ire had forced him to tell the lieutenants to report to his quarters in 45 minutes rather than immediately. This delay would allow him time to think out the problem.

Both of the young officers were flight section leaders. One had a scout section and the other a gun section. That day each had failed to comply with established policy, but each in separate incidents. One had tactically violated policy while the other had administratively struck down a subordinate.

The commander had observed the gun section leader leading his section low level the entire 40 miles from the area of operation to the base camp. It was unit policy that enroute low-level flight was prohibited unless the tactical situation dictated otherwise.

The scout platoon section leader had submitted an efficiency report on one of his subordinates that basically said, "George flies helicopters." And he had neglected to submit recommendations to the troop commander for two valor awards for members of his section who had heroically participated in a combat action 3 months earlier.

Both section leaders had outstanding individual combat records, so where was the problem? The commander answered his own question—*because they are gunslingers rather than combat leaders.*

What is a gunslinger? He is a young, dynamic bundle of unlimited potential that plans to conquer the world with sheer boldness. He has more courage than the average, loves beer, war stories, deviation from the prescribed military uniform, sun bathing, movies, parties, floor shows featuring an all girl cast, motorcycles, guns, chatting on the radio and, last but not least, hotrodding aircraft. His greatest pleasures in life, to mention a few, are flying low level, out-of-ground effect, and in and around the enemy. He enjoys shooting any kind of aerial weapon and loves to hear his own ordnance explode. He likes all his platoon members and lets them know by the first name basis that he has established. He hates paperwork, maintenance, getting up early, briefings, corrections, military publications, regulations and cleaning weapons.

In contrast, what is a combat leader? His likes are basically the same but he learns to blend them professionally. He flies his aircraft within prescribed limits and his own capabilities and ensures that this standard is complied with by all of his subordinates. He readily accepts his mission and then applies whatever procedures and techniques are required to accomplish that mission. He ensures that he does those things that he dislikes. After he acquires a knowledge in these subjects, he replaces his dislike for them with job satisfaction. He gets to know the capabilities, limitations and the problems of his people—rather than just their first names.

The commander's temper cools and he smiles to himself when he recalls that there were times not too many years ago he might have been classified as gunslinger.

How in the world do we become gunslingers, or for that matter combat leaders? A gunslinger is born out of the male ego and a desire for adventure. A combat leader is developed from knowledge, maturity and a desire for mission accomplishment. Both have an abundance of courage, determination and initiative, but one controls his actions while the other reacts from impulse. The combat leader perceives danger and calculates his every move. He thinks "teamwork" and acts accordingly. The gunslinger does not have the ability to perceive unsafe conditions and is inclined to become a one-man show. Often his last act in life is to mark his position with the smoke of his burning aircraft. One continues to learn and mature while the other plays.

A combat leader is a professional that applies his professionalism to all that he does in preparation for combat or during actual combat. A gunslinger is a statistic moving without direction. The combat leader accepts the additional responsibility of promotion while the gunslinger accepts only the prestige of promotion. The combat leader will recommend while the gunslinger criticizes. Actually they are both the same—one with guidance and the other without.

A knock at the door reminds the commander of a very important primary duty: guidance to the young leader. He tells the two officers to come in, leaves them at attention and asks, "What is a gunslinger?"

Army Joint Suppport Team:

Educating Army Aviation for the Joint, Interagency, Intergovernmental and Multinational Effort

By LTC Dean Hagadorn, MAJ Jeff Dahlgren, and MAJ Kim Mitchell

Army aviation personnel have gained invaluable experience, education and training in joint, interagency, intergovernmental and multinational (JIIM) operational environments through multiple deployments over the last decade. Army Doctrine 2015 recognizes that the success of the Army's mission is dependent on integrating Army capabilities with those of other joint and multinational forces. Army Doctrine Publication 3-0, Unified Land Operations, builds from previous Army doctrine, acknowledging "success requires fully integrating operations with the efforts of joint, interagency, and multinational partners." The Army's operational doctrine further assigns Army leaders the responsibility for integrating Army operations within this larger effort. One should anticipate emerging Army Aviation doctrine will focus aviation priorities toward full integration into the JIIM effort or at least focus on integrating aviation capabilities as part of the JIIM force. Either assumption should shift the focus of the Army aviation community to provide Soldiers adequate, relevant, and timely education on the JIIM operational environment.

The Army Joint Support Team (AJST) is one avenue for commanders to provide joint operations education and training to Army aviation personnel. The AJST conducts U.S. Army and Joint air-ground operations education, training and command and control systems integration through multiple resident and mobile training team (MTT) courses. Initiatives support training requirements for all four Department of Defense services and for elements of joint organizations in order to provide relevant and ready forces to joint force commanders. AJST provides Army aviation attendees the ability to achieve the proficiency level necessary to influence JIIM activities.

"AJST-H instructors LTC Peck and MAJ Dahlgren assist student MAJ Fernandez during an end of course exercise involving airspace synchronization."

The Joint Air Operations Command and Control Course (JAOC2C) and the Joint Firepower Course (JFC) are two courses that focus on Army integration into the joint environment.

The JAOC2C is conducted three times a year at Hurlburt Field, FL and runs for 13 training days (3 weeks). The JAOC2C provides the education necessary to effectively identify, integrate, coordinate and synchronize Army airspace requirements into joint airspace planning. The course is not intended to replace the Army's Air Defense Airspace Management/Brigade Aviation Element course. JAOC2C provides comprehensive exposure to the theater air ground system, preparing students to effectively integrate into the overall joint airspace process at the operational to tactical levels. Attendees also receive education on proper procedures and processes to request external (non-Army) air, missile, communications, intelligence, and space support. A graduate of JAOC2C will have an advanced understanding of the available joint capabilities that may be leveraged to support Army operations. According to Department of the Army Pamphlet 611-21, aviation attendees should include commissioned officers at brigade level and above, warrant officers in military occupational specialty (MOS) 150, 152, 153, 154, and 155, and enlisted Soldiers in MOS 15P, 15Q (skill level 3 and 4 only). More specifically, the recommended audience should be personnel associated with unit airspace planning at brigade levels and above, air traffic services planning personnel at battalion level and above, unmanned aircraft system planning personnel at company level, tactical operations personnel at battalion level and above, battlefield coordination detachment personnel, and observer controllers in support of warfighter level exercises.

Army graduates of the JAOC2C receive the Additional Skill Identifier 5A.

Next, the JFC focuses on integration of fires from the tactical to the operational level. The resident JFC is a nine-day course conducted ten times annually at Nellis AFB, NV. Additionally, a minimum of eight JFC MTTs are scheduled each fiscal year to multiple continental U.S and outside continental U.S. locations. The course exposes attendees to doctrinal concepts and tenets of the integration of air and surface delivered fires. The JFC curriculum provides education on tactics, techniques, and procedures for planning, coordinating, integrating, and executing joint fires. The JFC is designed for mid-career service members of all services whose duty position relates to the integration of joint air and surface effects. Army students should hold positions on battalion, brigade, or division battlestaffs which require an understanding of joint air-ground operations. A JFC graduate will possess the knowledge necessary to integrate close air support, indirect fire support, and attack aviation into the ground commander's scheme of maneuver. Soldiers who successfully complete JFC receive the additional skill identifier 5U. JAOC2C and JFC are just two courses that enable AJST to educate Army aviation in meeting the responsibilities outlined in Doctrine 2015. Army operational doctrine states, "Integration involves efforts to exercise, inform and influence activities with JIIM partners as well as efforts to conform Army capabilities and plans to the larger concept." However, education is only one part of the solution. Leaders must continue to leverage training that integrates Army aviation capabilities into the JIIM effort through joint simulations, home station exercises, and combat training center rotations.

Biograpies

LTC Hagadorn is currently serving as the Senior Instructor for the Army Joint Support Team at Nellis Air Force Base, Nevada. He has deployed in Operation Enduring Freedom with the II Marine Expeditionary Force (Forward) as the Regional Command Southwest Fires and Effects Coordination Cell Air Officer and to Camp Arifjan, Kuwait as the G3 Aviation Planner for U.S. Army Central Command. LTC Hagadorn served as Assistant Professor at the U.S. Air Force Academy and as operations officer, and company commander for the 12th Aviation Battalion, Fort Belvoir, VA. Other aviation assignments include Headquarters and Headquarters Company, U.S. Army Garrison, Fort Lewis, WA; S4, Platoon Leader, Assistant S3, and executive officer at Fort Wainwright, AK; Fort Hood, TX; and Republic of Korea. LTC Hagadorn is qualified in the UH-60.

Major Jeffrey Dahlgren is currently serving as an instructor for the Army Joint Support Team at Hurlburt Field, FL. He has deployed in support of Operation Enduring Freedom as a Modular Brigade-Security Force Technical Assistance Deputy Field Team Chief/Foreign Internal Defense Advisor for TF 2-28 Infantry, Regional Command East. Other deployments include Technical Assistance Field Team Chief/Foreign Internal Defense Advisor for Security Assistance Training Management Organization at Ali Al Salem Air Base, Kuwait and B/2-101 Attack Helicopter Company Commander in Operation Iraqi Freedom. Previous assignments include Assistant Professor of Military Science St. Bonaventure University, NY; 1-212th Aviation Regiment XO and S3 and 110th Aviation Brigade S3 at Fort Rucker, AL. MAJ Dahlgren is qualified in the AH-64D.

Major Kim Mitchell is currently serving as an instructor for the Army Joint Support Team at Nellis Air Force Base, Nevada. He has deployed twice in support of Operation Iraqi Freedom serving as Company Commander, Platoon Leader, and Assistant Battalion S-3 with the 1st and 4th Attack Reconnaissance Battalions of the 4th Combat Aviation Brigade. Previous assignments include III/V Platoon Leader with 1/6 Cav at Fort Hood, TX and Observer Controller with the Eagle Team at the National Training Center, Fort Irwin, CA. MAJ Mitchell is qualified in the AH-64D.

Acronym Reference

AJST - Army Joint Support Team
JAOC2C - Joint Air Operations Command and Control Course
JFC - Joint Firepower Course
JIIM - joint, interagency, intergovernmental and multinational
MOS - military occupational specialty
MTT - mobile training teams

From Tactical Operations Officer to the Aviation Mission Survivability Program

by CW5 Michael Kelley

Army Aviation has undergone substantial growth and re-organization throughout its relatively short period of service within the U.S. Army. During the period of prolonged peace between the Vietnam conflict and Operations Desert Shield/Storm, while some aviation units maintained focus on operations against threat systems, Army Aviation drifted away from tactical flight training against defined enemy threat systems. Without subject matter experts (SME), units did not train with aircraft survivability equipment (ASE) that resulted in a lack of confidence in their abilities to effectively employ ASE. Most units practiced tactical maneuvers; however, the full-blown tactical procedures from receipt of commander's intent, through every phase of the operation were not routinely conducted at the tactical employment level unless units were at a combined training center. Tactical employment against threat emitters with aircraft survivability equipment ASE and countermeasures (CM) installed and configured to defeat threat systems was almost unheard of. Due to a sense of low priority, ASE non-operational status rarely resulted in aircraft being termed non-mission capable. By the time Army aviation entered large-scale operations against an enemy with integrated air defense systems (IADS), most aircrew members were not familiar with CM loading procedures. Reprogramming the ASE required deploying civilian personnel from the ASE Program Management Office. This was required because the skills and equipment had not been maintained during the prolonged peace time environment. For the purpose of a historical recount of the progression of aviation's creation of the fourth Aviation Warrant Officer Career Track and the identified requirements necessitating its creation, I will focus on lessons learned from Operations Desert Shield/Desert Storm.

Immediately following Operation Desert Storm, Army Aviation quickly assessed the "need to improve our performance in ASE and electronic warfare (EW)" in a memorandum, subject: Establishment of Aviation Survival Equipment/ Electronic Warfare Officers (EWO), dated 20 November 1991, signed by MG John D. Robinson. In his closing comments within the memorandum, MG Robinson stated "I am firmly convinced that increased personal involvement of unit-level ASE/ EWO will significantly increase our warfighting effectiveness."

In the months that followed, Fort Rucker staff began the development of the ASE/EWO program that resulted in a three week program focused on the reprogrammable nature of installed ASE suites, advanced operational requirements, and the ability to determine which threats would be serviced by the defensive CM and those systems that were immune and required avoidance. Core responsibilities of these officers were focused on ASE, ensuring it was set or programmed to defeat the threat systems being faced and reporting operational status of the mentioned systems.

Lessons learned from Operations Desert Shield/Desert Storm identified a capability gap within Army aviation operations. These lessons learned were compiled into a formal after action review (AAR) and after several modifications finalized on 28 October 1991. On 5 and 6 November 1991, members from seven aviation brigades; subject matter experts at the U. S. Army Aviation Center (USAAVNC); and U.S. Army Aviation Logistics School reviewed this document for accuracy and completeness resulting in a second draft dated 22 November 1991. From December 1991 through January 1992 this draft was subjected to world-wide aviation community staffing with comments incorporated into a final AAR dated 29 February 1992 with an approved/publish date of 1 May 1992.

The AAR identified the overall intent of this extensive review process with the statement "We won the war; however, we did not always win in the most efficient and effective way. We can improve in many areas". The AAR identified many areas, events, and doctrinal issues in which Army Aviation performed well and many areas where improvement was needed. The focus of the next paragraph will be limited to those AAR comments and findings that led to the creation of the aviation tactical operations (TACOPS) officer career track.

This AAR identified "Many Army aviation units first trained in earnest with ASE during Operation Desert Shield or during Operation Desert Storm's air campaign. Consequently, Army pilots lacked confidence in their abilities to use ASE during combat operations." Within the discussion of this point, the AAR comments listed "Many aviation units did little or no training with ASE before the start of Operations Desert Shield/Storm. These units installed ASE on their aircraft just before they deployed or after they arrived in theater." The findings listed the lack of a trained ASE expert within the organic unit as a critical component to the lack of training, understanding, and confidence with the systems. Without SMEs, information provided to the units by the ASE–Project Manager's Office (ASE-PMO) was not disseminated appropriately and aircrews were left to their own to interpret ASE symbology. With inadequate or complete lack of expertise and training programs, Unit ASE had been removed from aircraft and stored for extended periods; therefore, maintenance personnel had no experience with the systems. As a result, when the systems were installed immediately prior to deployment, there was a high level of system failures. The ALQ-144 infrared jammer was specifically affected by this practice. Without SME support, aircrew experienced false threat declarations and identified them as system failures, resulting in further erosion of ASE confidence. The members of the AAR working group recommended USAAVNC initiatives to develop an ASE/EWO course focused on providing an ASE officer for every aviation battalion as the primary advisor to the commander on ASE issues. These officers would also execute the commander's ASE training program and serve as liaison with ASE-PMO and logistics assistance personnel for new equipment training and current equipment operation and maintenance issues. Continuing aircraft survivability equipment training (ASET) II training support systems and software and the initiative to address force-on-force training shortfalls through the development of an ASET IV level ASE training system were also listed as sustain items in the AAR.

