

# USASMA Bulletin

The United States Army Sergeants Major Academy

*Educating Today's Leaders For Tomorrow*



Volume 2 Issue 3

*An Institution of Excellence*

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## USASMA's Key Messages

*Our Mission: The United States Army Sergeants Major Academy provides professional military education programs that develop agile, versatile, and broadly-skilled Non-commissioned Officers and enlisted Soldiers capable of meeting the challenges of an increasingly uncertain and complex strategic operational environment.*

*We are committed to producing the right Soldier with the right skills at the right time in support of the Army and a nation at war.*

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## See the USA the IMSO way!



The International students of Class 64 participate in a wreath-laying ceremony at the Tomb of the Unknown Soldier at Arlington National Cemetery on Day 4 of the Field Studies Trip to the Nation's capitol. The FSP program is designed to complement the studies the students receive while attending the Sergeants Major Academy while at the same time bring a better understanding of our culture, government and way of life.

Story and photos by David Crozier

Each year the United States Army Sergeants Major Academy welcomes a new class of students for its resident Sergeants Major Course. They come from across the Army – active and reserve component – as well as a few representatives from the sister services – Air Force, Navy, Marines and Coast Guard. There is another group of individuals, however, who also make up the class – the international students.

The first international student was Robert J. May of Australia who graduated in January of 1976 as a member of Class 6. Since then, USASMA has graduated more than 560 international partners from 63 countries. By graduation time, each of these international students have been in the United States for more than a year, some a bit longer than others depending on whether or not they need to attend the Defense Language Institute in San Antonio, Texas, to brush up on their English skills before arriving at USASMA.

Once they arrive, however, each international student goes through about a month and half worth of writing classes and a pre-course, all to prepare them for the academic rigors of the Sergeants Major Course. Once finished with the pre-course the Academy then begins educating the students on another aspect of attending the Academy – that of getting to know the USA.

“One of the most important, if not the most important part of them attending the Academy is

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## From the Commandant

It had to happen sooner or later, so here it is, my last bulletin as the commandant of this great Institute. I know some of you are thinking, "It's about time." Well in a sense it is, it's time to complete this chapter and hand the reins over to Command Sgt. Maj. Dennis Defreese. That's the easy part because I know I am leaving the Academy in great hands.

The hard part is trying to put into words just what the past three years really encompassed. To start I will say that it has been the most challenging and rewarding tour of duty in my career. When I came here in 2011 I had an idea just how challenging the job and duties of the Commandant would be. I really thought I would be able to spend a lot of time in the classroom with the Sergeants Major Course students helping to shape and mold our future senior NCOs. That thought was quickly dashed as I soon learned just how big USASMA's mission was. You see, I was like most people out in the Army who thought USASMA's mission revolved around the Sergeants Major Course. Man did I get a rude awakening.

But with great mentors like John Sparks at TRADOC and the Sergeant Major of the Army Ray Chandler, I was able to settle in and within about six months realized why there are directorates for the many functions at the Academy, because they run the courses, write the POIs, develop the lesson plans and manage the classrooms. My job was to ensure they had everything they needed to overcome obstacles, have the necessary funding and manpower, and represent them at TRADOC and above. It was a job I soon learned to appreciate and hopefully I did my part to make good things happen.

During the last three years this academy has accomplished a lot. We've revamped and updated every program we are responsible for. We looked at every course to see if there were any gaps in learning and began the process of updating and revamping each and every one of them and added a new one, the Commandant's Pre-command Course. We did all this and still managed to live within our budgeted resources and actually saved money along the way.

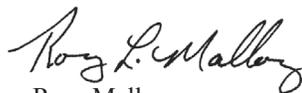
We also took a look at how we were organized and asked ourselves does it help us do our mission. The answer was no so among all of the curricula and program changes we changed the way we are organized so that we could do our mission better. We did all of this because USASMA has the greatest staff and cadre a leader can ask for. They get all the credit for our accomplishments. I just held the door open for them.

