

WARRIOR LEADER

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Shooting for excellence

Rifle range is where cadets learn marksmanship

Every soldier in the United States Army is required to learn how to operate and use the M16 rifle, whether it is the M16-A1, M16-A2 or the M4 Carbine, the newest and best version of this combat-proven rifle. Basic Rifle Marksmanship, or BRM, is therefore one of the most important blocks of instruction any soldier, enlisted or officer, can undergo.

Qualification at BRM is an important element of the training at the National Advanced Leadership Camp, because one soldier with one rifle represents the very core of the Army's soul. Throughout history, soldiers whose job specialties were far removed from the combat arms, or were based entirely on other weapons systems, have found it necessary to pick up a rifle and fight for their lives or join in the attack. See how they train at BRM by turning to **Pages 4 and 5.**

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New team teaches diversity and assimilation

Story and photo by
Bob Rosenburgh

They are called the Diversity/Assimilation Team and they're here to teach motivation and awareness. Comprising seven senior noncommissioned officers from Equal Opportunity offices at posts around the country, they also represent the first time such a group has come to the National Advanced Leadership Camp.

"We take the cadets through a socialization process," said Master Sgt. Tonja K. Deans, the team leader, "which includes the perception of stereotypes, effective communication and how diversity, as a whole, benefits the Army."

The team is based on a strength of eight members, but with only seven at camp they split the duties between a four-person and a three-person section. The group of four trains even-numbered regiments, while the other attends to the odd-numbered ones.

"At D-minus-two," said Deans, "we do a cadre in-brief where we talk about rules of engagement – if there are any problems or questions that may arise, we let them know how they can deal with them

through the command team or the Regimental Tactical Officer and Regimental Sergeant Major."

Deans stressed how the team is always available to help them produce quality officers. The in-brief takes four days and includes facilitation, observing cadets and a out-brief. The out-brief coincides with the in-brief of the next Regiment where the process begins once again.

During the facilitation process of the in-brief, cadets are en-

couraged to first learn about themselves and who they are.

"You need to know about yourself before you can evaluate others," Deans continued. "If one person isn't as aggressive as another, it doesn't mean they are not a leader. When you give each one a mission, they will accomplish it in their own way." At the same time, Diversity/Assimilation team trainers work to motivate the cadets and enhance their self-confidence and goal orientation.

"You can't be as passive as you were back at school. You need to get here and perform," Deans said. A survey report from the Inspector General's office indicated more than 70 percent of cadets say the training is helpful to them, while only 12 percent expressed little or no need for the training and the rest had no opinion either way.

Even after the team's brief is complete, they remain a resource to the regiment if assistance is needed later in the training cycle.

"We have to come together as one, with one mission, regardless of our race, gender, or social background."

Sgt. 1st Class Michael A. Dill

"No matter what area of training they're in," said Sgt. 1st Class Artemus M. Hill from Fort Jackson, S.C., "we are still available to them for

one-on-one talks to help with motivational or other kinds of things." If the issue at hand is an EO complaint, the team member will then coordinate with the Inspector General's office to bring it to the attention of the chain of command. If needed, the I Corps EO Office is available to augment the NALC EO office.

The team's training takes a fresh approach to some very old issues.

"It's something completely



The 2003 National Advanced Leadership Camp's Diversity/Assimilation Team works at the Equal Opportunity Office. They are (left to right) Master Sgt. Tonja K. Deans from Fort Gordon, Ga., Sgt. 1st Class Duffie R. Robertson from Aberdeen Proving Ground, Md., Sgt. 1st Class Vanessa J. Burkhead from Fort Leonard Wood, Mo., Sgt. 1st Class Michael A. Dill from Fort Jackson, S.C., Sgt. 1st Class Sharon L. Hill from Fort Lee, Va. and Sgt. 1st Class Artemus M. Hill from Fort Jackson, S.C. Not shown is Sgt. 1st Class Darrad Williams from Fort Bliss, Texas.

new," said Deans. "We've taken a combination of EO classes, some techniques from Consideration of Others and we combine them to come up with motivational training for them." The very name, Diversity/Assimilation, appears to be in opposition to itself, but in the "Army of One," individuality and teamwork work hand-in-hand to build a confident and cohesive team that supports every member as well as the group as a whole.