Army Aviation leadership continued to address this and underlying issues concerning the survivability of Army Aviation. Aviation proponency continued to focus efforts in addressing this doctrine, organization, training, material, leadership and education, personnel, facilities, and policy issue. As part of the aviation restructure initiative converting units to "A" series tables of organization and equipment (TO&E), the creation of the Aviation tactical operations (TACOPS) officer (Special Qualification Identifier [SQI] "I") career track was announced in November 1993 with an implementation of FY95 in an Aviation Digest article (November/December 1993 issue) titled "New Warrant Officer Career Track", CW5 Clifford L. Brown detailed training and qualification requirements, assignment levels by rank, and summaries of duties at each level. At this point, the ASE/EW Course (Additional Skill Identifier H3) was retained as the initial training requirement and feeder course to become a TACOPS officer. Due to a lack of any formal school course within the Army, full tracking was accomplished requiring either one year as an assistant flight operations officer or completion of the U.S. Air Force's Air Ground Operations School Joint Firepower Controller's Course. Utilizing the experiences of an assistant flight operations officer accomplished little in preparing an officer to serve as a TACOPS officer, managing worldwide threats to Army aviation and methods of tactical employment which would reduce potential enemy success rates with those systems. Essentially, the tasks associated with management of unit flight operations sections did not address the AAR comments regarding ASE training and operation.

As with many fledgling military occupational specialties (MOS), the list of tasks associated are compiled from the critical tasks or those tasks that resulted in the creation of the career field and other non-associated tasks, which appear linked, even when indirectly related. The primary tasks drawn directly from the Operations Desert Shield/Storm AAR were associated with the Aviation mission planning system (AMPS) including recommending team battle and fire positions, ingress/egress routes, optimum ASE settings/configuration, prioritized threat lists, aircraft versus threat system risks, ASE status, and the ASE/EW program. Further relationships were drawn from other aviation unit tasks not directly associated to aviation mission survivability (AMS) issues and were added to the list of tasks performed by TACOPS officers. These included: plan, schedule, assign, coordinate, and brief approved unit aircraft missions; manage the unit flying hour program; oversee the functionality of the aviation life support equipment (ALSE) program; and maintain unit flight records. Most of these added tasks were already the responsibility of existing personnel organic to the unit and embedded within the TO&E. As an example, the management, reporting, and ensuring the execution of the unit flight hour program is a part of the aviation flight operations specialist duties titled "Implement Flying Hour Program", identified as a skill level 30 task for the 15P MOS (Task# 011-141-3051). Another example, aviation unit TO&E are structured with an ALSE officer to perform the management function of this unique program. Since the creation of the TACOPS career track, Army Aviation has shifted and refined how aviation missions are scheduled, planned, assigned, and briefed. As result, it is no longer a specified task under this program. One detrimental result of these added tasks early in this program was that they distracted the TACOPS officer from the shortfalls identified in the original AAR. Without focused structure on specific aircraft survivability issues as

identified by selection of these aviation management related tasks, the pitfalls identified during Operations Desert Shield/Storm were not fully addressed and real solutions were not fully realized.

From the FY95 implementation of the track through the first half of FY01, the TACOPS career track was focused on lessons learned during Operations Desert Shield/Storm and underwent minor changes after initial implementation. Another finding from the AAR was a lack of survival, evasion, resistance and escape (SERE) training to aircrew. Initially, this specified finding received little attention. By FY99 tasks associated with SERE (e.g., training, planning, implementing, etc.) programs were being aligned with the TACOPS program in an effort to formalize an Army program within aviation units. A lack of doctrinal guidance left the unit TACOPS officer to determine SERE training objectives. As an example, some units paid little attention to personnel recovery (PR) tasks and drills, while others developed robust training programs. The 159th Aviation Brigade, 101st Airborne Division, as an example, established a robust training program. They developed a 14-day training program, focused on basic survival skills, environmental challenges, law of land warfare, and code of conduct. Their training culminated with a three-day evasion exercise designed to validate the training and instill confidence in their aircrews. Best practices of units such as the 159th Aviation Brigade resulted in the development of a PR program within Army Aviation and the creation of a personnel recovery officer (PRO) position and a further refinement of the TACOPS officer's function. The PRO manages the program and relies upon other sections to support in various sub-tasks. The PRO serves as the primary trainer on PR topics.

By FY99, the U.S. Army Aviation Warfighting Center (USAAWC) determined a program of instruction was required to formalize training requirements for TACOPS officers. At this point, USAAWC developed the first critical task list (CTL) for the TACOPS officer. The CTL focused on issues identified in the Operations Desert Shield/Storm AAR with five specific critical tasks directly involving ASE and aviation battlefield survivability. Over the years, several refinements to the CTL were accomplished, either through critical task selection board actions or internal audit/review processes. One eventual refinement resulted in oversight of the ALSE program being returned to the ALSE officer. ALSE was no longer a TACOPS officer CTL item. With the introduction of the army battle command system, aviation commanders needed a focal point for integration within their tactical operations centers (TOC). By FY99, this task was aligned with the TACOPS officer without the benefit of training. Without training, TACOPS officers were at a loss to fully integrate systems like the military intelligence all source analysis system or the field artillery's advanced field artillery tactical data system and relatively little benefit was gained from this task assignment. Ultimately, the tasks associated with full digital integration into the TOC were transferred to the S6 section with far greater success. The critical factor in the undefined program requirements ultimately rested with the differing training standards approved for track certification. In FY03, USAACE established the Aviation Tactical Operations Officer's Course under the direction of CW5 Greg Fuchs. This three week course defined the TACOPS officer's role in supporting aviation operations. Administering the AMPS, advanced threat to aviation system analysis, and advanced ASE were specified tasks for the aviation TACOPS officer. Ultimately the ASE/EWO course was absorbed within the TACOPS Officer's Course creating one six week course for career tracking. With the formalized course structure, more detailed and focused looks at task analysis, selection and integration within the program of instruction occurred. In time, the outdated ASET II was replaced by computer based ASE training and distributed worldwide in support of the ASE training requirements.

As the U.S. entered Operations Enduring Freedom, Iraqi Freedom, and New Dawn, the full capabilities of the TACOPS officer were put to the test. While aircrew understanding of ASE was far better than during Operations Desert Shield/Storm, there was still room for substantial improvement in knowledge of system capability and limitations. As operations unfolded, notable modifications were identified and incorporated, tested and revised. The role of the TACOPS officer has been forged and defined over 11 years of continuous combat operations. During early stages of Operation Iraqi Freedom, Army aviation suffered substantial aircraft loss rates. Army leadership focused on these losses and created a "Tiger Team" (later renamed the Aircraft Shoot Down Assessment Team or ASDAT) with the task of identifying the causes of each loss, what type of system caused the shoot down, and determining the best method to counter the system. The forensic process of determining what caused the losses added to commander's understanding of how enemy forces were

employing various weapon systems. Knowing what specific weapon caused the shoot down allowed commanders and TACOPS officers to define tactical procedures which resulted in the preservation of combat power. A crucial product of the combat forensics officers associated with the ASDAT is documenting the vulnerabilities associated with threat weapons effects and reporting these findings to the Joint Aircraft Survivability Program Office for inclusion in the development of new systems. The lack of combat damage collection and reporting was a comment within the Operations

Desert Shield/Storm AAR and is now incorporated within the Aviation Mission Survivability (AMS) program. Aviation leaders related in the AAR that "aviation units were forced to dedicate critically needed personnel and resources for extended periods to investigate" aircraft events, an issue that has not been a distraction to commanders in combat since the creation of ASDAT. Maintaining —the ASDAT capability provides situational understanding to aviation commanders and critical information to the combat system developers used to reduce vulnerabilities on future systems. Additionally, substantial integration between TACOPS officers and S2 sections enhanced the aviation commander's understanding of enemy capabilities and tactics, resulting in increased aviation mission survivability risk reduction.

Aviation commanders have come to rely on the TACOPS officers as the experts on threats to aviation, personnel recovery requirements, and the development of aviation tactics to ensure combat survivability. Efforts to solidify the program, align it with doctrine, and add relevance are on-going. By FY08, the TACOPS Officer's CTL identified "Manage the Aviation Mission Survivability (AMS) Program" as a critical task. This program identification was incorporated into Training Circular 3-04.11 Commander's Aircrew Training Program for Individual, Crew and Collective Training. The FY08 CTL was reviewed and a refined CTL was approved on 22 November 2011 identifying the TACOPS officer's role in four core areas: Advanced Tactical Planning, Combat Survivability, Personnel Recovery, and the foundation of the three aforementioned focal areas, Training. Army Regulation 95-1 added the task of collecting and reporting threat weapons effects and potential causes to the TACOPS officer roles and functions in FY08; however, this task is currently not addressed on the CTL and, in part, will result in further analysis by a critical task selection board.

Re-defining the program as aviation mission survivability in FY08 was the first step in applying lessons learned during 12 years of continuous combat operations. With the establishment of the AMS program in FY08, lessons learned and applied throughout combat operations, several areas of improvement are being addressed within Army Aviation. The duty title "Aviation Tactical Operations Officer" was changed to "Aviation Mission Survivability Officer" to align it with the program title "Aviation Mission Survivability program. On 7 January 2013 the Commanding General, United States Army Aviation Center of Excellence and Fort Rucker approved the duty title name change as an initial step towards refinement and definition of the AMS officer's functions. As combat operations draw down, retention of critical combat skills becomes paramount. An additional initiative being developed within USAACE is an aviation tactical evaluation process within the AMS program. In order to achieve objectives, this will require establishing tasks, conditions and standards for the tactical employment of aviation platforms at the crew and collective levels. Defining and establishing tactics evaluation of crew and collective training scenarios by subject matter experts, with measurable attributes is being addressed. Additionally, the integration of ASE against threat systems in realistic simulation exercises will address aircrew deficiencies related to the knowledge and use of their equipment. The absence of a doctrinal reference is currently being addressed through the creation of TC 3-04.16 Aviation Mission Survivability Program.

Combat survivability preserves combat power both in terms of the trained and ready aircrew and Army Aviation platform ASE. Experiences gained through combat operations in Iraq and Afghanistan have proven that a tactically trained and proficient force increases the probability of survival in hostile environments. Ensuring our aviation force understands the capabilities and limitations of installed ASE, the capabilities of our enemy's threat systems, and their ability to use those systems against our forces will ensure our continued success. Defining aviation's role in personnel recovery requirements will also preserve our combat capability through returning personnel to our formations and retaining our will to take the fight to the enemy.

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Acronym Reference

AAR - after action review
ALSE - aviation life support equipment
AMPS - aviation mission planning system
AMS - aviation mission survivability
ASDAT - Aircraft Shoot Down Analysis Team
ASE - aircraft survivability equipment
ASET - aircraft survivability equipment training
CM - counter-measures
CTL - critical task list
EW - electronic warfare
IADS - integrated air defense systems
MOS - military occupational specialties
PMO - Project Manager's Office
PR - personnel recovery
PRO - personnel recovery officer
SERE -survival, evasion, resistance and escape
SQI - special qualification identifier
TACOPS - tactical operations
TO&E - tables of organization and equipment
TOC - tactical operations center
USAAVNC - U.S. Army Aviation Center
USAAWC - U.S. Army Aviation Warfighting Center

Fading Army Traditions

By CW2 Nicholas W. Dixon

In the 13 years that I have been a Soldier, I have observed that there has been a noticeable decrease of many of our military traditions and esprit de corps. The Army has spent a lot of time, effort, energy, and money trying to become corporate, and has eliminated many of the military unique nuances of the Army of yesteryears. One specific trait that I have witnessed is the "disappearance" of the dress (service) uniform from military daily life and civilian observation.

Author CW2 Nicholas W. Dixon and brother SFC Daniel Dixon

Although the Pentagon has reinstated previous requirements for Soldiers operating in the Military District of Washington to be in either Class A Army service uniform or Class B, there are many Army and Army National Guard Soldiers who have not worn their dress uniform since basic training graduation. The wear of the dress uniform has been classified by many in our culture as an unnecessary inconvenience. Occasionally, there will be an event (often times above the brigade level) where unit leaders will socialize at dress uniform functions. However, events like this are usually exclusive to leadership or officers and rarely involve the Soldiers at the lowest levels. Soldiers will scramble at the last minute to resurrect something acceptable for a short notice promotion board or Department of the Army photo, but most of the force does not keep their uniforms in a state of preparedness on a regular basis. In fact, I suspect senior officers and senior non-commissioned officers would have to find a quick reference guide or consult peers to properly assemble their dress uniform on a short suspense.

One of the contributors to this issue is that units (battalion and below) rarely schedule events that require Soldiers to even possess serviceable dress uniforms. Not all battalions are this way, but it is an applicable observation for most. Despite regulations requiring an annual inspection, some chains of command may perform a cursory "on the hanger" inspection. In all honesty, most of our Soldiers have not actually worn their dress uniforms in years. With the wear-out date for the Green Class A approaching within the next fiscal year, many will allow themselves to be unprepared.

There is a growing perception in the Army today that causes Soldiers to be adverse to possessing, maintaining, and wearing their dress uniforms. These attitudes begin at the top of an organization and often times are linked to "laziness" in maintaining uniform currency, or no desire to cultivate the social culture of the military. Too many senior Soldiers have let their aging physique and the financial expense of maintaining the uniform to downgrade their personal priority to keep their

uniforms fitted and current. Many Army unit cultures have become a "9 to 5" paycheck and this attitude has taken a lot of the social elegance out of our profession. These units could garner involvement and support for events (requiring wear of the dress uniform) by specifically appointing interested project officers in charge of the affairs and reducing the cost of attendance to the Soldier. Our dress uniforms are a symbol of professionalism, and discipline, and they should be considered an "honor" to wear rather than another tedious detail leading up to an unpleasant mandatory event.

Currently, the only dress event that my unit participates in is a state level winter formal. This tends to be more often than not an event attended by a population of Soldiers converging on the function for the minimum acceptable time followed by a mad dash to the parking lots by those who attended out of "professional obligation." Although the event is an excellent opportunity for officers in the state to commune with each other and has traditionally been a quality event, it lacks the unit cohesion fostering dynamics that exist when these are planned at the battalion or smaller-unit level. Units could do more. I know that our battalion could cultivate excitement to attend this kind of event if it was branch specific and if it recognized Soldiers at every level within our units. Soldiers are certainly happy to see their leadership recognized because they are, in large part, the reason that leadership is successful, but the morale boost of a young Soldier being called up to be recognized in front of his date is viral. Supplement the event with an elegant venue, good food, and quality entertainment and Soldiers will be eager for subsequent formal events. Do these things while reaching out to Army aviation retirees and associations to provide correlation between our legacy members and our newest additions and the blank faces checking the time on their cell phones will diminish.

Another thing to consider is that many spouses and loved ones have limited opportunity to publicly demonstrate support of their Soldiers' service in the United States Army. These events provide that opportunity and can be significant family pleasers when they are done correctly. Very few professions have formal events. The U.S. Army has had them since the Revolutionary War. When Soldiers put on their dress uniform, complete with decorations and adornments that they have worked hard and sacrificed to earn, and take their loved ones to an environment that demonstrates our camaraderie, the pride of service will only be contagious. In this way, we give back to our families. They sacrifice for us to do what it is that we do, these are great ways to recognize them in return.

