

# Quartermaster

PROFESSIONAL BULLETIN  
AUTUMN 2007  
WARRIOR LOGISTICIANS

PB-10-07-03



*CONSTRUCTION HAS BEGUN ON THE NEW SUSTAINMENT CENTER OF EXCELLENCE HEADQUARTERS. MIFFLIN HALL, THE LONGTIME HEADQUARTERS OF THE US ARMY QUARTERMASTER CENTER AND SCHOOL, WILL BE RAZED FOLLOWING THE COMPLETION OF THE NEW STRUCTURE.*

*SEE THE BASE REALIGNMENT AND CLOSURE ARTICLE ON PAGE 14.*



# FROM THE QUARTERMASTER GENERAL

On 19 May 1961, MG Andrew T. McNamara, the 36th Quartermaster General, traveled from his office in Washington, D.C. to Fort Lee to dedicate the newly constructed Mifflin Hall. The Army's newest "branch schoolhouse" was named in honor of the *first* Quartermaster General and Revolutionary War veteran, MG Thomas Mifflin.

Mifflin Hall is indeed a very special place. The ground beneath Mifflin Hall and Sergeant Seay Field once witnessed Native American and early European settlers, and withstood clashes between Revolutionary era and Civil War soldiers. It has also accommodated the 20th Century's needs from World War I to the present Global War on Terrorism and is at this very moment poised to make a set of robust changes that will allow Fort Lee to address head-on the many challenges facing us now in the 21st Century. We mentioned the coming changes back in May during the last General Officers' Update. I can now report the construction of the new Sustainment Center of Excellence (SCoE) Headquarters building on Sergeant Seay Field is well underway. A formal ground breaking ceremony took place on Sergeant Seay Field on Monday, 25 June 2007, and construction of the new SCoE Headquarters Building began on 5 September 2007. I encourage you to read the Base Realignment and Closure (BRAC) article on page 14 in this edition of the *Quartermaster Professional Bulletin* to get a better understanding of the full impact of BRAC on Fort Lee.



**BRIGADIER GENERAL  
MARK A. BELLINI**

Also in this edition of the *Quartermaster Professional Bulletin*, we have several excellent articles written by our senior warrant officer leadership. The Warrant Officer Corps remains vital to the United States Army as they comprise approximately 15 percent of the officer corps and only 2 percent of the entire Army. There is an extreme shortage of 920A (Supply Management) and 920B (Material Management) warrant officers in the Reserve Component. Therefore, recruiting of qualified applicants for the Warrant Officer Corps is critical to the mission of the Quartermaster Corps.

As many of you perhaps know already, my tenure at Fort Lee is nearing its end. I have been selected to become the Deputy Chief of Staff, G-4, United States Army Europe and Seventh Army, stationed in Heidelberg, Germany. This marks our family's fifth tour to Germany; Carol and I are both looking forward to it. While a change of command date has not yet been set, I am extremely pleased to announce that my successor will be Brigadier General Jesse R. Cross. General Cross' most recent assignment was as the Commander of the Defense Supply Center Philadelphia. He is a seasoned logistician and superb leader, and will bring a wealth of talent and energy to his new position as our 50th Quartermaster General of the Army. I extend my sincerest congratulations and best wishes, and say "welcome aboard" to General Cross and his Family.



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## PROFESSIONAL BULLETIN

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THE QUARTERMASTER GENERAL  
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**COVER:** Photo of the beginning of construction on the new Sustainment Center of Excellence. Mifflin Hall, longtime home of the US Army Quartermaster Center and School is in the background. US Army Photo.

**INSIDE BACK COVER:** The full pages on battalion-size units that LTC (Retired) Keith K. Fukumitsu, Quartermaster, has researched and illustrated for each edition since 1991 are archived on the Quartermaster Home Page under Professional Bulletin, Quartermaster Unit Lineages, at [www.Quartermaster.army.mil](http://www.Quartermaster.army.mil).