When I graduated from this institution in 2002 as a member of Class 52 I had the opportunity to show my family around the academy. We walked the halls and I remarked to my uncle that someday my picture would be on the wall next to all the other commandants and command sergeant majors. I was just being a smart aleck at the time, but little did I know that I would be back here as the second enlisted commandant of this great institution.

I can say that I have been blessed. It is the toughest job I have had in the Army, but the most rewarding. You can really see the impact when you go across the Army and you see all of the different WLCs or you talk to NCOs and they don't realize what your job is, and what you really do, and you ask them a question about the advanced leader course common core or SSD, or WLC, or this or that, and they start giving you feedback, and I listen to it and accept their feedback for what it is, then go back and try to continue to improve. A lot of times they give really positive feedback. Those are the good days. You can see the impact in the quality of the Army and the NCO Corps – all from this one little bitty building in the desert of El Paso and Ft Bliss, TX.

As I move on I wish nothing but the best for USASMA and Command Sgt. Maj. Dennis Defreese. I'll see you on the high ground. 🍌

Ultima!



Rory Malloy  
CSM, Commandant



# USASMA News

## USASMA goes live



The U.S. Army Sergeants Major Academy is broadening its online presence with the establishment of a DoD live blog site. With this site, we hope to broaden your ability to give us feedback on programs and courses that we deliver. You can visit it at <http://usasma.armylive.dodlive.mil/>. Take a look and let us know what you think.



## Malloy prepares for change of responsibility *Looking back at 3 years of Academy experience*

By David Crozier

As June 10 quickly approaches, Command Sgt. Maj. Rory Malloy has been taking stock of what the U.S. Army Sergeants Major Academy has been able to accomplish during his 3-year tour as the second enlisted commandant. As he will tell you, it's not anything he did directly, but the accumulative accomplishments of the Academy staff and faculty, along with some help from some senior leaders who were always there to lend an open ear or sound advice.

When Sgt. Maj. of the Army Raymond F. Chandler III, was picked to be the 14th sergeant major of the Army, he was at the time the first enlisted commandant of USASMA. As such Malloy said Chandler was a great mentor and was just a phone call away.

"At any time I could pick the phone up and I could call SMA Chandler and not because he is the SMA, but because he was a commandant of this academy, and I could say, 'Hey, what in the world is this? What was the thought process behind doing this?' And to the 'T' he has always been there – 100 percent, every time I needed anything," Malloy said.

Malloy said he needed that ability and the mentorship because as he said, he was like most people who believed the Academy's main mission revolves around producing sergeants major. What he soon found out though was a mission that encompassed much, much more and although the Sergeants Major Course may be its signature course, it is only a small part of the larger picture.

"When I walked in the door here at the academy what I thought I would be doing and what reality was is way different," he said. "Reality set in after about six months on the job and I realized there is a reason why we have a director and deputy director of the Sergeants Major Course. They actually run the course and I can't spend as much time as I want to working with a class."

During the last three years Malloy said that Academy has accomplished a lot. After receiving his in-brief from SMA Chandler and the staff at the Academy, it was time to make the first major change – how the Academy was structured.

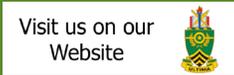
"SMA Chandler told me to look at the structure, the command aspect of the Academy and how we are organized to do the mission. That was our very first offsite we did," Malloy said. "When we got together and took a look at what we do, how we were doing it, did it match the way we were structured and did the structure best support the mission of the academy, and it didn't. So we made a lot of drastic changes within the first three months and that really set us up to do a whole lot of other things. It really set the ball in motion.

"Also as part of the restructure of the Academy we restructured the entire directorate of training as well. We made it much more efficient. We looked at the processes that we have to go through and all the gates to make sure that everything was in line and all the blocks were being checked but at the same time there are several things you can do simultaneously. You don't have to wait for one



Command Sgt. Maj. Rory Malloy will relinquish his responsibility for the U.S. Army Sergeants major Academy during ceremonies June 10 in the Academy's Cooper Lecture Center.