The dress (service) uniform, however, should not be limited to formal gatherings and congressional hearings. Essentially, we have allowed the discipline and effort it takes to maintain and wear a dress uniform (Class B's included) to change our culture to be adverse to their wear. Since September 11, 2001, our soldiers have been permitted to travel on commercial transportation in their "duty" uniform. Even military offices lose a little "professionalism" when the occupants are donning their camouflage combat uniforms daily to work. Excuses range from the cost of upkeep to the ease of getting dressed in the morning. No one certainly expects a light wheel mechanic to be turning wrenches in full dress blues, but where the "duty" does not require physical or messy activity, why is the default duty uniform always the Army combat uniform? When our Soldiers are traveling in public or at the airport, they should be displaying their finest representation of military service. Even a brand new basic training recruit with two ribbons and a single chevron on his sleeve is a proud sight to behold. Our nation is proud of those who wear the uniform; we shouldn't be ashamed to wear them.

This is a small example of things that we can do to preserve some of the traditions of our military heritage. Some international militaries have traditions that date back to the Middle Ages. Our Army has only been around for 237 years, and many of our traditions are long gone. It is much more difficult to bring them back when they have been gone for years. Some traditions have no place in our modern Army. Others do. Our traditions ought to make us proud of who we are, and we shouldn't let them slip away into the history books because some of them take a little effort and discipline.

CW2 Nicholas Dixon is a full time Army National Guard UH-60 pilot and training officer for B Company, 1-137th Aviation Regiment in Columbus, Ohio. He has 13 years' service in the Army. Prior to attending flight school, CW2 Dixon served 8 years as a Special Forces Soldier and commanded an Operational Detachment Alpha for two of those years as a 180A Special Forces Warrant Officer.

Intelligence Support to Army Aviation Is BROKEN

Does Anyone Care?

By MAJ Corby Koehler and Christopher Tatarka, Ph.D.

Army aircraft are the single most expensive piece of Army equipment operating on the battlefield, with the cost of replacing individual airframes ranging from $9.5 million for a UH-60L Blackhawk to $28 million for an AH-64D Apache (Congressional Budget Office, 2007). Likewise, along with disastrous personnel and unit impacts, the loss of a single aircraft can have a substantially negative strategic level impact on operations due to loss of life of aircrews and, when applicable, the passengers onboard. For example, such personal and operational impacts were clearly demonstrated by the downing of "Extortion 17" (CH-47 Chinook) in Afghanistan on August 6th, 2011 when 30 U.S. troops were killed (including nearly 20 highly-trained U.S. Navy personnel reportedly from SEAL TEAM VI). Likewise, the significant impacts that aircraft shoot downs can have on operations and public opinion are further demonstrated by the shoot down of "Easy 40" (12 U.S. Troops killed) in Iraq on 20 January 2007 which was the first of a rash of seven helicopter shoot downs from January to February 2007. [1] These shoot downs garnered worldwide media attention at the start of the Iraq "Surge" which helped to undermine public support of the "Surge" and the Iraq War.[2]

Despite the aforementioned criticality of Army aircraft and the fact that during the Global War on Terrorism (GWOT) U.S. Army aircraft have, by far, flown the most flight hours in combat zones and have had the greatest number of aircraft hit and lost due to enemy action of any U.S. military service, virtually no serious institutional efforts have been made by the U.S. Army to substantially improve intelligence support to Army aviation. That is not to say that individual aviators and intelligence professionals have not adjusted tactics, techniques, and technology or made, in some cases, impressive efforts to overcome these challenges, but rather that the Army, as an institution, has not made the changes needed to enhance intelligence support to Army aviation in a way that can reduce the risk to this critical capability.

An assessment of the current state of intelligence support to Army aviation suggests that this lack of institutional support has meant that S-2 (intelligence) sections in the combat aviation brigades (CABs) and their subordinate battalions seriously lack formal aviation-related intelligence training and qualified and trained dual-track aviation and intelligence professionals (i.e. individuals with Military Occupation Specialty [MOS] 15C35s), and suffer from inadequate manning levels needed to sufficiently provide high quality intelligence support to aviation. Along with providing evidence to highlight these shortfalls, this paper proposes three areas in which these shortfalls can be overcome in order to substantially reduce the probability of costly and devastating aviation losses from enemy activity.[3]

Aviation Intelligence Sections/ Personnel Lack Formal Training:

There is currently no formal Army course to teach the basics of aviation intelligence to Military Intelligence personnel assigned to Army aviation units. As such, intelligence soldiers assigned to aviation S-2 sections are left to their own initiative, research, and informal "on the job training" (OJT) to develop an understanding of how to provide intelligence support to aviation units.

All military intelligence (S-2) sections must understand blue (friendly) operations to be able to predict red (threat) actions and reactions. In order for Army aviation intelligence sections to be successful, they must understand: the different aviation airframes, the unique aspects of aviation missions, aircraft survivability equipment (ASE), and aviation tactics at a minimum to be effective at predicting and analyzing the threat. Due to the complexity of aviation operations, few Soldiers assigned to Army aviation intelligence sections have been able to adequately gain this understanding through OJT.

The Military Intelligence (MI) branch offers numerous MOS and additional skill indicator (ASI)-producing courses across all intelligence disciplines. According to the 2012 Foundry Manual of Training Opportunities the Military Intelligence Foundry training program offers 103 MI related courses that cover virtually every nuance of intelligence. However, none of the aforementioned training focuses on, emphasizes, or is even marginally related to aviation intelligence.

This lack of training is rooted in a belief likely promulgated by the MI branch, which assumes that there is no difference between all-source intelligence in a ground unit and all-source intelligence in

an aviation unit. "All-source, is all-source, is all-source" is a common response when discussing the lack of training for aviation intelligence sections. However, the Army is the only service that holds this view. The U.S. Air Force, Navy, and Marine Corps all provide additional training on the specifics of aviation intelligence to their intelligence personnel assigned to aviation units.

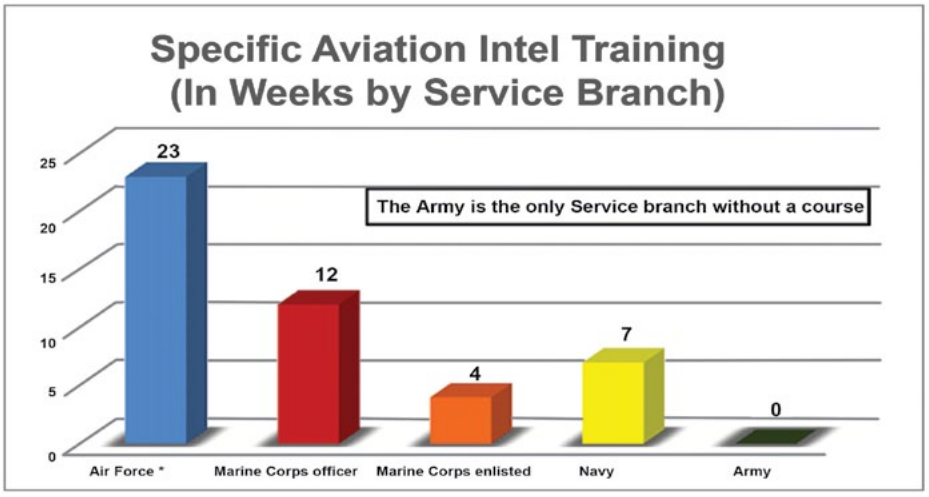
The U.S. Air Force's initial intelligence training (four to six months) is focused on aviation intelligence; Airmen then attend an additional course (two to four weeks) for the specific airframe they will be supporting. The U.S. Navy offers several different specialized courses for intelligence officers serving in air wing intelligence positions, for a total of seven weeks of training at the Naval Strike and Air Warfare Center (NSAWC). Perhaps most noteworthy given the analog between mission and roles, is the U.S. Marine Corps where aviation intelligence is taught in the initial training for all intelligence personnel. In addition, aviation intelligence is also treated as a separate track or intelligence discipline in the Marines. Marine intelligence officers assigned to aviation intelligence positions attend the Air Intelligence Officer Course (AIOC) after their initial intelligence training. The AIOC, often referred to as the 0207 course, is a 12-week MOS producing course that covers all the specifics of aviation intelligence. Enlisted Marine intelligence personnel assigned to aviation units attend the Aviation Specific Intelligence Training Program (ASITP) which is a four-week course that covers required topics in aviation intelligence and information on the specific airframes they are supporting (*refer to figure 1.0 for a comparison*).

The only courses the Army has which relates to, or has linkage to specific aviation intelligence is the Tactical Operations (TACOPS) course, a 5 ½-week course for aviation warrant officers at Fort Rucker. However, only the first 15 days of the course cover applicable aviation intelligence topics such as threats, weapon systems, aircraft survivability, and tactics. In order to help bridge the gap in training for the officers assigned to aviation intelligence sections, the TACOPS course has, since 2010, occasionally and selectively allowed aviation and MI branch officers to attend the TACOPS Course (enlisted soldiers are not authorized). This information generally was not known to the CAB and their subordinate battalion S-2 sections. This effort has been an informal approach with a relatively small number of intelligence section attendees (i.e. approximately 20 in 2 years). While this is a move in the right direction, a permanent solution to this training shortfall (that preferably includes all the personnel assigned to aviation intelligence sections) needs to be developed.

The Army MEDEVAC aircrews are in a unique position to judge the effectiveness of formal Aviation Intelligence training since many of these units have worked for both the Army and the Marines during the GWOT. Every MEDEVAC pilot interviewed with experience with both Army and Marine Aviation intelligence sections stated that Marine Aviation intelligence support was vastly superior to Army Aviation intelligence support. Specifically the Marine intelligence sections understood Aviation operations, the threat, and the ASE vastly better than the **untrained** Army Aviation intelligence sections, which resulted in better analysis and support from the perspective of the aircrews.[4] The MEDEVAC aircrew's experiences indicate that the Army Aviation Intelligence sections are **inadequately trained** when compared to their formally trained Marine Aviation intelligence counterparts.

In summary, the Army, unlike all the other service components, has left aviation intelligence professionals and sections adrift in terms of providing formalized training. This has meant that these Soldiers, their sections, and their commanders are left to their own devices to "figure out" how to effectively operate. This situation presents a high probability that a section may not be able to "figure it out" in a timely, efficient, and effective manner. This can result in the aviation intelligence section's credibility being undermined to its primary customers (the commander, staff, and aircrews) and/or worse, the loss of aircraft and personnel. The current institutional method of simply hoping that these sections are able to "figure it out" on their own without formal training is reckless given the known risk and cost of error.

Training Comparison



* Air Force Training metric derived from the average of min and max training durations((18+28)/2) and includes initial training.

Figure 1.0

Army Aviation Intelligence Sections Lack Qualified Personnel (i.e. Individuals With MOS 15C 35s):

The U.S. Army personnel management structure contains an Aviation All Source Intelligence Officer Area of Concentration (AOC)/MOS. This is a rare hybrid AOC/MOS within the Army personnel management structure that requires an individual holding this AOC/MOS to be both qualified as an aviation officer and an MI officer. Aviation officers

that complete the Military Intelligence Officer Tactician Course (MIOTC) and the Military Intelligence Captain Career Course (MICCC) receive the AOC/MOS designation 15C35. Reserve Component (RC) aviation officers are required to complete the reserve component Military Intelligence Captain Career Course (MICCC).

By the modified table of organization and equipment (TOE) every CAB S-2 and subordinate aviation battalion S-2 should be a 15C35. These officers should also pilot the rotary-wing airframes assigned to the CAB. The concept is that the aviation unit intelligence sections are led by an aviation branch officer that also understands MI. Ideally, this officer should be an experienced aviator with

15C35 Unit Breakdown

TYPE ORG	15C35 REQ	UNITs	TOTAL	
CAB (AC)	5	12	60	100
CAB (RC)	5	8	40	
TAB (AC & RC)	Varies (7-8)	2	15	
AEB (AC & RC)	Varies (8-14)	7	69	
			184	

Figure 2.0

pilot in command (PC) experience that can translate aviation operations and provide an invaluable perspective to the MI personnel assigned to the S-2 section. Each CAB is required to have five 15C35s (brigade S-2 and four battalion S-2s). The U.S. Army currently has 20 CABs, so this adds up to a total CAB 15C35 requirement of 100 personnel.[5] Refer to figure 2.0 for 15C35 requirements in the CABs, theatre aviation battalions (TABs), and aerial exploitation battalions (AEBs).

The concept of the 15C35 AOC/MOS not only suggests that within the Army and the MI and aviation communities the aforementioned notion that "all-source" intelligence techniques apply universally to all units is not a universally held construct. Likewise, the combination of having a skilled aviator who also has detailed and extensive intelligence training has, in theory, the possibility of serving as a remedy to many of the Army aviation intelligence problems. However, in reality, the unique 15C35 AOC/MOS has been a failure for a number of reasons.

15C35s are far too few in number such that positions that are coded for these professionals are being filled by non-15C35s. Likewise, the priority of filling 15C35 AOC/MOS positions is apparently given to the AEBs over the CABs. Per Department of the Army Pamphlet 600-3, 15C35 officers within AEBs are engaged in the employment of Special Equipment Mission Aircraft (SEMA) in support of tactical and strategic intelligence information collection. These SEMA aircraft are typically fixed-wing intelligence collection platforms. These 15C35 officers must complete the Fixed Wing Multi-Engine Qualification Course (FWMEQC) and the SEMA course to be qualified in their AEB positions. [6]

The result is that in CABs and their subordinate aviation battalions it is common to not find even a single 15C35 serving in an aviation intelligence section. In fact, 15C35 assignment to these S-2 billets has been so rare that many CABs and aviation battalion commanders have seemed to give up on ever having a 15C35 and instead have formally requested to permanently change their MTOEs to replace the 15C35 with a 35D (MI officer) so that their manning roster reflects their reality. Occasionally the aviation unit will assign a 15B (Aviation Combined Arms Operations) or 15A (General Aviation) officer as the S-2 "out of hide", but these individuals are aviators that are not trained in MI and often have little desire to do the job. Neither the 35D nor the 15B/15A is an adequate interim solution since both are missing a requisite portion of understanding of aviation operations or MI.

Considering that virtually none of the CAB 15C35 positions are filled with qualified officers, it is readily apparent that not enough 15C35s are being produced to meet the Army requirements. Essentially, in an extremely curious contradiction, the Army has formally acknowledged the importance of having intelligence trained aviators, but has not made this a priority or had the institutional courage to make this a reality. Whether this is due to the Aviation branch not identifying enough aviators to attend the MIOTC and MICCC or the MI branch not offering enough slots in these courses to aviators is beyond the scope of this paper, but even a causal review suggests that the 15C35 AOC/MOS is likely stuck in a seam in the bureaucratic boundaries between Aviation Branch, MI Branch, Training and Doctrine Command, and Human Resources Command with each entity assessing that this problem is in the bureaucratic battle space of the others.