# CONTEMPORARY OPERATIONAL ENVIRONMENT AND LANGUAGE TRAINING: A STRATEGIC APPROACH



BY COMMAND SERGEANT MAJOR  
JOSE L. SILVA

The importance of language skills to national defense was emphasized in 1941 when the Army and Navy quickly established language

training programs to train linguists during World War II. In 1943, the War Department published the “US Servicemen’s Guide to Iraq.” The book is in essence a 65 year-old cultural awareness handbook that provided the guidelines of conduct to American servicemen while in the country. Among the “Do’s” contained in the guide: “Talk Arabic if you can to the people. No matter how badly you do it, they will like it.”

Soldiers deploying in support of the Army’s mission regardless of unit or military occupational specialty must be aware of their contemporary operational environment (COE). Awareness of cultural differences can help avoid the pitfalls of cross-cultural exchange and foster good interaction with the local population thus increasing the odds of successful mission accomplishment. The Army’s cultural awareness training strategy is designed to enhance unit performance and individual skills by leveraging approaches to training and doctrine.

One aspect of the cultural awareness spectrum not yet fully emphasized across the board is language training. Basic language survival skills are considered to be essential during pre-deployment training. American troops deployed to Iraq are not fluent in Arabic. They must shout in English, gesture with their hands, or point with their weapons in order to avoid dangerous situations. Mastering basic language survival can be a great plus, but is not an easy task. The reason for this is understandable. Foreign languages are

not easily learned by most people. It is easier to train someone to fly an F-14 than it is to teach them Arabic. Who, what, and how much seems to be the main debate amongst two schools of thought. One states that we have enough resources (Army linguists, contracted, local-national translators, etc.); and one that encourages service members to try to speak the dialect while deployed to the country.

There are ongoing efforts to bolster language skills in the military. Several types of 3D interactive programs used by thousands of Marines and Army personnel teach what, when, and how to say phrases relevant to situations and missions. Most of these programs incorporate break-through technology. These same technologies and instructional approaches are being used at the Defense Language Institute (DLI) to support the language capability within the ranks. DLI is experiencing an unprecedented growth, they train more than 3,000 students a year in 75 languages. The importance of cultural, as well as tactical, language training was re-emphasized during the US Army Training and Doctrine Command Initial Military Training Conference conducted recently at Fort Lee, Virginia. Two of the guest speakers, both wounded *Operation Iraqi Freedom* veterans, talked about their experiences in the theater and how they wished they had trained better on tactical language skills.

The Pentagon plans to spend millions of dollars on foreign language programs as is the State Department and the Education Department. On 8 May 2007, the US Department of Defense (DoD) announced the new Reserve Officer Corps Training Language and Cultural Project. Four grants totaling two million dollars were awarded

to Indiana University, San Diego State University, University of Mississippi, and the University of Texas at Austin. The intent of the program is to provide cadets with the opportunity to learn a foreign language which will prepare them for their future duties as commissioned officers. Farsi, Arabic, Russian, Kazakh, Pashto, Tajik, Turkmen, Uyghur, Uzbek, and Chinese are available in the curricula. At the University of Texas the program includes on-campus study and foreign travel.

Other initiatives are:

- The US Marine Corps Center for Advanced Operational Cultural Learning (Quantico) is leading an effort incorporating cultural awareness and language training that enables Marines to successfully engage the challenges of cultural and language barriers of their operational environment.
- The Naval Academy introduced two language majors this year - Chinese and Arabic. There are currently only 16 midshipmen enrolled, but numbers are expected to grow.
- At the Air Force Academy, humanities and social science majors must take two years of training in one of seven languages.
- All West Pointers must take at least two semesters of a foreign language. Ten to fifteen percent of cadets in every West Point class major in one of seven languages, among them: Arabic, Chinese, and Russian.

In 2000, languages of the Middle East made up only two percent of all foreign language classes offered in the United States. After September 11, 2001, interest in the teaching and learning of these languages increased dramatically. There has been an increase in enrollment in Arabic and Middle Eastern studies at universities across the nation as well as in private schools. A survey conducted by the National Capital Language Resource Center found that there are more Arabic programs in private schools than in public and charter schools.