## Quick Links



USASMA on the Web



USASMA on Facebook



USASMA on YouTube



USASMA on DoD Live

# USASMA at a Glance

Through a dedicated staff of instructors, training developers and support personnel USASMA fulfills the Army's needs in educating its noncommissioned officer corps with the most relevant information available. USASMA touches every Soldier's career at one point or another beginning as early as when they graduate from one unit station training and enroll in the Structured Self Development Level I, a prerequisite to attending the first level of NCO education, the Warrior Leader Course.

## What We Do ...

**Structured Self Development I, III, IV, V**

**ALC - Common Core (soon to be SSD II)**

**WLC POI, 33 NCO Academies**

**Sergeants Major Course**  
10-Month Resident

**Sergeants Major Nonresident Course dL**  
Class 39

**Sergeants Major Nonresident Course dL**  
Class 40

**Sergeants Major Nonresident Course**  
Phase II  
2 Week Resident

**JSOFEA Course**  
1 Year Nonresident/ 2 Week Resident

**Battle Staff NCO Course**  
Resident at 4 Locations / 23 VTT

**Fort Bliss NCO Academy**

**Commandant's Pre-Command Course**

**Spouse Leadership Development Course**

**International Military Student Pre-Course**

**Staff & Faculty Development**  
9 Courses

**NCO/Soldier's Guide**

**NCO Journal**

**Heritage Center of the NCO**

**Deliver 418 Classes to 292,000 Students • Develop 570 Lessons • 3,141 Hours of Instruction**

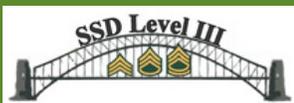
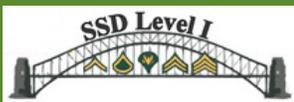
thing to be done before it goes to the next step. Some things in the lesson development modifications or updating can be done simultaneously and those things that could we executed and started holding a couple of meetings a week, built tracking charts that are now on the wall and very visible, the other thing we did was assign ownership to a specific person, so with that empowerment came a great deal of responsibility to not only complete it on time, but also the quality of the product that they were going to be delivering. It was now associated with that person along with their reputation. So we gained a lot of benefits from that and then looking at the overall quality of the workforce. Making sure we have the right people in the right seats.”

With the new command and organizational structure in place USASMA began its next phase – that of looking at every course and program it has.

“We immediately jumped into taking a look at the different programs, were there any gaps, when were the last time they were updated, and started down that road. Over the last three years we have updated all levels of Structured Self Development curriculum and created SSD II and SSD V. The feedback from the field was SSD wasn't good. Not because of the content, but the delivery method,” Malloy said. “So instead of paying millions of dollars to have someone figure out the problem, two of our Department of the Army civilians back in the Interactive Multimedia Instruction department got together and figured out a new graphic user interface (GUI) template to deliver the course, put several functions in it, and we brought privates and specialists and young sergeants in to play with it and out of that came a product that has saved the Army millions of dollars and eliminated tons of frustration. Now we are delivering a first-class product to educate leaders out there on the street. Now it is the model for all SSD and distance learning that is not only being used at the academy but is spreading across the Army as well. “

With SSD moving along, the Academy team focused on the Warrior Leader Course. With the Fort Bliss NCO Academy aligning directly under USASMA, it became the perfect test bed for new

# SSD Links



SSD Help Desk

1-800-275-2872



*“I was bold in the pursuit of knowledge, never fearing to follow truth and reason to whatever results they led.”*

*Thomas Jefferson*

initiatives and programs of instruction. The WLC had already expanded from a 15-day course to 17-days under SMA Chandler. Under Malloy’s leadership the Academy team sought five more days for the course in order to focus more on 21st Century Soldier competencies with increased rigor, critical thinking, doctrine, problem solving, ethics, SHARP and leadership issues.