Aviation Intelligence Sections Suffer From Inadequate Manning Levels:

Along with the aforementioned issues with training and the availability of 15C35 AOC/MOS personnel, CAB and aviation battalion S-2 sections suffer from inadequate manning levels. On the 2011 TOE each CAB S-2 section had 14 personnel. On the 2012 and 2013 MTOEs the CAB S-2 sections were reduced by three MI personnel (a loss of an MI O-3/CPT, an MI E-6/SSG, and an MI E-4/SPC).[7] While the individual CAB S-2 sections are reduced from 14 to 11 personnel, the total strength of the CABs actually grows from 128 personnel on the 2011 TOE to 139 personnel on the 2012 TOE and to 144 personnel on the 2013 TOE (Refer to figure 3.0 - [Top of next page]).

When asked about this reduction, the office of the Department of the Army (DA) G-2 informed one of the authors of this paper that the MI branch is responsible for intelligence support to the CABs and provides recommendations to Aviation branch on the composition of Aviation S-2 sections based on mission analysis and functional requirements. However, it is ultimately up to Aviation branch and TRADOC to "make a decision on the size of each staff section taking into account the overall size of the organization and what is affordable and what level of risk they are willing to assume."

As such, it appears that the Aviation branch used these three intelligence billets to pay for additions in other staff sections within the CABs, and felt the risk was acceptable. While developing resource solutions is always an extremely difficult task given the major issues with a lack of specific training and the lack of 15C35 AOC/MOS officer in the CAB, at a minimum the manning in the CAB S-2 sections should return to the 2011 TOE levels. The decision to reduce the number of intelligence personnel given these functional problems exacerbates

2011 TOE vs. 2013 TOE

2011 Combat Aviation Brigade (CAB)

UNIT	POSITION	MOS/AOC	GRADE
2011 TOE	EDATE: 1 SEP 11		
HHC, CAB	S2	15C35	O4
15 personnel	PLANS OFFICER	35D	O3
	ASSISTANT S2	35D	O3
	ALL SOURCE INTEL TECH	350F	W2
	SR INTEL SGT	35F	E7
	INTEL SGT	35F	E6
	INTEL ANALYST	35F	E5
	INTEL ANALYST	35F	E4
	INTEL ANALYST	35F	E3
NON-LETHAL	ELEC WARFARE SPT OFF NOTE1	35G	O3
	INTEL SGT	35F	E6
CP1 TAC	TAC INTEL OFFICER	35D	O3
	INTEL SGT	35F	E6
	INTEL ANALYST	35F	E5
CP2 TOC	INTEL ANALYST	35F	E4

Total CAB Intelligence personnel

12x Active Duty CABs 456 MI personnel

8x ARNG CABs 304 MI personnel

20x CABs total 760 MI personnel **(REDUCED TO 700)**

loss of 60 MI personnel from CABs with 2012/2013 TOE

2013 Combat Aviation Brigade (CAB)

UNIT	POSITION	MOS/AOC	GRADE
2013 TOE	EDATE: 1 SEP 13		
HHC, CAB	S2	15C35	O4
11 personnel	PLANS OFFICER	35D	O3
	ASSISTANT S2	35D	O3
	ALL SOURCE INTEL TECH	350F	W2
	SR INTEL ANALYST	35F	E7
	INTEL SGT	35F	E6
	INTEL ANALYST	35F	E5
	INTEL ANALYST	35F	E4
	INTEL ANALYST	35F	E3
NON-LETHAL	INTEL SGT	35F	E6
CP2 TOC	INTEL ANALYST	35F	E4

* Reduced by 4 personnel from 2011 TOE

** Reduced by 1 personnel from 2012 TOE (30A conversion)

NOTE 1: 35G O3 position converted to 30A

NOTE 2: 2012 TOE identical to 2013 TOE for the CAB MI personnel

Figure 3.0

an already dangerous problem internal to the CABs and from a risk management perspective, moves this risk into the critical or even catastrophic category.

Therein, the last decade has clearly shown the prevalence of the ongoing threat to aviation assets in the current operational environment, the extremely high cost of aviation losses, the incredulous lack of adequate formal training for aviation S-2 sections, and the dearth of qualified 15C35 AOC/MOS personnel in the CABs. Therefore, the decision to assume even more risk in the CABs by reducing the number of intelligence personnel is neither logical, nor wise, given the possible dire outcomes.

Suggestions For Improving Intelligence Support To Army Aviation:

Given the three key problem areas regarding intelligence support to Army aviation, this paper proposes a corresponding set of suggestions and improvements which will substantially assist the U.S. Army in this area. These are divided into three distinct areas: training solutions, improving 15C35 AOC/MOS level, and overall manning.

Training Solutions:

Fixing the lack of training for aviation intelligence sections should take the highest priority out of these three issues. A formal Army aviation intelligence course must be developed jointly by the Aviation branch and the MI branch utilizing the TACOPS course and the U.S. Marine Corps aviation courses as a benchmark and guide. At a minimum, the course content should cover a myriad of topics to include: **a)** hybrid threats to aviation, opposing forces (OPFOR) air defense tactics, **b)** threat weapon systems, **c)** aircraft survivability and ASE, **d)** army airframes and capabilities, **e)** aviation mission sets (attack, recon, lift, and heavy lift), **f)** aviation tactics, intelligence preparation of the battlefield (IPB) from an aviation perspective, **g)** electronic warfare, **h)** Aviation Survivability Development and Tactics team historical aviation combat loss reviews, **i)** targeting for attack aviation, **j)** collection planning, **k)** intelligence support to survival, **l)** evasion, **m)** resistance, **n)** escape and personnel recovery, **o)** aircrew briefing techniques, **p)** analysis of helicopter landing zones (HLZ) and battle positions/engagement areas, and **q)** AMPS/Falconview training. Considering the portions of the TACOPS course relevant to aviation intelligence is 15 days (3 weeks), this course should be a minimum of 20 days (4 weeks) and would be appropriate for a TRADOC environment course. This training must be an additional skill identifier producing course and that ASI must be attached to all TOE aviation S-2 section positions and tracked as a personnel measure in unit status reports. This will ensure units are sending their personnel to this course, as well as allow a return on investment as the ASI will allow the Army Human Resources Command to track and identify trained individuals throughout their careers should their skills be needed.

In the near term, interim solutions which would help alleviate the training problem until such a course could be created, include leveraging additional slots in the TACOPS course, securing slots in the Marine AIOC and ASITP courses for Army aviation intelligence personnel and seeking out slots in the Air Force and Navy aviation intelligence courses. An informal communication between one of the authors of this paper and the Director of the Marine AIOC course indicated that AIOC personnel would be willing to conduct mobile training teams (MTTs) for deploying Army Aviation S-2 sections. Potentially the TACOPS course instructors could also be utilized to conduct MTTs to provide a near term solution to help alleviate this problem. Of note, a potential funding mechanism for these MTTs could be through utilizing the U.S. Army Foundry intelligence training program.

15C35 Solutions:

With an estimated 100 plus Aviation All-source Intelligence Officers (15C35) positions vacant in the CABs and their subordinate battalions there is no doubt that the Aviation branch and MI branch must recruit and train more aviators for the 15C35 shortfalls.[8] In order to do so, the first thing that must happen is that the CAB S-2 and subordinate battalion S-2 billets must be the highest priority of fill for 15C35s graduating from the MICCC.

Obviously, this change would mean that AEB positions need to be lower on the priority of fill. In addition, the requirements that AEB aviation officers must be 15C35s should be examined for modification.[9] For example, since the MICCC is used primarily as a means to familiarize AEB officers with MI and the intelligence community, such familiarization could be done in a significantly more cost effective manner by creating a short intelligence community familiarization course and utilizing 15B aviators while maintaining

the FWMEQC, SEMA course, and top secret clearance requirements. This would then free up MICCC slots for the 15C35 AOC/MOS to officers in the CABs who have a bona fide need to understand the type of tactical intelligence taught in that course. Further, by dropping the AEB/SEMA emphasis on the 15C35 AOC/MOS, the focus for this MOS would return to its aviation all-source intelligence roots and get the proper "need to have" training to the right aviators, vice "nice to have" training to AEB SEMA aviators.

Manning Solutions:

The fix to the CAB S-2 manning issue is simple; return to the 2011 TOE numbers by restoring the three reduced MI personnel (MI O-3/CPT, an MI E-6/SSG, and an MI E-4/SPC) to future TOEs. This recommendation will inevitably require an assessment and difficult decision of determining who the "bill payer" will be within the CAB, but given that the 2012 TOE increased the total number of personnel in the CAB from previous TOEs, this decision should be less difficult than it may otherwise be.

Worth noting regarding all of the recommendations and solutions noted above is that in an upcoming era of what is likely stagnant or even shrinking Army budgets, an inevitable argument against these types of training and manning changes will be a perceived lack of funds for such initiatives. To this point, there is no doubt that the creation of an ASI course and fully training 15C35 AOC/MOS will incur new costs for personnel, temporary duty pay, and instructor pay. However, the case can be made quite easily that the cost of this training has the very real potential of reducing future costs associated with aviation shoot downs as well as improved effectiveness of the already purchased, high cost, Army aviation assets. As such, the argument that there are limited funds for new projects like those described above is irresponsible, as an era of stagnant or reduced budgets should lead to an emphasis on spending in areas that allow for reducing risk to existing assets, as well as those that have a high return on investment for future conflicts. The solutions noted above do both.

Conclusion:

Despite lacking formal training, qualified leadership (15C35s), and adequate manning, personnel assigned to Army aviation intelligence sections have performed superbly during the GWOT. However, they have often had to do so in spite of, and not due to, the institutional Army's support to their efforts. While impossible to specifically quantify how much of an impact improving training, assigning qualified leadership, and appropriately manning aviation intelligence sections would have on the safety and effectiveness of Army aircraft in combat, common sense and experience indicate that it would certainly increase markedly from the status quo.

This paper has shown that a lack of institutional support has meant that S-2 sections in the CAB and their subordinate battalions seriously lack formal aviation related intelligence training, lack qualified and trained dual track aviation and intelligence professionals (i.e. individuals with Military Occupation Specialty 15C35s), and suffer from inadequate manning levels needed to sufficiently provide high-quality intelligence support to aviation. While the solutions to these major problems are not without cost, they are certainly manageable from a cultural, budgetary, and personnel standpoint.[10] Therefore, the critical need to solve these problems is that leaders at all levels within Army Aviation and MI branches across the U.S. Army show the wisdom, courage and motivation to care about this neglected area.

Biographies:

Major Corby Koehler is currently the ACE Chief for the 34th Infantry Division. He has served as a Deputy G2 for the 34th Infantry Division, S2 of the 34th Combat Aviation Brigade, and S2 of the 2-147th Assault Helicopter Battalion deployed under the 12th Combat Aviation Brigade and Task Force 49 during OIF 07-09. He has experience in the attack, scout, and lift aviation mission sets. He is a qualified 15C35 (Aviation All-Source Intelligence Officer) and a qualified UH-60 A/L Blackhawk Instructor pilot. He holds a Masters Degree in Police Leadership and possesses separate Bachelor Degrees in Criminal Justice, Sociology, and Psychology. Readers can contact him at corby.a.koehler.mil@mail.mil.

Christopher Tatarka, Ph.D., currently serves as supervisory intelligence analyst in the United States Intelligence Community. A retired U.S. Army Lieutenant Colonel with over 20 years of active service, his military assignments included G2, 34th Infantry Division during OIF 09-10, Assistant Professor, Department of Behavioral Sciences and Leadership at the U.S. Military Academy and a variety of intelligence and infantry assignments. He holds Bachelor's and Master's Degrees in Psychology, a Master's Degree in Public Administration, and a Doctorate Degree in Business Administration.

Endnotes:

1. This article is not assigning direct blame to the unit S-2 personnel in any of the shoot down incidents listed above. These events were used to relay the significance and impact of an aircraft shoot down.

2. While these highly publicized shoot downs did result in additional support to Aviation from the greater Intelligence Community (IC) for a short period of time, much of this institutional attention waned by September 2007.

3. Three separate products have been drafted by the authors. A short paper (this article), focused on the facts and circumstances of the three specific main issues identified. A long paper that goes into greater detail on all the concerns the primary author has with Intelligence support to Army Aviation and contains more details, personal opinions, and perspectives within the document. Lastly, a companion PowerPoint presentation that supports both papers. These products can be requested from corby.a.koehler.mil@mail.mil.

4. Marine Air Wing (MAW) intelligence sections are significantly larger (personne wise) than CAB intelligence sections and support fixed and rotary wing operations.

5. The U.S. Army currently has 20 Combat Aviation Brigades (CABs). The Active Component (AC) currently has 12 CABs and Reserve Component (RC) has 8 CABs, that adds up to a total 15C35 requirement of 100 personnel. In addition, the Army's two Theater Aviation Brigades (TABs) also have 15C35 requirements for 15 personnel. Research utilizing FMSWeb identified that there are seven AEBs with a total 15C35 requirement of 69 personnel.

6. The Department of the Army Pamphlet 600-3 description of the 15C35 AOC/MOS in Chapter 11-1d(1)(a) 3. is written in a manner that seems to show a preference to the AEB/SEMA positions over the CAB positions since the majority of the paragraph focuses on the AEB/SEMA requirements. The DA PAM 600-3 is currently being rewritten with some of the approved changes being: the elimination the Aviator and Military Intelligence officer status that drops the 35D connection, changes 15C35 to 15C, SEMA positions will no longer be required to serve in MI coded positions or be qualified MI officers. Only the AEB MTOEs currently reflect the 15C change, 2013 CAB MTOEs still show 15C35. SEMA Aviators will still continue to take the MICCC and SEMA courses but MICCC may become more of an option than a requirement. The CAB 15C35 positions will still be required to attend the MIOTC and MICCC.