As the Army continues to take great strides in cultural awareness programs and initiatives, it is obvious that there are other major efforts geared to promote foreign language proficiency, not only in DoD, but across the social spectrum as well. This is a long range plan and will take time before its benefits will have a full impact. However, given all the dynamics involved, I think it makes a lot of sense. The COE is continuously changing and requires continuous adaptation. We need to embed realistic COE in all of our training events if we are to produce adaptive Soldiers and leaders who can clearly define, synthesize, and interact with their surroundings through their actions and behavior, to include the ability to speak in order to get things moving.

Being a “self-paced student” in Modern Standard Arabic, Iraqi, and Pashto, I experience first hand the challenges of a language road map. The complexity of a language and regional dialects within a language can easily discourage the student. The best interactive technology and techniques can help, but the real secret for success relies on motivation and willingness to go the distance. The most difficult aspect of learning a foreign language is the mindset: it can be done!

*CSM Jose L. Silva is the 8th Regimental Command Sergeant Major for the Quartermaster Corps. He deployed to Uzbekistan for Operation Enduring Freedom as the 507th Logistics Task Force CSM and also served as the first Camp Sergeant Major for Camp Stronghold Freedom in Karshi-Khanabad. His responsibilities took him to Bagram, Mazare-Shariff, and Kabul. Then as the CSM for the 10th Division Support Command, 10th Mountain Division, Fort Drum, New York, he redeployed to Afghanistan during Operation Enduring Freedom IV to serve as the Joint Logistics Center CSM before coming to the US Army Quartermaster Center and School, Fort Lee, Virginia. CSM Silva enlisted in the Army in July 1982 as an 11B (Infantryman) in the 82d Airborne Division. He became a Petroleum Supply Specialist in July 1986.*

# QUARTERMASTER WARRANT OFFICER PLEDGE



BY CHIEF WARRANT OFFICER FIVE  
MATTHEW A. ANDERSON, SR.

Fellow warriors, tremendous challenges face each of us every day while prosecuting this nation's will. I personally thank you. You do what is right when no one is looking at you--the mark of a true professional.

In my view, we use that word "professional" quite freely. I give you my thoughts for your review and consideration. Professionalism is a matter of attitude and behavior. It includes knowing how to do your job and more importantly, it is teaching, training, mentoring, and coaching others on how to do their job. It is demonstrating a willingness to enter into a lifelong learning process, including military and civilian, by means of professional associations and other organizations through traditional or non-traditional venues.

Tactical and technical leadership, experience, and training are crucial and critical in today's Army. Soldiers, superiors, and peers rely upon the warrant officer community more than ever to be the premier technical expert in each respective career field. Warrant officers are stretching further to ensure mission accomplishment in areas which historically and traditionally they have not found themselves.

A key enabler to the ultimate success of logistics transformation will be the contribution which you make to seamlessly and painlessly transition information management systems and

ensuring policies, practices, and procedures are followed. It is important that the practices make sense to the Soldiers who execute these functions throughout the performance of their daily duties.

I take this opportunity to cite a Quartermaster Warrant Officer Pledge received from a 921A, Airdrop Systems Technician. It is a pledge modified from several sources and life experiences. It fully resonated with me and I currently have it taped on my work station. I hope that it assists you in codifying what we the Quartermaster Warrant Officer Corps represents.

## *Quartermaster Warrant Officer Pledge*

*I will never lie, cheat, or steal, nor tolerate those who do!*

*I will replace "I and ME" with "WE and US" on and off duty.*

*I will not wait for the Army to take care of me, but rather I will make "Taking Care of the Army" my first priority.*

*Through selfless and persistent mentoring, I will strive to better America's fighting forces without regard to rank, military occupational specialty, or branch of service.*

*I will never forget the role of the Army's Noncommissioned Officer Corps from which I was selected, or the fiber of our Army, more specifically the junior enlisted ranks from which all warrants are conceived.*