“The SMA championed this for us at the Pentagon and led the fight. He was able to at his level and the TRADOC command sergeant major, INCOPD and all the right players were in place,” Malloy said. “Literally from the start of the initiative to completion, implementation and execution of the new 22-day POI for the WLC, with policy change, curriculum change and everything was eight months. That is absolutely amazing.”

The Sergeant Major Course was also looked at – what was the purpose, who were they training, what was the strategy, how much rigor was in the course, were they producing the right leader? So they went to the customer, the lieutenant colonels, colonels, general officers and sergeants major in the field, to determine what their thoughts were and what they got back helped the Academy to modify its focus on the Sergeants Major Course.

Building on Chandler’s initiative to increase the course from 9 months of instruction to 10, USASMA increased the rigor in the form of a higher GPA required for graduation, more research and essay papers written in APA style, redesigned exams with a mid-term and final exam for each semester, increased amount of ethics training which is done in a blended learning mode over 129 hours, blended legal training and a change to a university model of execution.

The Non-resident Sergeants Major Course Malloy found was about two years behind the resident course in doctrine and content. The delivery process was cumbersome and “buggy.”

“We all believed we could do better and listening to the feedback from the students we were missing the mark big time. Most of it was the method of delivery. So we improved that using the new Graphic User Interface template, the same GUI developed for SSD and updated all of the curricula in the course to mirror the resident course,” Malloy said. “So Class 40 is giving us very positive feedback about the changes and we have reduced the attrition rate a great amount because we adjusted the amount of time they have to complete the course and that fixed a lot of those issues.”

Some of the changes to the Nonresident Course include aligning it to the Resident Course with the five semesters, ensure all gates are met within specified timelines and not allowing any one student to outpace the rest of the class, shortened the time to complete the course to two years, 18 months of dL instruction followed by a two week resident phase. The redesign and method of instruction better aligns the nonresident students with their resident counterparts.

These initiatives, Malloy said were due to the extraordinary work and efforts of the Academy staff and faculty.

“The great thing about the academy, and I have never worked with more than probably five or six civilians in my career, but here you have 40 percent of the workforce are civilians and that certainly puts a different spin on it. The amazing thing is, contrary to some popular belief out there in the field, they are every bit as just as dedicated if not sometimes more dedicated than the green suit Soldier. The reason why I say that is if you look at me I am here for a three year visit; most of our instructors two to three years; most of the NCOs on the staff a couple of years; they come in and do a great job for us, they have a huge impact and then they leave. A DA civilian, most of them were here when we had a colonel as a commandant. They were here and they watched SMA Chandler do his tour as commandant. They have been here for my three years. And they will be here for the next commandant and some of them the next commandant and the next commandant. So the crazy decisions and ideas that come out of this office, from those guys who sit in that commandant seat, these folks live with it commandant after commandant and so I am very conscious when I am making decisions of the impact it is going to have. Pretty much I can almost ask any one of them and they will do just about anything no matter what the mission is, no matter how demanding it is, how many hours it is going to take, and what you don’t hear is you need to pay me overtime or you are going to give me comp time. Of course we do that, but that is never their first point in their decision in whether or not they are going to do it.

“It is usually, ‘When do you need it?, how quick?, and to what level of expertise and quality.’ Then it is ‘Roger that got it.’ They move out and amazing things start to happen. I will say that for the most part I have never been let down. Then you have the green suit side of the house and they have done amazing things as well. They come in, a lot of them, straight from the fight into this environment and then we ask a lot of them to not only to deliver curriculum at a certain level and a certain level of proficiency, but be the example. When somebody asks, what a sergeant major is, it is you. What is an instructor at the Warrior Leader Course, it’s you. You are the example for the Army. We have had a lot of great leaders serve with me during my last three years. Pretty amazing. Great staff and a great deal of support.”



to be able to talk about their experiences in America with their families,” he said. “This hopefully touches not only the current generation, but the generation behind them.”