7. This change resulted in a loss of 60 MI personnel across the 20 AC and RC CABs (760 MI personnel to 700 MI personnel).
8. The current regulations do not allow this, but 15C35s should also be recruited from the Military Intelligence community. If a military intelligence officer has the interest, a few years of MI experience, and can meet all the physical requirements, this individual should be afforded the opportunity to attend to the Initial Entry Rotary Wing (IERW) course and the Aviation officer Basic Course (AVOBC). This would increase the pool to recruit 15C35s from and would have the added benefit of having an officer that likes and wants to do intelligence work. Another option for recruiting Military Intelligence officers for the 15C35 positions would be to adopt and apply the Medical Service Corps (MSC) process for recruiting Aero/medical Evacuation (67J) officers where officers (if selected) must be branched MSC and attend MSCOBC before attending the IERW course.
9. Serious consideration should be given to whether the AEB Aviation officers need to be Aviation all-source intelligence officers (15C35s). The future changes to DA PAM 600-3 are taking the AEB SEMA positions further away from the aviation all-source intelligence basics by no longer requiring them to be qualified MI officers. Since AEB SEMA aviators are not doing aviation all source intelligence work/production and the MICCC may become more of an option than a requirement there is little difference between them and their aviation officer peers in the 15A and 15B AOC/MOS other than the top secret clearance requirements and the ASI/SI producing FWMEQC and SEMA courses. In contrast, the 15C35 in the CAB S-2 billets are still required to attend the MICCC and must do all source intelligence work/production, thus these 15C35s have a significantly different skill set from their 15B peers and require a separate AOC/MOS designation. Additionally aviation flight courses produce ASIs, they do not produce an AOC/MOS. The 15B in an Attack Reconnaissance Battalion (ARB) is the same as a 15B in an Assault Helicopter Battalion (AHB), which is the same as a 15B in General Support Aviation Battalion (GSAB). The difference for these 15B's is the airframe they fly and that is differentiated by the ASI for the position on the MTOE. For these reasons it would make sense to separate the CAB 15C35 from the AEB SEMA 15C by either designating the AEB SEMA positions as a new separate AOC/MOS or by leveraging 15B Aviation officers (the predominant Aviation officer MOS/AOC) while maintaining the FWMEQC, SEMA course, and top secret clearance requirements.
10. Estimated cost of a TRADOC aviation intelligence course is well below that of even a single airframe lost to a shoot-down. Assuming the course would be four weeks in length, require at least two instructors in addition to the TACOPS instructors, and that the training would take place at an Army post with lodging and classrooms available; the rough estimate is that it would cost $1.4 million to train all 700 CAB intelligence personnel. The estimated annual cost after the CAB personnel are trained would be $550,000 with an estimated annual demand of 200 students due to transfers, ETS, and other losses.

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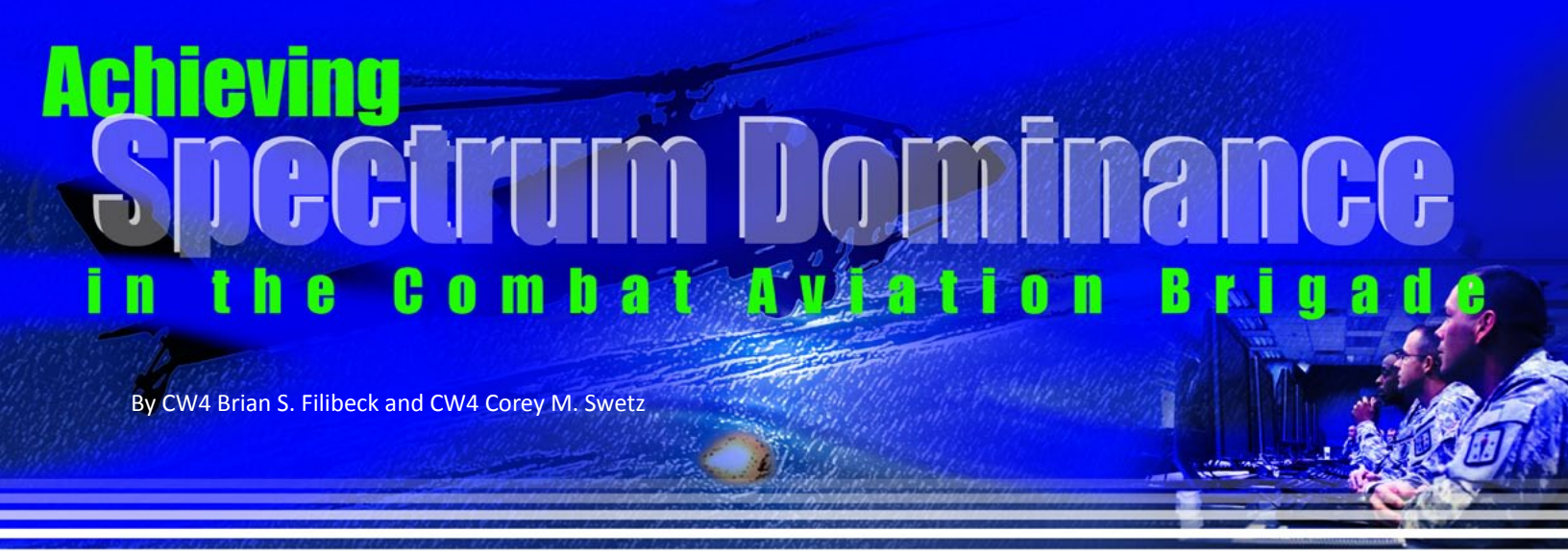
Acronym Reference

15C35 - Aviation All-source Intelligence Officer
AC - active component
AEBs - aerial exploitation battalions
AHB - assault helicopter battalion
AIOC - Air Intelligence Officer Course
AMPS - aviation mission planning system
AOC - area of concentration
ARB - attack reconnaissance battalion
ASDAT - Aircraft Shootdown Assessment Team
ASE - aircraft survivability equipment
ASI - additional skill indicator
ASITP - Aviation Specific Intelligence Training Program
AVOBC - Aviation Officer Basic Course
BP - battle positions
CAB - combat aviation brigades
EA - engagement areas
FWMEQC - Fixed Wing Multi-Engine Qualification Course
GWOT - Global War on Terrorism
GSAB - general support aviation battalion
HLZ - helicopter landing zones
IC - intelligence community
IERW - Initial Entry Rotary Wing
IPB - intelligence preparation of the attlefield
MICCC - Military Intelligence Captain Career Course
MIOTC - Military intelligence Officer Tactician Course
MOS - military occupational specialty
MSC - Medical Service Corps
MTTs - mobile training teams
NSAWC - Naval Strike and Air Warfare Center
OJT - on the job training
OPFOR - opposing force
PC - pilot in comand
RC - Reserve Component
SEMA - special equipment mission aircraft
TRADOC - Training and Doctrine Command
TABs - theatre aviation brigades
TACOPS - tactical operations
TOE - table of organization and equipment

Achieving Spectrum Dominance in the Combat Aviation Brigade



By CW4 Brian S. Filibeck and CW4 Corey M. Swetz

Over the last few years, commanders have received Army electronic warfare (EW) professionals into their ranks without a full understanding in how they can contribute to unit mission. In 2013, combat aviation brigades (CAB) will see an influx of EW Technicians (military occupational specialty (MOS) 290A) into units. It is imperative CAB leadership understand the utilization and expertise of these professionals to enhance the effectiveness of future operations. Up to this point, CAB relied heavily on the aviation mission survivability officer (previously referred to as TACOPS Officer) for planned aircraft survivability, to include electronic warfare. Almost all operations today affect the electromagnetic spectrum (EMS) and need a team of EW professionals that include aviators and EW Technicians (EWTs) coupled with intelligence and signal Soldiers to set the conditions for success. With the addition of an EW Technician, the aviation mission survivability officer (AMSO) now has a colleague, who can focus on preventing spectrum fratricide by ensuring friendly and enemy EW systems produce only minimal effects on the aircraft EW equipment.

Electronic warfare in the Army represents the military use of the EMS and directed energy. It has been a rapidly developing and expanding career field across the Army since 2008. Through radio frequency (RF) attacking and sensing EWTs bring options within the EMS to the commander, which ensure friendly systems remain effective while degrading or denying the enemy's ability to use the EMS. As a force multiplier and a mission enabler EW is not limited to just RF, but includes optical, acoustical, and infrared emissions as well. Although complex in nature, EW must be fully integrated and synchronized within aviation operations. This is accomplished through the coordinated effort of the AMSO, EW, S2, and S6 sections in order to achieve its full potential in contributing to mission success.

For clarity purposes and to view areas of convergence and divergence a fundamental understanding of each area of expertise is required. Below are the duties and responsibilities of the EWT and the AMSO. Similarities and areas of overlap between the two are easily distinguishable, but due to wording and description the differences are not as easily detectable. EWTs and AMSO perform the following duties:

1. EWTs analyze, plan, organize, integrate, monitor, and assess EW operations, the threat environment, and EW technical requirements. The EWT focuses the efforts of EW systems, both air and ground, against adversary personnel, facilities, or equipment with the intent of denying, degrading, neutralizing, defeating or destroying enemy capabilities. They enhance operations through active coordination, integration and de-confliction of EW during mission preparation and execution. The EWT will integrate EW into the targeting and planning process as well as assist in the development of the enemy EW order of battle, EW target information and products, intelligence, and target selection standards. The following are roles and responsibility of the EWT:

- Advise commanders on capabilities and employment of EW assets
- Monitor EMS for indications and warnings enabling immediate threat recognition and targeting
- Coordinate external support for EW mission requirements and integrate EW into planning/targeting processes to include EW Combat Assessment
- Reprogram EW ground equipment
- Quality assurance, quality control and prioritize EW requests from subordinate units
- Assist in training of unit, staff and subordinate units in all facets of EW

2. The AMSO is the commander's primary advisor on aviation mission survivability (AMS). AMSOs conduct combat survivability analysis, aircraft survivability equipment (ASE) and personnel recovery (PR) program management. The AMSO performs Army aviation electronic warfare operational planning and aviation mission planning system (AMPS) administration. The AMSO provides support to the intelligence section's threat analysis, identifying enemy threat capabilities and limitations which affect the commander's ability to conduct aviation missions in the assigned area of responsibility. AMSOs are responsible for administration of the commander's AMS program and training all AMS requirements within their assigned unit. The following are roles and responsibilities of the AMSO:

- Advise commanders on AMS
- Combat survivability and enemy threat system analysis
- Reprogram ASE and recommend ASE configuration
- Integration of joint assets
- Development of aviation tactics, techniques and procedures
- Serves as the unit PR Officer within aviation Units
- AMPS administration
- Assist in training members of ground maneuver brigade aviation elements (BAEs) and subordinate unit AMS officers.

The S2 and S6 as it relates to EW will be looked at together. Although key members of the team, they are not focal to the discussion.

The S2 is focused on the collection of intelligence and the S6 wants to ensure all forms of friendly communications operate effectively and are protected. This relates directly to the electronic warfare support (ES) and electronic protect (EP) sub-categories of EW. Electronic attack (EA) conducted by the AMSO and EWT has the potential to cause problems with signal intelligence or collection and communications. ES should go hand-in-hand with EA so proper cueing can be conducted. If proper coordination and synchronization are not conducted, confidence in the execution of ES and EP are sure to yield degradation of both. Losses of intelligence and communication fratricide are of no benefit to any unit.

It is sometimes neither understood nor clear who is best suited to conduct important tasks based on training and experience alone. This, coupled with units trying to conduct complex missions in unfamiliar territory, can lead to varying degrees of success. EW is a focal point of contention in aviation due to its complexity and its effect within the EMS, mainly on aircraft communications and system interoperability. The more the EWT knows about ASE and the more the AMSO knows about other spectrum activity, the better chance that problems can quickly be identified and alleviated. With a greater understanding of how the team (AMSO, EWT, S2, and S6) ties together and the much needed overlap, excellence in execution should prevail.

To efficiently conduct operations in a very dynamic, traffic jammed superhighway known as the EMS, it is imperative that the EWT and the AMSO work together along with the S2 and S6. All members of the team need a basic understanding of how ASE works. The AMSO is lead with the EWT focusing efforts on the effects EW has in the EMS with respect to ASE and other equipment. A concerted effort will maximize ASE effectiveness to protect the aircrew. The following are key cross-over duties that span across several layers of expertise:

- ASE interoperability/synchronization (AMSO/EWT/S2)
- Reprogramming of ASE/EW ground equipment (AMSO/EWT)
- Electronic Order of Battle/ Electromagnetic Operational Environment and its effects on aviation operations (S2/ AMSO/ EWT)
- Joint Restricted Frequency List (JRFL) coordination/deconfliction to include team internal frequencies (prevent communications fratricide) (S6, EWT, AMSO)
- EW support for security of forward arming and refueling points (FARPS)/forward operating bases to include equipment and personnel (CREW, Gator, Duke EA, etc.) (EWT/ AMSO/S2)
- EW support for logistic resupply to the FARPS (counter radio electronic warefare (CREW) equipment and planning) (EWT/AMSO/S2/S6)
- Security for pathfinder operations (EWT/S2)
- EW support for PR (AMSO/EWT/S2/S6)
- Prevent loss of key/critical intelligence/ EA cueing (AMSO/EWT/S2)

In order for EW to become effective in the CABs, commanders and staff need to make a conscious effort to integrate these junior grade EWT warrant officers into the team. WO1s are arriving at most CAB units to fill CPT, a CW3, and a CW2 slot without much assistance. They need the mentorship of the senior AMSO to fulfill the role designated to them in their duties and responsibilities. It is crucial the 290A works closely with the AMSO to ensure the CAB's EMS footprint is properly coordinated with the JRFL, ground units, and higher headquarters in order to mitigate frequency fratricide. The 290A needs to be trained on all ASE equipment and have a firm understanding of how it supports the mission to "best" serve the commander. This would give them the needed exposure to the EW systems installed on CAB aircraft and a better understanding of aviation operations. It would also enhance the working relationship between the EW and AMSO. By forming this team of AMSO, EW, S2, and S6 personnel, the CAB will be postured to seize and exploit the initiative to gain and maintain spectrum dominance, while achieving the commander's intent.

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CW4 Corey M. Swetz is currently serving as the senior instructor for the Electronic Warfare Technician Warrant Officer Advanced course at Fort Sill, OK. He has three deployments to OIF. Previous assignments include Electronic Warfare Technician at the 75th Fires Brigade and as a TACOPS Warrant Officer and an AH-64D maintenance test pilot in Germany and at Fort Hood, TX.

Acronym Reference

AMPS - aviation mission planning system
AMS - aviation mission survivability
AMSO - aviation mission survivability officer
ASE - aircraft survivability equipment
BAEs - brigade aviation elements
CAB - combat aviation brigade
CREW - Counter Radio Electronic Warefare
EA - electronic attack
EMS - electomagnetic spectrum
EW - electronic warfare
EWTs - Electronic Warfare Technicians
EP - Electronic Protect
ES - Electronic Warefare Support
FARP - forward arming and refueling points
JRFL - Joint Restricted Frequency List
MOS - military occupational specialties
PR - personnel recovery
RF - radio frequency
TACOPS - tactical operations

Effective Aviation COMMUNICATION

By SPC Rune Duke

Clarity is vital to effective communication. Misunderstandings between Air Traffic Controllers (ATC) and pilots can lead to runway incursions and even accidents. ATC follow complex scripts that must be adhered to, as failure to use set phraseology can have serious implications. Pilots should be familiar with and regularly use the standards for communication and phraseology detailed in the Aeronautical Information Manual (AIM). There are times when pilots are required to say precise words because ATC needs to know that they understand what they were instructed to do. Reading back hold short instructions, numbers like frequencies or headings, and any restriction issued should all be done for safety. Effective communication requires pilots to be self-aware and to avoid complacency.

Air traffic controllers use the Job Order 7110.65, published by the Federal Aviation Administration (FAA), as a phraseology and rulebook on how to control air traffic. Controllers have very strict guidelines about what and how they communicate with pilots. Army pilots are taught to use professional radio etiquette and standard phraseology from the Pilot/Controller Glossary (PCG) when talking on the radio. Common mistakes that should be avoided are using jargon and failing to acknowledge transmissions with a call sign. For example, weekend-warrior private pilots at uncontrolled airfields do not consistently use standard phraseology, which can lead to confusion regarding their position and intentions. Aircraft on instrument approaches should announce their positions not only in terms related to the approach, such as over the final approach fix, but also in terms that any pilot could understand, such as stating five mile final. Not every pilot does this, which can cause critical information to not get to the other pilots in the pattern.