*I will always be a professional Soldier first; when faced with an unpopular decision I will remain a loyal technician in support of my commander.*

*I will strive to be a master of my trade; I will constantly study and train to better my technical proficiency which all commanders so heavily rely on.*

*I will maintain a watchful eye to recognize problems, research solutions, and make changes that will improve the unit instead of making changes just for the sake of change.*

*I will always remember that a warrant officer only gets one chance at a first impression; therefore, my advice and guidance given will always be as true and accurate as possible.*

*I will ensure that no mission will fail due to logistics!*

*What distinguishes a "great" warrant officer from a "good" warrant officer? Good warrant officers will not hesitate to pick up a fellow warrant officer who has fallen. However, a great warrant officer will prevent a fellow warrant officer from ever falling in the first place!*

***Always be true to the Warrant Officer Corps!***

Mentorship is what we do without really even thinking about it. There is no doubt in my mind that there are a plethora of formal guides, programs, and standard operating procedures on mentorship. However, I submit to you that you do basic mentorship every day without even realizing it. A leader is someone who is in charge of more

than themselves. That means you! Therefore, continue to assist, teach, coach, and train those within your sphere of influence and stretch yourself to those outside of your traditional comfort zone. If you are a "keeper of a guide" I would urge you to post these guides to WO.NET or LOGNET in the Battle Command Knowledge System.

Please pay close attention to the articles published by the Reserve and Active Duty proponent in this periodical. They specifically target interests and concerns as they relate to accessions and the step-by-step process. I am convinced you will benefit greatly. If you have any follow-on questions or interests, please do not hesitate to contact me at (804) 734-3702 or [matthew.anderson@us.army.mil](mailto:matthew.anderson@us.army.mil); CW5 David Dickson (804) 734-3475 or [david.dickson@us.army.mil](mailto:david.dickson@us.army.mil); or CW3 Roderick Bohall at (804) 734-3701 or [roderick.a.bohall@us.army.mil](mailto:roderick.a.bohall@us.army.mil). I look forward to meeting you on the high ground.

Success is a contact sport and Quartermaster warrant officer warriors are in contact.

*CW5 Matthew A. Anderson, Sr. is currently assigned to the Office of the Quartermaster General, US Army Quartermaster Center and School (QMC&S), Fort Lee, Virginia, as the Quartermaster Regimental Chief Warrant Officer/Quartermaster Warrant Officer Proponent. He has served in a variety of tactical, operational, and strategic assignments worldwide. These include Chief, Warrant Officer Training Division, Logistics Training Department, QMC&S; Senior Chief to the Commanding General and Strategic Integration Team, 3rd Corps Support Command, Wiesbaden, Germany; and served during Operation Iraqi Freedom I and IV. CW5 Anderson has completed every level of the Warrant Officer Education System and has a master's of science in logistics from Florida Institute of Technology. He also holds a Logistics Management Certificate from Georgia Tech and is a Certified Professional Logistician.*

# RESERVE COMPONENT QUARTERMASTER WARRANT OFFICER TRAINING



BY CHIEF WARRANT OFFICER FIVE  
DAVID A. DICKSON

## Introduction

The US Army Quartermaster Center and School (QMC&S) currently offers two courses that are configured for Reserve Component (RC) Quartermaster Warrant Officers as part of the Officer Education System – Warrant Track. These courses are two weeks long and geared toward traditional Army National Guard (ARNG), US Army Reserve (USAR), and Troop Program Unit members who cannot leave their civilian employment in order to attend the longer Active Component (AC) courses. Active Guard and Reserve (AGR) USAR Soldiers are required to take the regular AC courses. AC courses are available for Property Accounting Technician (Supply Management Officer) (920A), Supply Systems Technician (Materiel Management Officer) (920B), and Food Service Technician (922A).

The difference in the length of the RC courses compared to the AC courses present unique challenges when attempting to provide comparable training. The table below shows the difference in available instructional time. When attending these courses, Soldiers must meet prerequisites that are common to both AC and RC and some that are unique to the RC course.