To get a better understanding of the free market society and how labor unions work, the students are exposed to several businesses in El Paso and Texas – the El Paso Electric Company, Helen of Troy Textiles in El Paso, the Toyota Tundra plant and the San Antonio Shoe Factory to name a few. Also at the local level the international students get involved with the local school system by attending special events, helping with science fairs and interacting with students.

There are some limitations to the program, Huffman said, when it comes to what they can do and can't do.

“We are not supposed to repeat curriculum,” he said. “We can't touch the same exact enabling and learning objectives that we have in the curriculum of the Sergeants Major Course, but we can compliment it. That's hard but we do try to complement it by making the FSP program supplement what they are learning.”

One example is the international students learn about U.S. military history and they do cover the American Indian wars in the Sergeants Major Course. Through the FSP program the students actually get to go to Fort Davis, Texas, and see reenactments of the buffalo Soldier. They get to meet a U.S. Cavalryman who is dressed in that periodic uniform and he explains, in great detail, information about how much the horse could weigh, what the maximum height was, why they picked that type of horse, to outfit the U.S. Cavalry, Huffman explained. The students get to fire the .45-70 Sharps Rifle, the .30-40 Krag Rifle that Teddy Roosevelt and the Rough Riders used during the assault on San Juan Hill, the M-1 Garand, the M-1 Carbine, and the M-14.

“We actually put them on horseback for about an hour and they actually do a patrol just like a U.S. Cavalryman did. So they have more knowledge probably than the American soldier has on



During their tour of the Pentagon, the students were shown the area that was hit by American Airlines Flight 77 at 9:37 on September 11, 2001. The students also received briefings from Pentagon personnel and desk officers involved in the International military program.

that particular era of conflict,” Huffman said. “Everything down to what is in the side of the saddle bag that is for the Soldier and what is in the saddle bag that is for the horse; exactly how he prepared his meals with the hardtack, lard, green coffee beans and they go through that whole process. It's incredible.”

History is also explored at the Alamo and this year the students traveled to Fort Worth, to learn about the westward expansion via the Chisholm Trail, and to Dallas to visit the site where President John F. Kennedy was assassinated, as well as visiting the School Book Depository.

“I really wanted to show them that because I knew I would be readdressing it at the end. We talk about JFK, the assassination in Dallas, and then later during the Nation's capitol FSP we actually visit the memorial and the grave site and visit the Martin

Luther King memorial. So I wanted to tie those pieces in. In this case, struggling with human rights and equality,” he said. “I added Fort Worth Texas because of the Chisholm trail. When they start studying in the sergeant major course about military history, a lot of military history especially in dealing with the American Indian wars was due to westward expansion and the policies of the United States on westward expansion. So by going to Fort Worth Texas they are able to see the impacts of westward expansion, agriculture – all those are aspects of the field studies program.”

In the Nation's capitol and adjoining Baltimore, Maryland area, the FSP program takes the students on a journey of a burgeoning nation as well as one of military importance.



During their trip to Naval Academy in Annapolis, Maryland, the students learned about the history of the Academy as well as the life of a cadet. The group toured the facilities as well as observed the Noon Meal formation where all of the cadets come together in formation in a ceremony rich with history and pageantry.



In Baltimore the students visit the Flag House known as the birthplace of the Stars and Stripes. They took a trip on water taxis to Fort McHenry where the famed flag flew the night Francis Scott Key penned the famous poem which later became the National Anthem. They also learn about immigration and shipbuilding which help to spur industry as well as a visit to Baltimore's World Trade Center.

"To go to the place to where the flag flew and stand where the mast was, and to know the history behind the War of 1812 and exactly what transpired, and then go to the house where that flag was planned, sewn and assembled, it makes it come alive," Huffman said. "To see history is one thing but to be able to walk where it was made, it is huge."