A pilot's full attention is required when taxiing and care should be given to ensure that a clearance was received before crossing any runway, and that all hold short instructions are read back with call sign. A recent ATC rule change states that an aircraft needing to cross multiple runways can only receive instructions to cross one runway at a time; the aircraft must finish crossing the first runway before getting permission to cross another. Pilots must be vigilant when they are expecting to cross multiple runways because their taxi instructions can include a crossing and an additional hold short. The controller is required to hear that 'read back' because they share equal blame with the pilot if they were to have a runway incursion.

Many conflicts develop because a pilot has a different understanding of what they are instructed to do. Controllers are very careful when listening to a pilot's acknowledgment, even when the instruction is not required to be fully read back. If a pilot only says "roger", then both the controller and pilot miss

the opportunity to correct issues such as a misheard heading or frequency. Always acknowledging transmissions with a call sign is very important, particularly when the frequency is congested. Controllers waste critical time when a clearance is not replied to with a read back that indicates the pilot understands their clearance. Any restrictions, such as giving way to another aircraft when taxiing, should be read back to indicate to the controller that it will be complied with. When a helicopter is instructed to terminate short of an intersecting runway, the controller needs to know that the pilot didn't only hear cleared to land but also the restriction.

Lack of radio proficiency can hinder one's ability to communicate effectively, but so can forgetting that there are others flying that may not be familiar with technical terms. Pilots should be aware who is listening when making a transmission and if understanding will result. Just as pilots often ask ATC to rephrase clearances in plain language, they must communicate with each other to ensure there is no confusion. ATC does require hearing technical names at times, such as hearing pilots ask for special visual flight rules (VFR) by name, as asking for it implies the pilot and aircraft are qualified to do it. ATC is not authorized to solicit special VFR and many pilots have been met by "say again" when they do not ask for it using the correct terminology.

Proper phraseology also needs to accompany appropriate cockpit management procedures. Pilots should know after calling clearance delivery that a lengthy instument flight rules clearance is coming and that they should have pen and paper ready. ATC will give pilots as much of a heads up as possible when an unexpected long clearance needs to be issued. Asking the pilot to "advise when ready to copy" or "standby for new missed approach instructions" give pilots a chance to prepare themselves.

Monitoring guard is a convenient safety feature that each pilot should utilize. If ATC cannot reach a pilot over the correct frequency, they will try guard, in many cases this is because of either a "stuck mike" or that the pilot switched frequencies accidentally. When an aircraft has radio failure and must proceed "No-Radio," cell phones are excellent secondary equipment. Collecting phone numbers during flight planning for base operations, fixed base operators, and ATC facilities can be critical for moments like these and can make radio failure a non-event.

Making it standard practice to always reply with a call sign and to read back ATC instructions will prevent the complacency on the radio that leads to events like runway incursions. The pilot-in-command is responsible for the aircraft and must be comfortable communicating with ATC and other pilots. Using the phraseology put forth in the AIM and PCG tells every controller that this pilot is professional. Learning to understand the terms and phraseology used in aviation is part of the process for every pilot and controller. The development of communication skills never ends and will only increase the services available and the effectiveness of the system.

Rune Duke has served in the US Army for five years as an air traffic controller. He holds a commercial pilot's license, and currently works as a supervisor in the control tower at Cairns Army Airfield, Fort Rucker, AL.

Acronym Reference

AIM - Aeronautical Information Manual
ATC - air traffic control
FAA - Federal Aviation Administration
PCG - Pilot/Controller Glossary
VFR - visual flight rules

Doctrinally Speaking

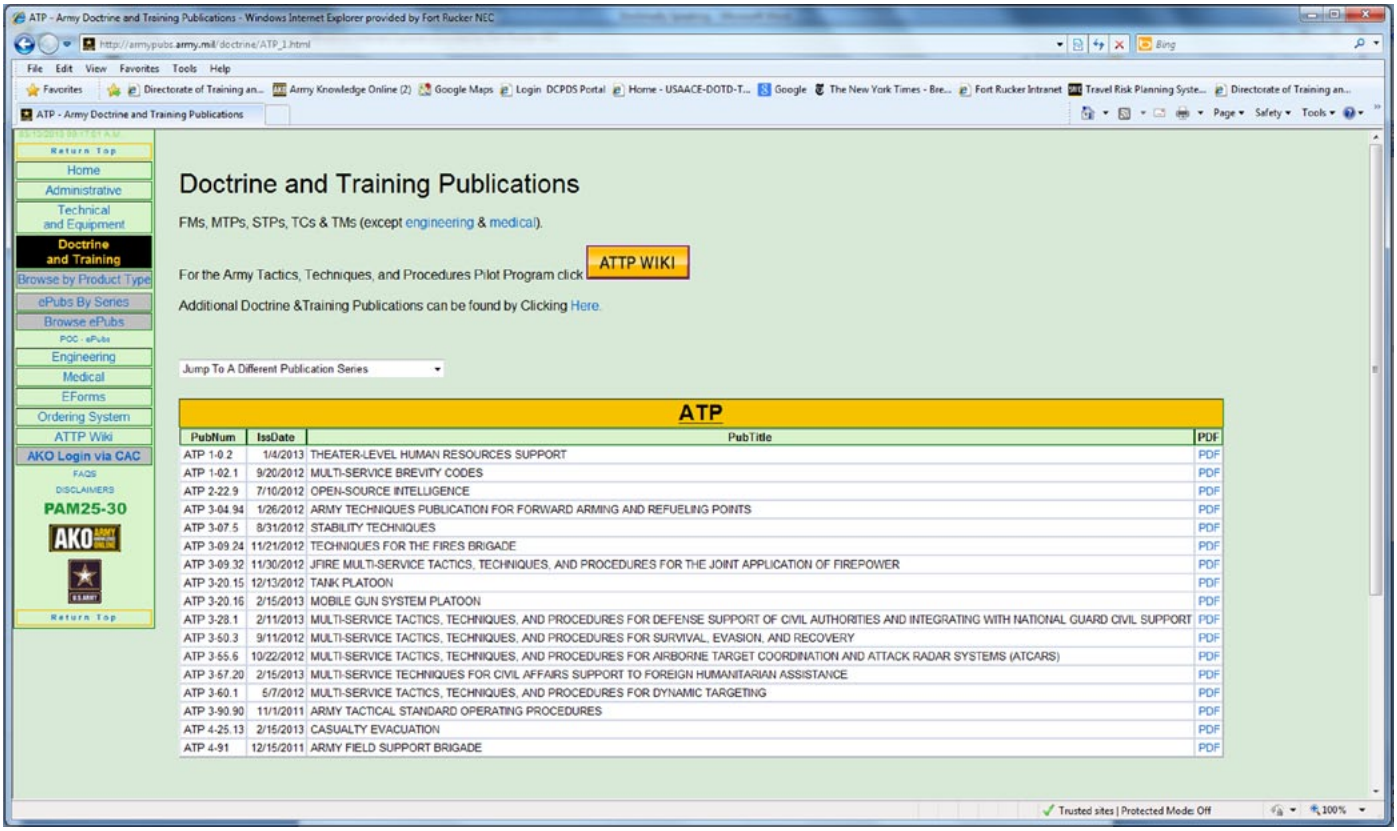
Doctrine 2015:

The Army Techniques Publications

By LTC Charles R. Bowery, Jr.

The most innovative feature of Doctrine 2015 is the Army techniques publication (ATP). ATPs are intended to bridge the growing gap in our Army between tactics, techniques, and procedures and doctrine. The last decade of combat operations has reinforced a trend of innovation at the unit level, without corresponding doctrinal change. This lack of doctrinal update is a factor of the operating force high operational tempo, and of resulting manning and expertise shortages in the generating force, specifically in the Training and Doctrine Command proponent doctrine organizations. The Army has simply not had the time and resources to update doctrine to reflect current operations and best practices. The traditional doctrine revision process, which can take months or years from start to finish, also works against rapid innovation.

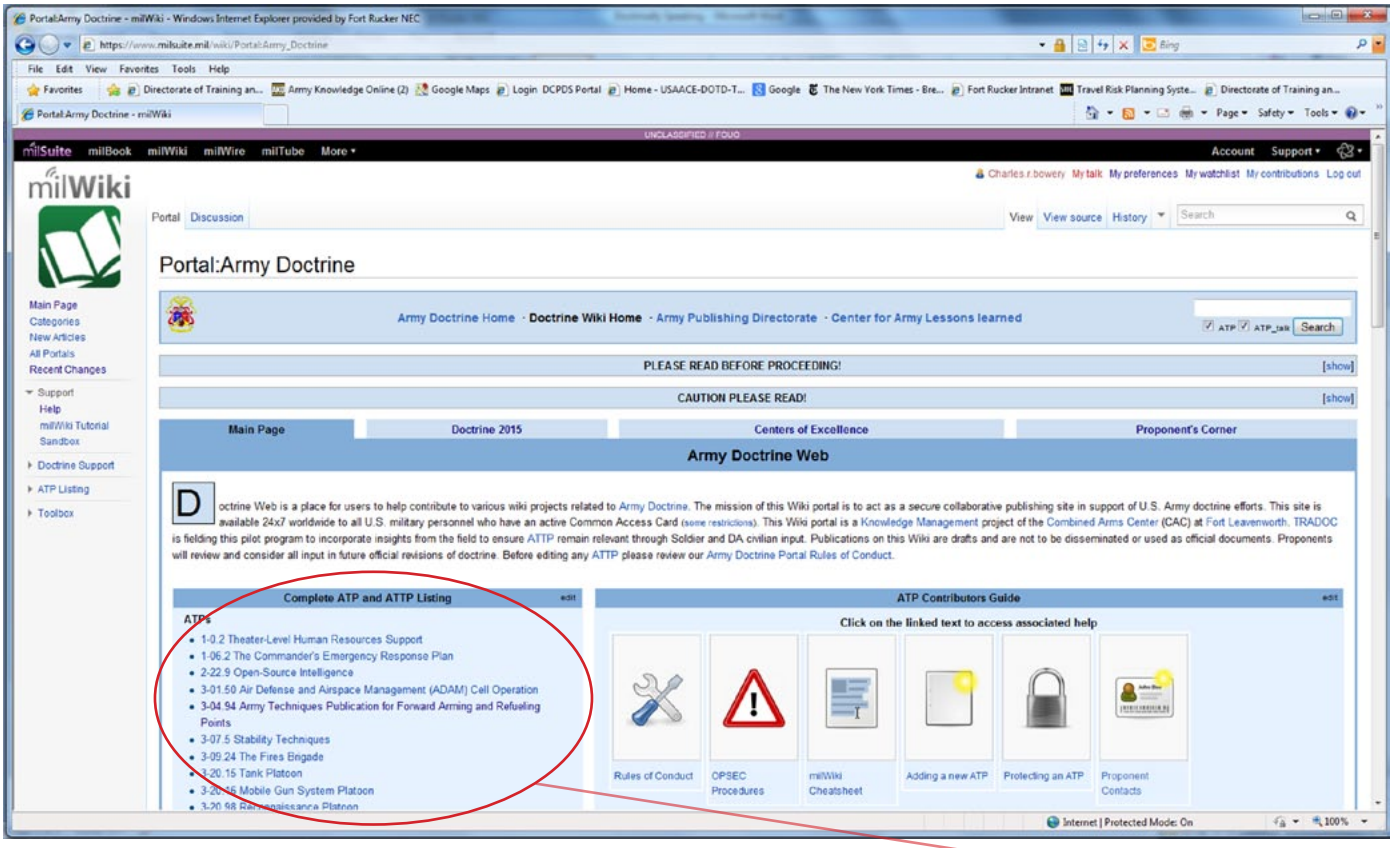
With these issues in mind, the ATP structure is intended to make Army doctrine more relevant, easily accessible, and easily modified at the "point of need:" the Soldier in the field. ATPs are designed to be collections of accumulated best practices that are given the proponent stamp of approval for use across the force. Most importantly, ATPs will be available for update and revision by the entire force through the MilWiki construct. MilWiki is a collection of powerful web editing tools resident on the Army's common access card (CAC) protected doctrine site. Access the Army Publishing Directorate (APD) site via the Army Knowledge Online top-level page, under the Self Service Tab, at "My Doctrine." Approved ATPs appear on the APD site as they are published.