"When you look to your left and right," Deans continued, "you may see someone who doesn't look like you, but who you will treat just the same as all the others working together."

"It's team building," added Sgt. 1st Class Sharon L. Hill of Fort Lee, Va. "They have to learn to work together while they're here for them all to be successful." To win individually, they must also win as a team, whether the prize is high standings in Recondo, APFT or Leader Stakes. They must put aside any prejudice or paradigms about

gender, race, religion, social status or what school they come from and perform as equals.

"We talk about communications barriers," said Deans. Such things as regional or ethnic slang can affect perceptions of meanings, as can sophisticated versus simple speaking habits. "I also talk about those cadets who have English as their second language, so we can help them be better understood. And sometimes it's just the difference in people and their personalities."

"We also talk about the benefits of having a diversified military organization," said Sgt. 1st Class Michael A. Dill, also from Fort Jackson.

"We have to come together as one, with one mission, regardless of our race, gender, or social background. Being different does not mean you are inferior. You have to respect our differences and develop that team cohesion so we can have a ready Army." 



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Col. Daniel S. Challis

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Confidence:

By 2nd Lt. Christy Stanley

Where a cadet gets the will to win

For 2003 there is a new addition to the National Advanced Leadership Camp Confidence Course family of obstacles. Last year, the Slide for Life was added. Now cadets must overcome one more highwater obstacle – the Log-Walk Rope-Drop. This new obstacle involves walking on a high beam over the waters of Sequalitchew Lake, crossing another obstacle in the middle and dangling, elevated above the water, before releasing and plunging into the lake.

One of the foundations of effective leadership is confidence. For that reason, confidence training is an extensive part of the overall experience at NALC. As one of the events that take place over the first few days, confidence is the training experience that cadets will encounter along with the Field Leadership Reaction Course. The confidence portion of NALC consists of five major stations. This training begins on Day-4 with Water Safety, which prepares cadets for the second segment of confidence training,

the Slide for Life and the Log-Walk Rope-Drop. Cadets then embark upon the Confidence Course itself on either Day-8 or Day-9. Finally, the cadets tackle the One Rope Bridge and Rappelling portions.

It's not a coincidence that confidence training happens prior to most of the more rigorous training and evaluations at NALC. Although many of the cadets who complete the confidence training may not realize it, more is gained from

the experience than poise and an adrenaline rush. Cadets learn at the Rappel course that no matter what branch they go into, all need to rappel, for confidence in themselves as a leaders, confidence in their equipment and confidence in their buddies who will be belaying them. Cadet Nathan Wadman of the University of Utah noted, after completing the Slide for Life and Log-Walk Rope-Drop, "It really does show you what you are capable of."

Guy University of Hawaii at Manoa described his experience by saying, "I was a little nervous going off, but once I hit the bottom I was fine."

Many cadets will realize, over the course of camp, that they are capable of more than they had ever imagined and there are few places where one can have the experiences that lead to such conclusions. After successfully completing all of the confidence events, Cadet Justin Below, of the University of Texas at San Antonio, explained, "Basically, this was one thing that I was concerned about because I wouldn't normally do these things." Several other cadets explained that, even though they had been skydiving or

bungee jumping in the past, they enjoyed having the opportunity to do things that many never get the chance to attempt.

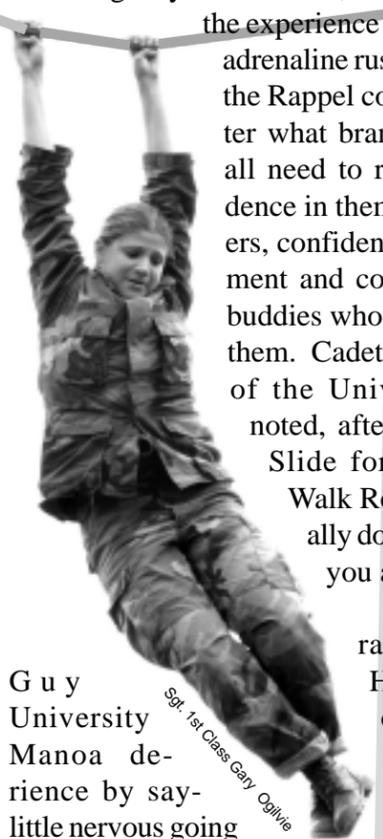
Beyond confidence, cadets also learn the value of teamwork as well as what they are really capable of as individuals and as leaders.