## Preparing for the Course

The Warrant Officer Basic (WOBC) course falls under the category of initial military training (IMT) regardless of the length of the course. All IMT courses have standard requirements. Meeting height and weight standards in accordance with AR 600-9 and successfully completing the Army physical fitness test (APFT) are requirements for graduating. If a student fails the APFT, they are required to do remedial physical training and retest in seven days. If the student is enrolled in the AC course, there are still several weeks left when the retest is given. If something happens that is beyond the control of the student, it is still possible to schedule a retest at a later date. In the case of the RC course the retest is scheduled in the middle of the second week. At this point there are only a few days until graduation and the bulk of the

		Instructional Hours	
		MOS	AC Course
WOBC	920A	314	120
	920B	328	
	922A	345	
WOAC	920A	361	
	920B	341	
	922A	391	

testable material has been completed. However, if the student fails the test again, regardless of the reason, there is no time to schedule another one and the student is disenrolled.

Unlike the AC-WOBC, the RC course has a distance learning (DL) phase. This phase can be completed at any time prior to attending RC-WOBC. The student must have completed it prior to arriving at Fort Lee to attend RC-WOBC. Students who have not completed the DL phase prior to arrival will be disenrolled from the resident phase. The DL phase is administered by the Distributed Learning Student Support Team (School Code 553). Students can enroll in the DL phase through the Army Training Requirements and Resource System (ATRRS).

Each of the three courses has a DL phase. The course numbers and titles are:

- RC-WOBC Property Accounting Technician (920A), 101-W11(8B-920A-RC)
- RC-WOBC Supply Systems Technician (920B), 101-W13(8B-920B-RC)
- RC-WOBC Food Service Technician (922A), 101-W15(8E-922A-RC)

Since there has been some confusion regarding the prerequisite DL phase for RC-WOBC we have rewritten the course prerequisites and submitted the update to ATRRS. The new prerequisite narrative in ATRRS is much more detailed and explicit. The new prerequisite narratives appear at the end of this article.

The Warrant Officer Advance Course (WOAC) is not considered IMT. There are some basic differences in course completion requirements when comparing it to WOBC. If a student attending WOAC (RC or AC) fails



**Property Accounting Technician (920A) instructors assist Reserve Component Soldiers in Property Book and Unit Supply-Enhanced procedures during the technical phase of the Reserve Component Warrant Officer Basic Course. Due to the short duration of the course the majority of the instruction is on military occupational specialty specific tasks.**

to successfully complete the APFT, they are not disenrolled from the course. APFT failure results in the student receiving a marginal rating on their Academic Evaluation Report (DA 1059) and the inclusion of a statement explaining the low rating.

Like the RC-WOBC, the RC-WOAC also has a DL phase. This phase can be completed by the student after the completion of WOBC but must be completed prior to arriving at Fort Lee to attend RC-WOAC. Again, students who have not completed the DL phase will be disenrolled from the resident phase. The course numbers for the DL phase of RC-WOAC are:

- RC-WOAC Property Accounting Technician (920A) 101-W31(8-10-C32-920A-RC)
- RC-WOAC Supply Systems Technician (920B) 101-W33(8-10-C32-920B-RC)
- RC-WOAC Food Service Technician (922A) 101-W35(8-10-C32-922A-RC)

In addition to completing the military occupational specialty (MOS) specific DL phase, RC-WOAC students must also complete the Action Officer Development Course. This course is offered by the DL Student Support Team (School Code 553) and is course number 131 F41. The ATRRS course prerequisites are being updated to clarify this prerequisite.

### ***Attending the Course***

Comparing the difference in the available instructional hours between the RC and AC courses reveals that there is a potential for major shortfalls when trying to cover all of the material. In order to compensate for the difference in instructional hours, the program of instruction is modified to remove some of the non-testable blocks of instruction and many of the testable blocks are pared down so only the bare bones requirements are covered. The bulk of the training time is dedicated to the technical phase of the training.