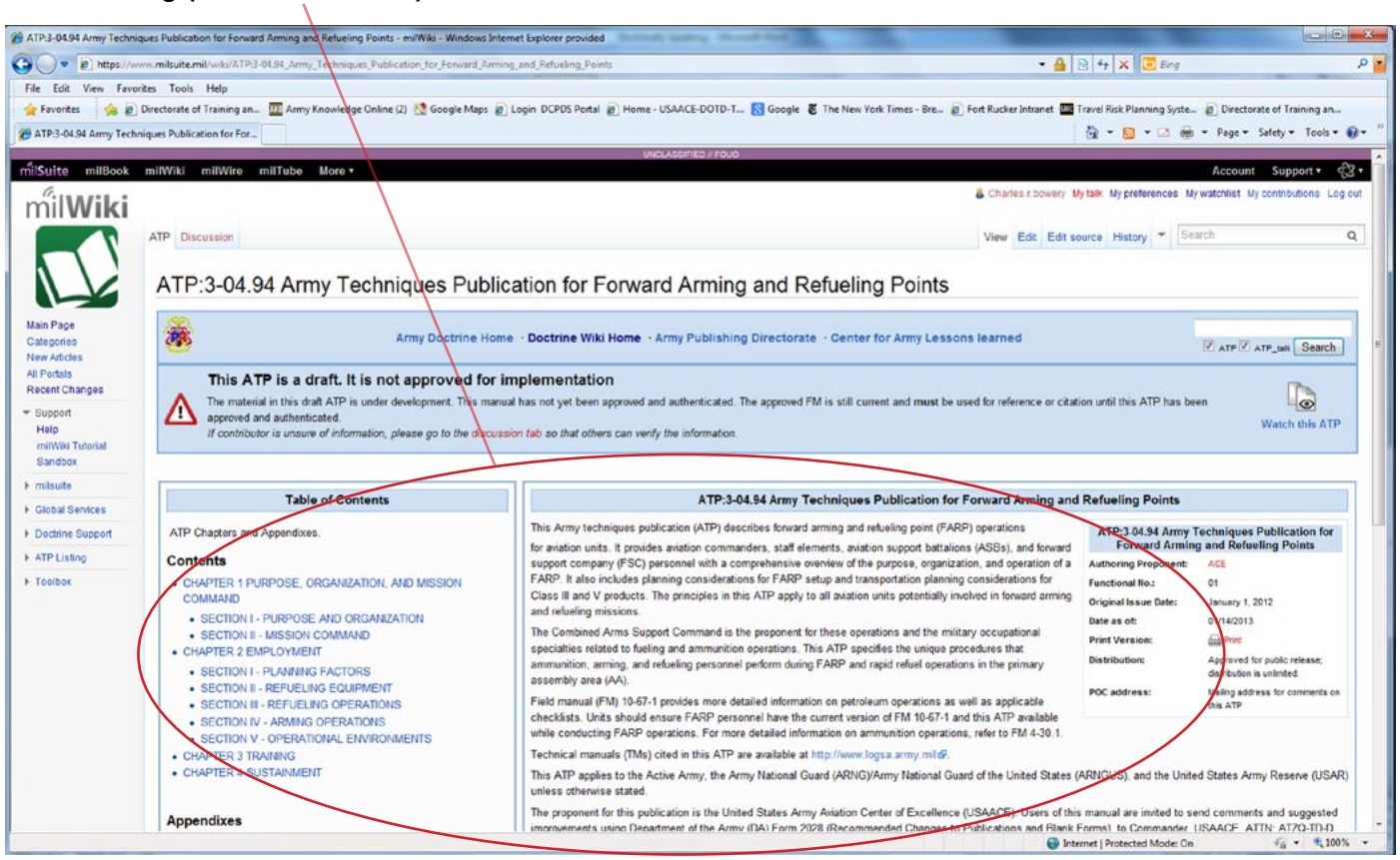
ATP

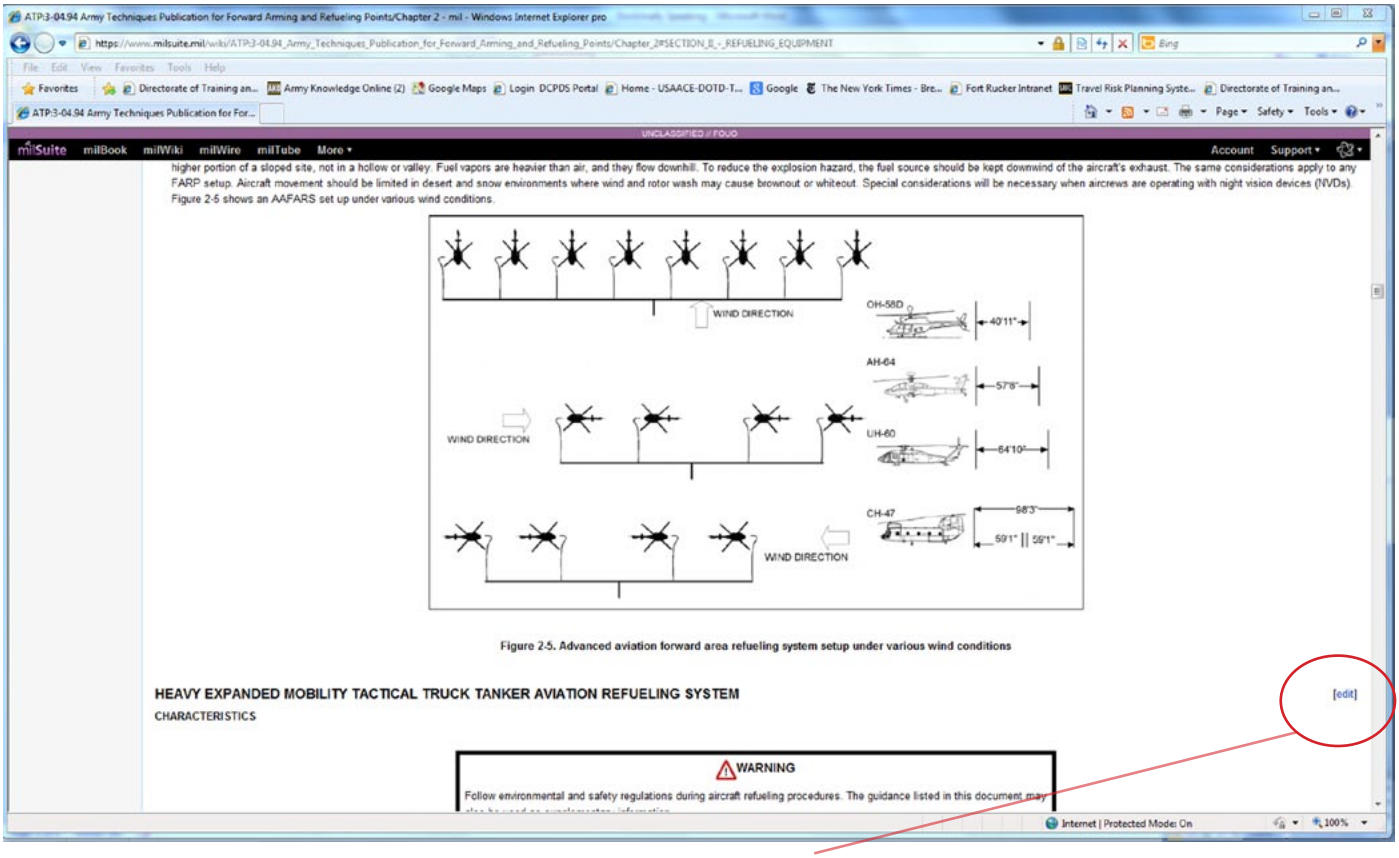
PubNum	IssDate	PubTitle	PDF
ATP 1-0.2	1/4/2013	THEATER-LEVEL HUMAN RESOURCES SUPPORT	PDF
ATP 1-02.1	9/20/2012	MULTI-SERVICE BREVITY CODES	PDF
ATP 2-22.9	7/10/2012	OPEN-SOURCE INTELLIGENCE	PDF
ATP 3-04.94	1/26/2012	ARMY TECHNIQUES PUBLICATION FOR FORWARD ARMING AND REFUELING POINTS	PDF
ATP 3-07.5	8/31/2012	STABILITY TECHNIQUES	PDF
ATP 3-09.24	11/21/2012	TECHNIQUES FOR THE FIRES BRIGADE	PDF
ATP 3-09.32	11/30/2012	JFIRE MULTI-SERVICE TACTICS, TECHNIQUES, AND PROCEDURES FOR THE JOINT APPLICATION OF FIREPOWER	PDF
ATP 3-20.15	12/13/2012	TANK PLATOON	PDF
ATP 3-20.16	2/15/2013	MOBILE GUN SYSTEM PLATOON	PDF
ATP 3-28.1	2/11/2013	MULTI-SERVICE TACTICS, TECHNIQUES, AND PROCEDURES FOR DEFENSE SUPPORT OF CIVIL AUTHORITIES AND INTEGRATING WITH NATIONAL GUARD CIVIL SUPPORT	PDF
ATP 3-50.3	9/11/2012	MULTI-SERVICE TACTICS, TECHNIQUES, AND PROCEDURES FOR SURVIVAL, EVASION, AND RECOVERY	PDF
ATP 3-55.6	10/22/2012	MULTI-SERVICE TACTICS, TECHNIQUES, AND PROCEDURES FOR AIRBORNE TARGET COORDINATION AND ATTACK RADAR SYSTEMS (ATCARS)	PDF
ATP 3-57.20	2/15/2013	MULTI-SERVICE TECHNIQUES FOR CIVIL AFFAIRS SUPPORT TO FOREIGN HUMANITARIAN ASSISTANCE	PDF
ATP 3-60.1	5/7/2012	MULTI-SERVICE TACTICS, TECHNIQUES, AND PROCEDURES FOR DYNAMIC TARGETING	PDF
ATP 3-90.90	11/1/2011	ARMY TACTICAL STANDARD OPERATING PROCEDURES	PDF
ATP 4-25.13	2/15/2013	CASUALTY EVACUATION	PDF
ATP 4-91	12/15/2011	ARMY FIELD SUPPORT BRIGADE	PDF

On this site, the user may download a PDF file of the publication, but may not make changes to it. By selecting the "ATTP WIKI" button on the page, a common access card holder is directed to the MilWiki site:

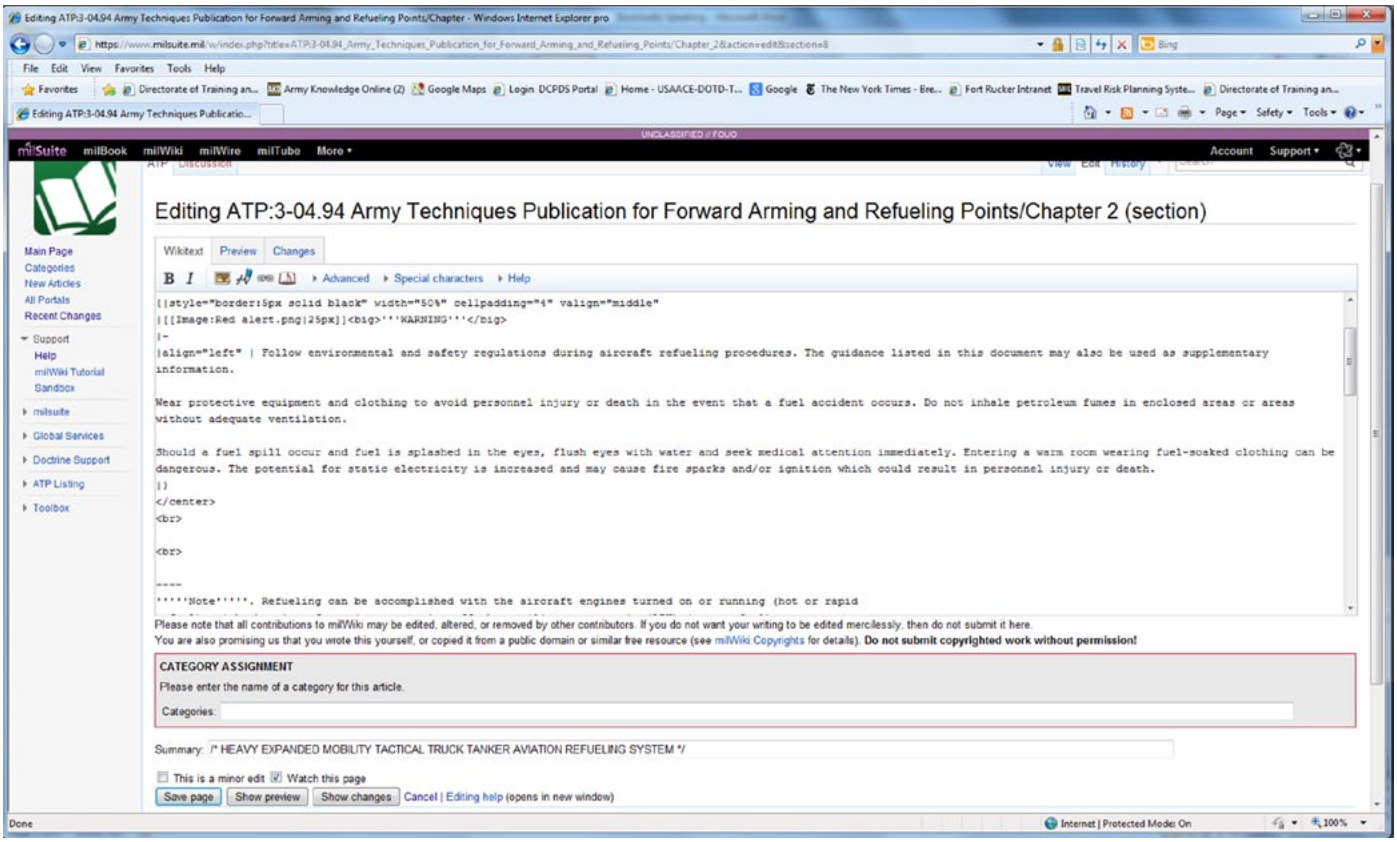


Selecting a publication from the "Complete ATP and ATTP Listing" on the left side of the page (shown above) gives you the selected ATP's for editing: (format shown below)





Further selecting a portion of the publication gives you a page, with an "edit" hyperlink on the side:



Finally, selecting "edit" opens the page of the ATP with a window into which the user enters content, and sends the suggested change to the proponent:

And that's it! For Army Aviation ATPs, the United States Army Aviation Center of Excellence (USAACE) Directorate of Training and Doctrine (DOTD) Doctrine Branch will have point of contacts (POC) assigned to receive and review edits from the field. The assigned POC will immediately establish contact with the individual proposing the change, and work the content in real time. Once Doctrine Branch accepts the changes, the POC adds the content to the approved version of the ATP. The suggested change, thus vetted and approved for use, is now part of doctrine, and appears in the "above the line" electronic version of the manual. The other major functionality of the MilWiki suite is the "watch" function, allowing the user to sign up to receive email alerts any time a particular publication is updated.

Army Aviation ATPs

The USAACE currently has one ATP published on the ADP site, ATP 3-04.94, covering techniques for forward arming and refueling point employment. We intend to convert this ATP into a training circular over the next year, placing it alongside other publications of a similar focus (such as FM 3-04.513 Aircraft Recovery Operations). We have four ATPs currently under development:

- ATP 3-04.13, Army Aviation Mission Command, nests with ADP 5-0 and ADP 6-0, covering The Operations Process and Mission Command, respectively, and FM 6-0, Mission Command and the Operations Process. ATP 3-04.13 covers the unique aspects of mission command of aviation operations, and the aviation-specific aspects of the military decision making process and the combat aviation brigade and battalion-level staffs. It also contains chapters on air-ground Integration, the air mission commander (selection, training, employment), and aviation battalion task force operations and considerations.
- ATP 3-04.14, Army Aviation Tactical Employment, provides techniques and procedures for Army Aviation's core mission sets: reconnaissance and security, offense, air assault, air movement, air medical evacuation, mission command aviation support, fixed wing operations, and airfield management/air traffic services operations. This ATP also addresses aviation unit ground operations, tactical flight and communications procedures, and munitions planning. Each mission set discussion incorporates both manned and unmanned assets as appropriate, and addresses execution of the mission set across the range of military operations-offense/defense/stability/defense support to civil authorities.
- ATP 3-04.18, Aviation Tactical Employment (Classified) will be a SECRET-level manual detailing tactical employment considerations in the classified realm. It will be heavily focused on aviation survivability, threat countermeasures and defeat tactics, and weaponeering/weapons employment considerations. This ATP will be published and maintained on the USAACE secure website. Its editing features are still under development.
- ATP 3-04.15, Army Aviation Sustainment, will incorporate material from TC 3-04.7, Aviation Maintenance, and another major section on tactical sustainment functions. It will also be oriented toward aviation task force maintenance procedures.

The Army-level suspense for ATP completion is December 2015; we expect to complete Army Aviation's four ATPs by spring 2014.

The USAACE DOTD remains fully committed to the success of the Doctrine 2015 project, but in the final analysis, the techniques collected in the ATPs are only as good as the ongoing feedback that we receive from the entire Aviation Enterprise. Your participation in this exciting collaborative effort is appreciated.

LTC Charles R. Bowery Jr. is the Chief, Doctrine Branch of the Directorate of Training and Doctrine. He is an AH-64D aviator with over nineteen years of service and three deployments to Iraq and Afghanistan. LTC Bowery has served in aviation units at Fort Bragg; Camp Eagle, Korea; Katterbach, Germany; and at Fort Hood. From 2009 to 2011, he commanded 1st Battalion, 4th Aviation Regiment, and deployed the battalion to Afghanistan for a year of combat operations in direct support of Tier One SOF in RC-South, RC-East, and RC-North.