"I think, if anything, it just helps more with team building," said Cadet Amos Fox of Indiana University-Purdue University at Indianapolis. Fox also felt that he was, "confident to begin with, but it's just something that you've got to do."

Experiences seem to vary depending on who you ask. Cadet Caitlin Hinterman of Central Michigan University felt that the Slide for Life and Log Walk Rope Drop portion of water confidence was, "the worst experience" of her life. But Cadet Steven Speece of the University of Colorado points out, although it was a "significantly emotional event," it was also "outstanding." Regardless of the emotional result of confidence training, it is clear that individuals who walk away after successfully completing confidence training are not only better as individuals, but more importantly, better leaders.



It takes a lot of teamwork to reach the top of this pole, but the trio of 1st Regiment cadets have learned to look after and assist one another.



Al Zdarsky



A 1st Regiment cadet swings over the hanging log, cheered on by his comrades watching their colleague in the sawdust pit.



Another cadet, from the 2nd Regiment, gets ready to climb across a horizontal rope after getting past the rope ladder behind her.

Al Zdarsky

Sgt. 1st Class Gary Ogilvie

‘Ready ... Aim ... Fire for record!’

Story and photos by
2nd Lt. Tamara Gonzales



Cadet David Forsha of Virginia Tech assists Cadet Lester Gebski of the University of California Los Angeles tighten his shot group at the dime washer drill. Here, breath control and trigger pull are practiced by balancing a dime or machine washer on the muzzle and keeping it from dropping when the trigger is squeezed.

Basic Rifle Marksmanship (BRM) is a skill every soldier must learn, including Army officers. At National Advanced Leadership Camp’s Range-1 and -2, it is the BRM training committee’s goal to ensure that all cadets master this skill.

When cadets step off buses and “silver-sides,” the first thing they see is the range tower. As they enter the range they sit on bleachers where, for the next two weeks, it is the goal of the 104th Division (IT) to brief cadets on all safety measures and to instruct cadets in marksmanship skills. The cadets receive a safety briefing and instruction on the range layout, range tasks, conditions and standards. They also receive a course in basic marksmanship that encompasses the four fundamentals of steady position, aim, trigger squeeze and breath control. Range instructor, Sgt. 1st Class John Bentley, advises cadets to “listen to the instruction, don’t get frustrated and remember the four basic fundamentals of rifle marksmanship.”

After the initial briefing, cadets attend practice exercises called the dime-washer drill and the shadow box. The dime-washer drill assists with breath control and trigger squeeze. Cadets David Forsha of Virginia Tech and Lester Gebski of UCLA both agree that this exercise will help them achieve a



Range Tower #2 is the first thing cadets see when they arrive at the range. The tower is the heartbeat of the range, where commands and ammunition are issued and where weapons are cleared for movement off the range. It also provides a wide view of range operations to ensure all safety procedures are followed.



Cadet Jamie Garay of the Austin Peay University improves her marksmanship skills on the Weaponeer, a computer-assisted simulator that diagnoses a shooter's problems.

tight shot group. "My first two shots are in a tight shot group," Forsha said, "this will help me stay calm for my last shot." The shadow box exercise trains cadets to attain the proper site picture. Cadet Kyle Yanowski of Sam Houston State University said, "I'm confident, after doing this training, that I'll go out and zero immediately." Yanowski added "I can tell the NCOs are really good about teaching the cadets here."

Once cadets have completed these exercises they proceed to the Zero Range where they are issued 18 rounds to fire. Those who zero within the first 18 rounds advance to the Qualification Range. Cadets that do not zero within the first 18 rounds have another opportunity to zero. If they don't, they return to the range on BRM Day-2 to try again. Cadet Tim Stewart of the University of Hawaii, who earned a first-time "go" at the Zero Range said, "The classes before the range, range instructors and experienced cadets teaching each other how to zero is how I got a first-time go."

The range provides extra training to cadets who need it with a device called the Weaponeer. The NonCommissioned Officer In Charge (NCOIC) there can determine if a cadet is taking too long to engage a target or find other problems and correct them. Cadets can also practice scanning techniques and using the correct point of aim. Range NCOIC, Master Sgt. Levi Carcamo, explained, "The purpose of the Weaponeer is to determine what a cadet might be doing wrong and to see if they're applying the four fundamentals." Cadet Jamie Garay of Austin Peay University added, "The Weaponeer will help you find out what you're shooting at."