A student attending the RC course can expect long hours and fast paced instruction. The first week runs Monday through Saturday and the second is Monday through Thursday with graduation on Friday morning. The average day is 10 hours long. Some days can exceed 10 hours based on the subject and testing requirements.

The RC courses all have the same requirements regarding class command structure and social events. Class members are selected to fill the routine staff positions that exist in a typical unit. These positions range from class commander to automation officer. Each class is normally required to plan two social functions. One is an “icebreaker” during the first week and the second is the class dinner at the end of the second week. Several high echelon personnel from Fort Lee attend these functions making them excellent mentorship opportunities.

Attendees of the RC courses are held to the same high academic standards as those who attend the AC course. Students must maintain a grade average above 85 percent to meet standards. Those who maintain an average between 80 and 85 percent will receive a marginal on their Academic Evaluation Report. If a student has a grade average below 80 percent they do not receive a completion certificate.

### ***What Does the Future Hold?***

It is the intent of the QMC&S to provide the highest quality education to all Soldiers regardless of component or delivery method. The challenges that the RC courses present are obvious. The major constraint is time available for instruction. Several options are being considered to help alleviate this challenge.

One popular option is to run the RC course over a 13 month cycle. In this model, RC Soldiers will attend two resident phases that are

each two weeks in length. They will also be required to attend one or more training sessions held on battle assembly weekends. Weekend training will be held in several centralized points and taught by RC training battalions. This option looks promising for the RC-WOAC. The RC-WOBC is an MOS producing school and is considered IMT and is governed by the rules and regulations that apply to IMT.

It is still too soon to tell what changes will be accepted to resolve these concerns; however, when evaluating the possibilities the focus is on "One Force, One Fight, One Standard." The standard for military education must be of the highest order to ensure our force is prepared to face future challenges.

### ***Revised Course Perquisites Submitted to ATRRS***

ATRRS prerequisites for RC-WOBC:

**Course Title:** Property Accounting Technician WO Basic-RC.

**Course Number:** 8B-920A-RC.

**Verifiable Prerequisites:** None.

**Prerequisite Courses:** Course Number: 101 W11 (8B-920A-RC) Distance Learning School: Distributed Learning Student Support Team (553).

**Text Prerequisites:** RC warrant officers who have successfully completed the Warrant Officer Candidate School (WOCS) and have accepted an appointment as a warrant officer. Date of rank as a WO1 must be prior to the start date of the course. Soldiers must have a valid predetermination by the Quartermaster Warrant Proponent and have been determined qualified to obtain the MOS of 920A. Must meet height and weight standards IAW AR 600-9 and be able to pass the APFT.

**Course Title:** Supply Systems Technician WO Basic-RC.

**Course Number:** 8B-920B-RC.

**Verifiable Prerequisites:** None.

**Prerequisite Courses:** Course Number:

101 W11 (8B-920B-RC) Distance Learning School: Distributed Learning Student Support Team (553).

**Text Prerequisites:** RC warrant officers who have successfully completed the WOCS and have accepted an appointment as a warrant officer. Date of rank as a WO1 must be prior to the start date of the course. Soldiers must have a valid predetermination by the Quartermaster Warrant Proponent and have been determined qualified to obtain the MOS of 920B. Must meet height and weight standards IAW AR 600-9 and be able to pass the APFT.

**Course Title:** Food Service Technician WO Basic-RC.

**Course Number:** 8E-922A-RC.

**Verifiable Prerequisites:** None.

**Prerequisite Courses:** Course Number: 101 W11 (8E-922A-RC) Distance Learning School: Distributed Learning Student Support Team (553).

**Text Prerequisites:** RC warrant officers who have successfully completed the WOCS and have accepted an appointment as a warrant officer. Date of rank as a WO1 must be prior to the start date of the course. Soldiers must have a valid predetermination by the Quartermaster Warrant Proponent and have been determined qualified to obtain the MOS of 922A. Must meet height and weight standards IAW AR 600-9 and be able to pass the APFT.