Acronym Reference

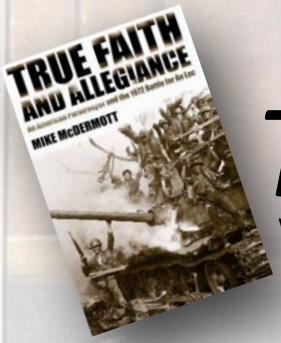
APD - Army Publishing Directorate
ATP - army techniques publication
CAC - common access card
DOTD - Directorate of Training and Doctrine
POC - point of contact
USAACE - United States Army Aviation Center of Excellence

TURNING PAGES

~ book reviews of interest to the aviation professional

True Faith and Allegiance: An American Paratrooper and the 1972 Battle for An Loc.

By Mike Dermott. The University of Alabama Press: Tuscaloosa, AL, 2012. Available in hardcover, Kindle and audible formats at http://www.amazon.com/True-Faith-Allegiance-American-Paratrooper/dp/0817317554.



A book review by 2LT Jamie Crownover

True Faith and Allegiance: An American Paratrooper and the 1972 Battle for An Loc provides a gripping description of the author's experience as senior advisor with Advisory Team 162 for the Vietnamese 5th Airborne Battalion during the battle for An Loc. The stage for this battle is set during America's withdrawal from Vietnam as North Vietnam took full advantage of the situation to overwhelm the South. An Loc was viewed as a gateway to Saigon and became a primary target of the North Vietnamese incursion. Mike Dermott describes coordinating airstrikes, participating in close-quarters combat, and providing life-saving medical care for Vietnamese paratroopers and civilians. The book includes pictures, maps, and appendices that contribute to the author's portrayal of his time in Vietnam.

Mike Dermott enlisted in the Army as a paratrooper before commissioning as an officer through the ROTC program at the University of South Dakota. He served three tours in Vietnam as an Infantry officer with the 101st Airborne Division. During a fourth tour, Mike Dermott volunteered for assignment with Advisory Team 162 as an advisor for the Vietnamese 5th Airborne Battalion. He earned two Distinguished Service Crosses, the Silver Star, the Purple Heart, and more than thirty other awards for bravery and heroism throughout his career. He was a master parachutist, and decorated with a Ranger Tab, Pathfinder Badge, and the Combat Infantryman Badge. Mike Dermott retired as a colonel and currently resides in Wyoming.

The detail in each story line leaves little room for imagination. Mike Dermott begins by describing his arrival at Team 162 and the awkward initial meeting with his Vietnamese commander, Colonel Nguyen Chi Hiu, who felt slighted that he had received a captain for an advisor, rather than the major he was entitled. Forged in part by Vietnamese culture and the persistent and unwelcomed truth that the Vietnamese would not survive An Loc without Dermott and the other American advisors who stayed, fought, and directed critical close air support, the tension in the relationship remained to the end as Mike Dermott boarded an aircraft to return home. Mike Dermott describes the intensity of this battle as only could be told from first hand observation and experience—much of it from the stench of bunkers, foxholes, and cellars while simply trying to outlast the constant rain of North Vietnamese artillery. The battalion surgeon had been killed early in the battle and American medical evacuation helicopters found it impossible to fly in the vicinity of An Loc. Only minor medical care remained, and the sole option for the sick and injured was to endure or die. Antiaircraft fire, including some of the first uses of man-portable surface to air missiles in the Vietnam War, prevented helicopter support. An Loc's lifeline of U.S. Air Force C-130 deliveries of critical supplies was dramatically reduced by the surface to air threat but the determination to continue support to the defenders of An Loc resulted in a host of "experimental" flight profiles until a reasonable solution was achieved and the resumption of resupply partially successful. Pictures of the aircraft supporting An Loc and a summary of aircraft that were shot down during the battle are provided in the book.

Mike Dermott noted that "the bravery and fortitude of those Vietnamese paratroopers surpassed anything that I have ever experienced. There was no possibility of relief and no good outcome in sight, and they just cleaned their weapons and focused on the job at hand" (p. 104). Throughout the book, Mike Dermott stated his continued admiration of the Vietnamese paratrooper's and ranger's dedication and unhesitating willingness to fight until death. He explains in one section of the book, "Seeing their willingness to accept their fate, their own impending deaths shocked me" (p. 64). Many authors of this time period will recant stories of the less than stellar performance of the Vietnamese Soldier. He describes the Vietnamese Airborne and Ranger Soldier performance under incredibly difficult conditions at An Loc as focused, determined, and professional.

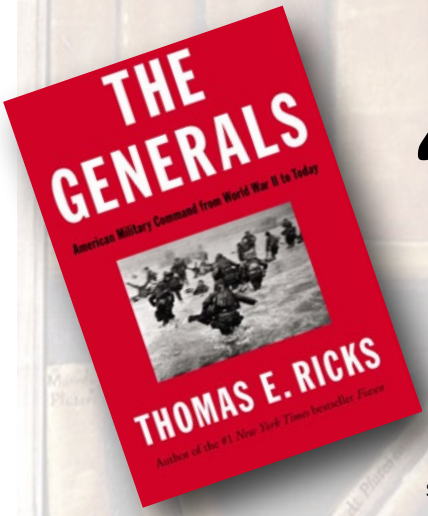
He describes his experience at An Loc in such descriptive terms that the reader can taste the fear of almost certain death and smell the cordite of the nearly constant bombardment. Because of its depiction of combat MEDEVAC and AH-1 Cobra close air support, it is highly recommended for Army aviators, and for any U.S. Soldier deploying overseas in an advise and assist role.

TURNING PAGES

~ book reviews of interest to the aviation professional

The Generals: American Military Command from World War II to Today

By Thomas E. Ricks. Penguin Books Ltd. London, England, 2012. 565pp. Available in hardcover, paperback, Kindle, and CD audiobook at http://www.amazon.com/dp/1594204047/ref=rdr_ext_tmb.



A book review by MAJ Nicole E. Dean

"For those who died following poor leaders." The dedication is directly followed by a quote attributed to Napoleon Bonaparte "There are no bad soldiers, only bad generals." Both set the stage for a wide-reaching, fast paced read regarding the senior leaders who have shaped, and been shaped, by the United States military since World War II. Thomas E. Rick's The Generals provides a broad brush stroke over a handful of significant general officers who have been associated with the past sixty years of American conflicts, ranging from Marshall and Eisenhower to Franks and Petraeus. Following recent exposure of bad behavior, mistrust, and suspicions regarding general officers in the ranks, it would seem that Ricks' book came at the right time for the American military to reexamine senior leader accountability. Is it ever okay to write a book about casually casting aside senior leaders in our military? What makes generals go from revered to reviled?

Focusing on specific personality traits and anecdotes about each general officer, Ricks weaves a discussion on what makes certain men exceptional combat leaders while others are doomed to failure and removal from the warfighting ranks. While there is no defined set of characteristics that equates to success as a general officer, one theme crops up repeatedly: *temperance, balance, and accountability.* Ricks' examination of each man through their quixotic tendencies, from Patton's aggression to Powell's political savvy, quickly identifies the values that either starred or sank each man. In all cases, there is no set recipe to follow to ensure that a general officer will excel in leading combat operations.

This idea of holding high ranking men accountable for their actions, values, and character flaws is pervasive throughout the book. The Generals has a hidden message to young leaders as well: beware the lionization of mere mortals. To make a man more than just a man is dangerous. His failures and fall from grace become damaging to the organization. Accountability equates to humanization, the reminder that we all may fail to fulfill expectations at some point. Ricks never comes out with a checklist for qualities that should be groomed during the life of a career officer, but the most crucial lesson from each chapter is this: *any good value or trait done to excess can be toxic if not tempered through personal and professional accountability.*

In the past, Ricks has also fallen in the trap of "leader lionization," especially with General George Marshall. Speaking to a recent class of Command and General Staff College students, he posed the challenge to occasionally ask "what would George Marshall do?" Prior to retirement, Ricks' maintained steady praise of General Patraeus that bordered on pandering. Placing general officers on pedestals as celebrities requires diligence to maintain that pedestal - diligence that can only be truly achieved with personal accountability on the part of the general officer.

Perhaps the greatest lesson we can take away from the material is that there is no correct answer to being a good leader. Life, and leadership, is about making tempered, rational choices with the information you have at hand and accepting the failures that may come from them. You don't need George Marshall to tell you that.

The material eschews in-depth study into any one leader, opting for a wave-top approach to each man. As a popular military history and leadership book, it lacks meat at times. It avoids deeper discussion on certain topics that offer key perspectives on why certain general officers behaved as they did. Citations and quotes are end noted but lack numerical sequencing. This makes references to source material halting. This can be frustrating for historical academics used to expanded footnotes for references. This is stylistic. It does force the reader to absorb the material first, saving questions about sources for later. The Generals is a quick read for history buffs and burgeoning leaders alike.

NOTAMS

The next quarterly Master Gunner Working Group (MGWG) Defense Connect Online (DCO) is scheduled for 21 and 22 May 2013. The 21 May DCO will be UNCLASSIFIED. CLASSIFIED discussions are scheduled for the 22th. DCO web link information follows:

DCO - AMGWG 13-02, 211200RMay13. Dial In backup – DSN 558-2821, COM (334) 255-2821. https://connect.dco.dod.mil/amgdco13002.

The United States Army Aviation Center of Excellence has initiated a book review program to encourage professional reading and to support the Turning Pages segment of the Aviation Digest. Texas A&M University Press, Potomac Books, Inc, and the Naval Institute Press are currently supporting by providing books at absolutely no charge. All that is required is for you to select a book and send an e-mail to the Aviation Digest mailbox (usarmy.rucker.avncoe.mbx.aviation-digest@mail. mil) requesting the book be sent to you. Once you read the book and provide us with a one page (approximately 700 words) review of that book, the book is yours. Scan the quick reader (QR) code to the right for additional information on the program.

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Issue 3 (Jul-Sep) of the Aviation Digest will be released on 15 August. The primary theme will be Training and Tactical Proficiency. Themes for Issue 4 (Oct-Dec) and 5 (Jan-Mar 2014) are Aviation Maintenance and Air Ground Integration. Deadline for submission of articles for these issues is Sep 15 and Dec 15.

Please keep in mind that articles do not have to be theme oriented. Any subject pertaining to our profession is welcomed. The Aviation Digest is our branch professional bulletin. Agreement, disagreement, and discussion of articles submitted by any author is expected and encouraged. If you would like to comment on any article, please send them to the Aviation Digest mailbox (usarmy.rucker.avncoe.mbx.aviation-digest@mail.mil) for the Reader's Respond segment of the Digest.

As you prepare an article for the Aviation Digest, plan not to exceed five pages or 3000-3500 words. If it is necessary for the article to exceed five pages, we will coordinate follow-on articles as required.

Prepare for your deployment and get the most current lessons learned. The most recent Operation Enduring Freedom after action review from the 25th Combat Aviation Brigade is available on the DOTD Tactics/ Lessons Learned Integration Branch website at https://www.us.army.mil/suite/files/39971254

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Topics of discussion can be aligned with the issue theme or any subject related to our profession of your choosing—Observations, insights, lessons learned; tactics, techniques, and procedures; book reviews; war stories, and Reader's Respond comments are all welcome.

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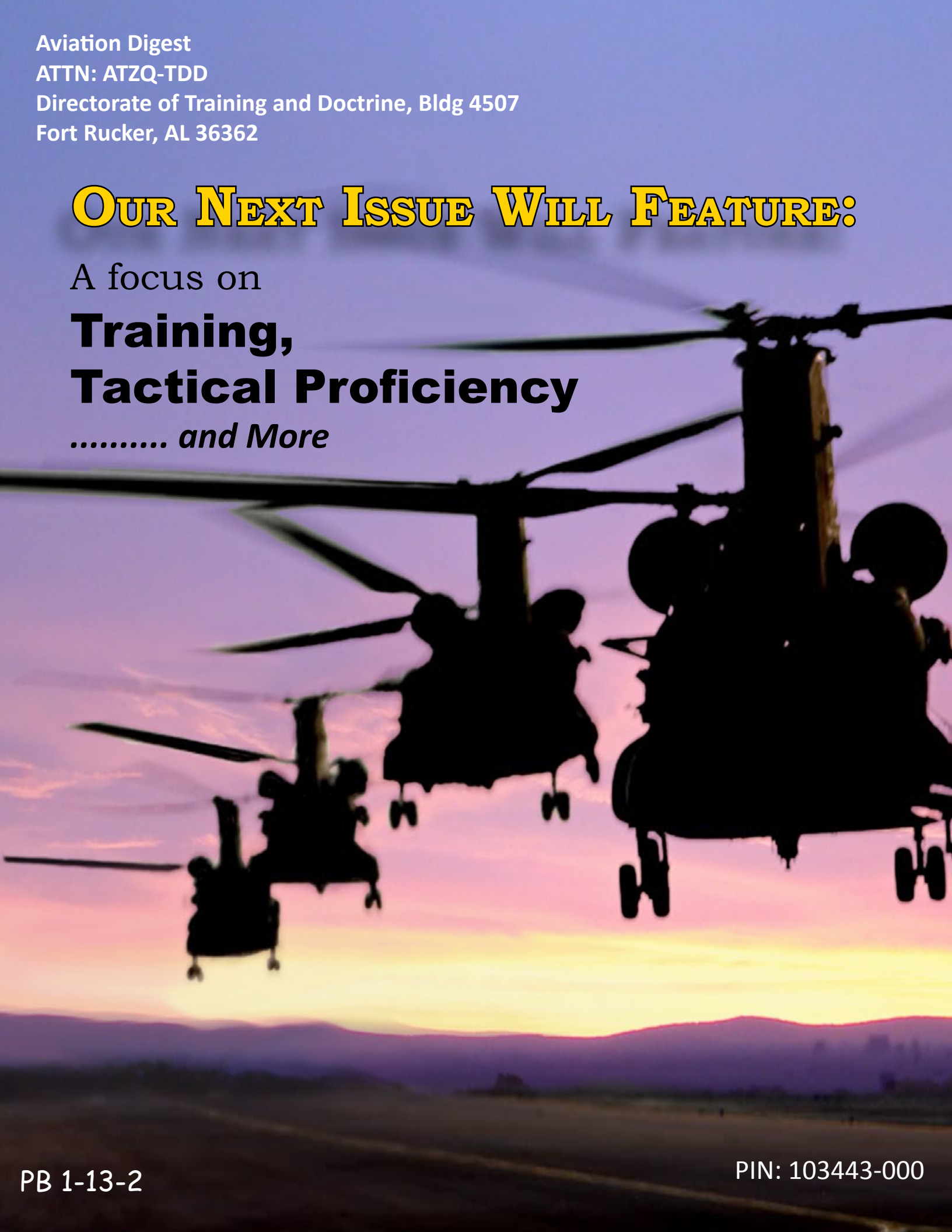
Our Next Issue Will Feature:

A focus on

Training,
Tactical Proficiency

..... and More



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