Both Carcamo and Bentley agree that the best way to help cadets prepare for the

BRM range at camp is to practice at the universities.

"The universities should have classes on basic rifle marksmanship orientation, shot group analysis and the four basic fundamentals," Carcamo said.

Before entering the Qualification Range, cadets attend a briefing covering the Record Fire task, condition and standard, alibi fire and how to scan their lanes. They also receive a refresher lesson on how to fire from the supported foxhole position and the prone unsupported position, as well as how to score the firer's hits on the target using the Record Fire scorecard. Once on the qualification range cadets receive a safety briefing and approach their lanes where cadets grade one another with the scorecard. When the targets appear, they must hit no less than 23 out of 40 to qualify. Cadets, commence firing! 



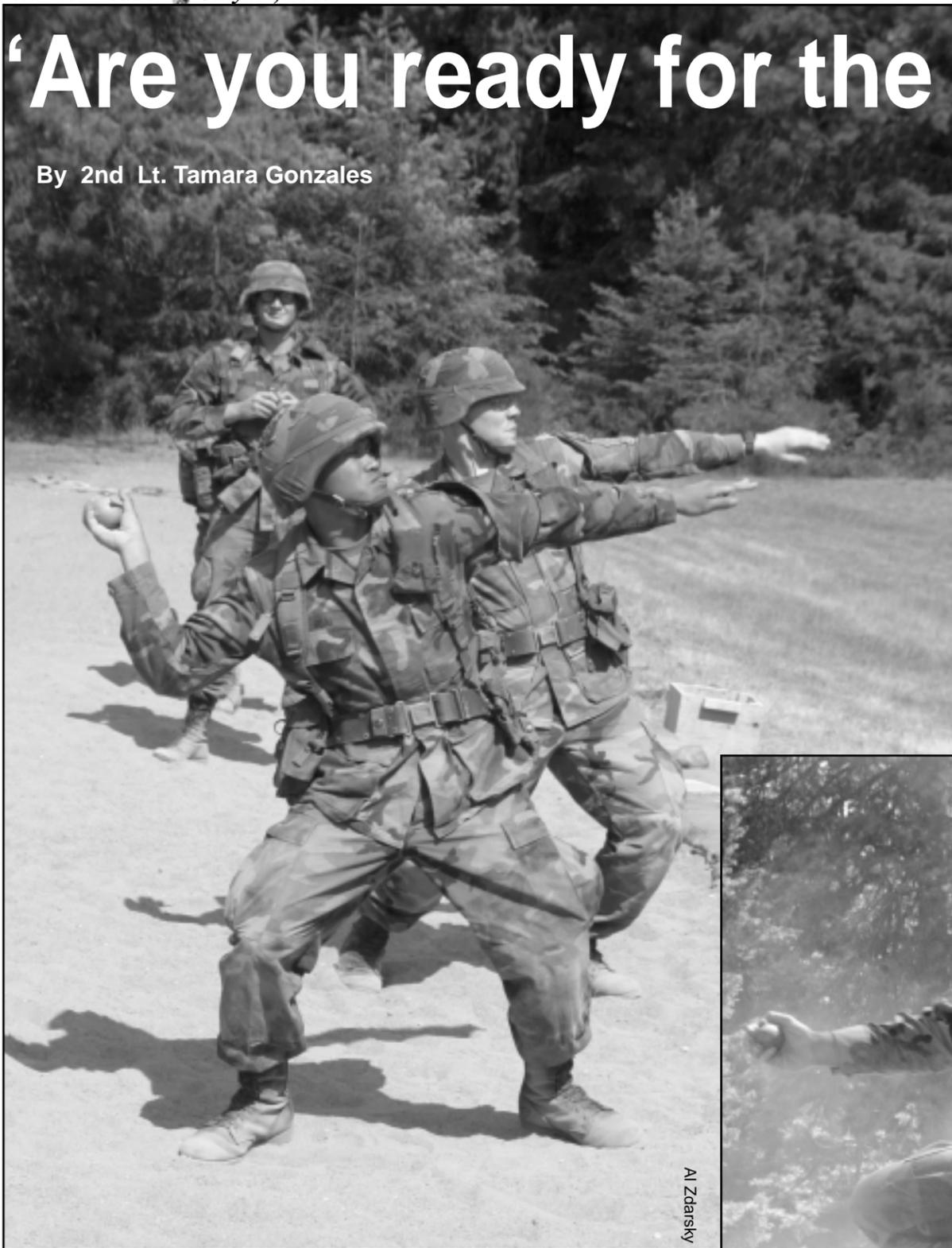
Practicing proper site picture at the shadow box, Cadet Kyle Yanowski of Sam Houston State University peers through the rear peep sight on his M16A2, focusing on the front post sight in alignment with the target.