From Baltimore the students visited the Naval Academy in Annapolis, Maryland, the Pentagon, Arlington National Cemetery, laid a wreath at the Tomb of the Unknown Soldier, talked with the Honor Guards, visited the Jefferson memorial, Franklin Delano Roosevelt memorial, Martin Luther King Jr. memorial, Lincoln memorial, the Soldier's memorial, Vietnam War memorial, Korean War memorial, and the World War II memorial. The group also toured several museums on the National Mall such as the American History Museum, as well as making a visit to the Holocaust Museum.

"We spend a lot of time at the Holocaust Museum. Some of these countries that come here, for the very first time they leave that Holocaust Museum believing what happened," he said. "It is controversial in a lot of countries and to see the looks on some of their faces as they go through the museum. I place myself in some of the more emotional areas of the museum and get to see their expression as they go through and I have had it said to me more than one time by countries that I won't mention that, 'It is true. It is true this did happen.' To me, the gravity of that it is significant."

For the students themselves, many walk away with a completely different view of America as a whole.

"Mostly, one thing that I have learned in America is culture. You have a diverse culture and one thing in my thought before when I came here was to realize how you guys do things and how you look at people," Warrant Officer One M.W. Pusoile of Botswana said. "I have seen a lot of the history of America. The Alamo was very impressive. One thing I have experienced here in America is they keep a lot of history and that is good."

Pusoile added that he also enjoyed learning about America's freedoms as freedom of speech, freedom of expression and he enjoyed seeing the diverse culture.

Sgt. Maj. Masahiro Ogata from Japan said he took a lot from the history portions of the FSP trips.

"I didn't know the history. I didn't know about the foundation of this country, how they built up this country and through



While in Washington D.C. the students visited several areas of interest including Arlington National cemetery, the Jefferson Memorial, Franklin Delano Roosevelt Memorial, Dr. Martin Luther King Jr., Lincoln Memorial and the National Mall memorials - Korean War, Vietnam War and World War II. They also visited several of the Smithsonian museums and the Holocaust Museum (above).

this field trip now I know how you created this country. How they struggled to unite the country," he said. "The political system in the United States is quite different. The same as in a democracy but different because you have the federal, the state, the county which is different from ours, but I think things work well. United States is famous as the melting pot, we see a lot of races, a lot of ethnicity, a lot of people from the world. I have observed that there must be some struggle between the tribes, ethnic groups, but at least they are still trying to unite, trying to find a common place to fit which make the United States

better."

For one student, his perception focused on economics.

"Honestly before I came to the United States my image was those people have a lot of money, spending all of their time on the beach, going for tours all around the world and they don't have to work too much," Sgt. Maj. Fbras Elfadel of the Jordanian Army said. "Actually when I got here I see how hard they work, to build their nation, to build their economy, and that was fantastic."

As the former commandant of the U.S. Army Sergeants Major Academy, Sergeant Major of the Army Raymond Chandler III knows all too well the importance of the Field Studies Program and what it does for the Army.

"I think it is extremely important. Obviously to break down perceptions and cultural ideologies, to help them understand what America is and what it is really about. What personal freedoms are, religious freedoms, and for them to be exposed to reality of America versus what their preconceived notions may be," he said. "From a military perspective I think the idea is to see how our Army runs from what they learn in the classroom to what they actually see on the ground or within the Pentagon is extremely important. I think it is a program that our IMSO office actually is probably the best in the United States Army and I am very proud of it."

At the end of each year, international students who have maintained a 90 percent grade point average or above are eligible to compete for the International Award. The students must write an essay detailing their experiences in the FSP. Each year Huffman gets to read those essays before they are passed on to the Sergeants Major Course for grading and selecting the best essay.

"In reading the essays I was pretty impressed by what they see. They loved it, they gained new respect for the United States, for our national military strategy, and I think the biggest thing they learn about here, and we try to drive home, is equality," he said. "They leave here with a good understanding of America. A lot of times they understand why America is involved with international affairs at the level it is and why it takes a leadership role." 🌱