1st Sgt. William Spears of the 104th Division (Tng) reviews the shot groups of Cadet Tim Stewart of the University of Hawaii and other cadets at the Zero Range. Before shooters can go to the Qualification Range, they must have the sights on their weapon properly zeroed for accuracy.

'Are you ready for the Big Boom?'

By 2nd Lt. Tamara Gonzales



Al Zdarsky

Under the watchful eye of a safety NCO at the Hand Grenade Committee's Distance and Accuracy station, two 1st Regiment cadets practice their technique for throwing fragmentation grenades.

That's the slogan at the Fort Lewis hand grenade range, but before that question can be answered, cadets are required to attend a hand grenade safety briefing and training at the range. The safety briefing includes identification of safety hazards and precautions. It also covers safe employment of the M67 Fragmentation Grenade, and M69 Practice Grenade. Master Sgt. Moses Brown, range training NCOIC, explained, "We are always looking for any type of safety hazard and the means to improve current standards."

Following the safety brief, platoons are assigned to different range training stations. One platoon at a time rehearses throwing a grenade from the prone, kneeling and standing positions at the distance and accuracy station. The purpose of this station is to fa-

miliarize cadets with these different throwing methods prior to the assault course. Cadet Edward Rothbauer, of Madison, Wisconsin, said, "The instruction was good because it made sure our techniques were well known for the assault course."

Next, the Mock Bay station is a prerequisite for the Live Bay. Here, cadets become familiar with range instructions, are briefed on five safety procedures and practice three others. Brown strictly enforces the rule to, "Always treat all grenades as live grenades." The other platoons remain in the bleachers for a course in grenade identification. The platoons rotate upon completion of each station, to include the Live Bay and Grenade Assault Course.

The purpose of the Assault Course is to test the application of different grenade throwing techniques in a simulated combat situation.

When asked about the level of difficulty of the course Cadet Daniel Graw, of Lewisburg, Pennsylvania, said, "It was challenging and physically demanding. It was harder than I imagined!" The purpose of the Live Bay is, according to Brown, "Where cadets get to feel the Big Boom." Graw added, "The part that I enjoyed most was the Big Boom!"

The Big Boom would not be possible without support from 7th Brigade, 108th Division, Training Support, an Army reserve unit from Fort Jackson, S.C. Primary range NCOICs attend five months training while all other range personnel attend four months of training. Training consists of a thorough knowledge of safety precautions, range control commands, scripts, and all details in the program of instruction. That way, you can be sure they do a bang-up job!



2nd Lt. Tamara Gonzales

Cadet Edward Rothbauer prepares to throw a practice grenade in the bunker at the assault course.



Sgt. 1st Class Gary Ogilvie

The tire obstacle on the Hand Grenade Assault Course challenges a 3rd Regiment cadet.

Making sure cadets are picture perfect

Story and photos by
2nd Lt. Tamara Gonzales

Accessions photos are a crucial portion of National Advance Leadership Camp. These pictures are part of a cadet's accessions packet and aid in determining a cadet's branching and other aspects of their commissioning. Cadets, regimental tactical officers and accessions photographers strive to ensure that the process and photos are perfect. Accessions photo noncommissioned officer in charge, Staff Sgt. Gary Bowen, said, "As long as cadets come in with a good attitude and realize these are their accessions photos, they can be and in and out within a minute."

The photo section briefs the regiment operations officer or senior operations noncommissioned officer the day prior to the photo shoot. They are asked to ensure the uniforms are pressed and in compliance with Cadet Command Regulation 670-1. They are briefed on proper wear of the t-shirt, uniform insignia and removal of all extraneous foreign objects other than a wedding band.



Surrounded by lights, cameras, computer monitors and backdrops, Photographer Michelle Cunniff prepares to snap a shot of 3rd Regiment's Cadet Adam Tritsch of Kansas State University.

monitor and lighting system that allows cadets to review their picture before it is printed, thus saving both time and money.

Once the photos are completed, two prints are made. One is maintained on file while the other is forwarded to the regiment for review.

Photos can be retaken based on insignia misalignment, improper uniform, open mouths or closed eyes. The accessions photo section is the final approving authority as to whether or not a photo needs to be retaken. Approved photos are mailed to universities one week prior to graduation.



Staff Sgt. Jason Kushner, the Accessions Photo NCOIC, adjusts 2nd Regiment's Cadet James Hammond's collar. Hammond is from North Carolina State University.

On the day of accessions photos, the cadets march over to building 9D31, where Staff Sgt. Jason Kushner briefs them on specifics of uniform appearance, such as not wearing identification tags. The cadets then check each other's uniforms and make any necessary corrections. Next, they form up by the door and enter the building, where Kushner performs one more final inspection prior to the photo. Cadet Varun Patel of 2nd Regiment, Bravo Company, said "I feel better that there was an Army noncommissioned officer in charge, because they know our schedule, are expedient and courteous." The cadets then enter the photo area where the photographers take their photos. The accessions photo section has a

2nd Louie By Bob Rosenburgh



Cadets 'hang in there' at FLRC



Story and photos by
2nd Lt. Samantha Schoden

Although it's not one of the 23 leadership dimensions, "upside down" can mean this cadet is thinking of alternatives not normally found in everyday life. The Field Leadership Reaction Course challenges them to step out of their paradigms.

The Field Leadership Reaction Course, otherwise known as FLRC, consists of 20 obstacles on two identical courses. To ensure that cadets receive a fair and impartial evaluation, the 38 cadre who run the site have negotiated through the obstacles themselves. They also ran impartial participants through, then compared their overall assessment with Cadet Command's standards to come to an agreement.

Cadets go through as many obstacles as it takes to give a leadership opportunity to each individual within the squad. FLRC is the first camp component geared to getting the cadets tactically ready and proficient. For the majority of cadets this will be their first overall evaluation. Here, the squads will learn to



Cadet Robin Fine from Wheaton College gets her situational challenge briefing from a FLRC TAC officer. She must then plan her actions.



Bridging a gap using only the materials on hand tests cadets problem-solving and team-building skills to the limit.

integrate their strengths and weaknesses and try to traverse certain obstacles. This is essential for the successful molding of the developing squads into a team.

Movement through the obstacles happens in three time phases. A two-horn blast signifies the start. Then the evaluator gives the situation problem to the cadet being evaluated. Within a five-minute period, the cadet is briefed and then must organize his squad members, making sure to pick out his team leaders. The cadets are then given one minute to reconnoiter the course and develop a plan of action. At this point, the squad leader can ask for

suggestions from his or her fellow squad members. They may or may not have a better plan, but the squad leader can easily incorporate the ideas into completing the mission.

The cadets are then given 18 minutes to overcome the obstacles. On most of the obstacles are "booby traps" which the cadets cannot touch. If they do, they are penalized 15 seconds, during which they must stop all activity. Though the cadets may not succeed, the purpose of the exercise is to evaluate leadership, not the completion of the task. A single horn blast signifies the end of the obstacle.

Then there is an immediate After Action Review, or AAR, where a cadet gets to re-evaluate what just occurred. A new squad leader is appointed then directed to lead the squad towards the new obstacle. The former squad leader has a one-on-one briefing with the evaluator. 2nd Lt. Charlie Davis, VIP briefer and escort, explained the process. "The green cards are the overall assessment of the cadet and focus mainly on how well the cadet did with interpersonal, technical and communication skills."

FLRC's overall goal is to develop the cadets as stronger leaders and teach the squad members to trust and work together. Cadet Jacob Addy from the University of Mississippi said what he wanted to take away from FLRC, was to "try to enhance my quick thinking skills, delegate positions to my squad members and get the job done efficiently." It's an attitude that all the cadets are expected to take with them. 



Every aspect of ingenuity can be utilized in the problem-solving at FLRC, as shown by Cadet Micah Helser of the University of Idaho waiting to be hauled up by a heavy length of rope.