ATRRS prerequisites for RC WOAC are:

**Course Title:** Property Accounting Technician Warrant Officer Advanced-RC.

**Course Number:** 8-10-C32-920A-RC.

**Verifiable Prerequisites:** None.

**Prerequisite Courses:** Course Number: 101-W31(8-10-C32-920A-RC), Title: RC WOAC Property Accounting Technician (920A), Distance Learning School: Distributed Learning Student Support Team (553) and Course Number: 131 F41, Title: Action Officers Development Course, Distance Learning School: Distributed Learning Student Support Team (553)

**Text Prerequisites:** RC warrant officers qualified in MOS 920A. ARNG warrant officers upon promotion to CW2 are eligible to attend WOAC. USAR warrant officers are eligible to attend WOAC between the sixth and eighth year of warrant officer service or prior to selection to CW3. Attendees must have successfully completed the mandatory prerequisite course of 131F41 (Action Officer Development Course) and 101-W31 (8-10-C32-920A-RC) prior to attending resident phase of the WOAC. Must meet height and weight standards IAW AR 600-9 and be able to pass the APFT.

**Course Title:** Supply Systems Technician WO Advanced-RC.

**Course Number:** 8-10-C32-920B-RC.

**Verifiable Prerequisites:** None.

**Prerequisite Courses:** Course Number: 101-W33(8-10-C32-920B-RC), RC WOAC Supply Systems Technician (920B), Distance Learning School: Distributed Learning Student Support Team (553) and Course Number: 131 F41, Title: Action Officers Development Course, Distance Learning School: Distributed Learning Student Support Team (553).

**Text Prerequisites:** RC warrant officers qualified in MOS 920B. ARNG Warrant officers upon promotion to CW2 are eligible to attend WOAC. USAR warrant officers are eligible to attend WOAC between the sixth and eighth year of warrant officer service or prior to selection to CW3. Attendees must have successfully completed the mandatory prerequisite course of 131F41 (Action Officer Development Course) and 101-W33 (8-10-C32-920B-RC) prior to attending resident phase of the WOAC. Must meet height and weight standards IAW AR 600-9 and be able to pass the APFT.

**Course Title:** Food Service Technician Warrant Office Advanced-RC.

**Course Number:** 8-10-C32-922A-RC.

**Verifiable Prerequisites:** None.

**Prerequisite Courses:** Course Number: 101-W35(8-10-C32-922A-RC), RC WOAC Food Service Technician (922A), Distance Learning School: Distributed Learning Student Support Team (553) Course Number: 131 F41, Title: Action Officers Development Course, Distance Learning School: Distributed Learning Student Support Team (553)

**Text Prerequisites:** RC warrant officers qualified in MOS 920B. ARNG warrant officers upon promotion to CW2 are eligible to attend WOAC. USAR warrant officers are eligible to attend WOAC between the sixth and eighth year of warrant officer service or prior to selection to CW3. Attendees must have successfully completed the mandatory prerequisite course of 131F41 (Action Officer Development Course) and 101-W35 (8-10-C32-922A-RC) prior to attending resident phase of the WOAC. Must meet height and weight standards IAW AR 600-9 and be able to pass the APFT.

*CW5 David A. Dickson is currently assigned to the Office of the Quartermaster General, US Army Quartermaster Center and School, Fort Lee, Virginia, as the Reserve Component Quartermaster Warrant Officer Proponent Manager. He is an Active Guard/Reserve Soldier with 32 years of military experience and has served in a variety of assignments worldwide. CW5 Dickson has completed the Warrant Officer Senior Staff Course, holds a master's of science degree in management information systems from Bowie State University and master's certification in both applied project management and information systems/information technology project management from Villanova University.*

# ROLES AND RESPONSIBILITIES OF FUTURE AND SENIOR WARRANT OFFICERS IN THE ACCESSION AND APPLICATION PROCESS

**CW3(P) RODERICK A. BOHALL**

So, you've decided you're going to apply to become a Quartermaster warrant officer? If the answer is yes, you have made a major decision in your military career. Next comes a series of events you must execute to put together a quality application. This process is, in essence, your first test as a warrant officer.

The application packet reflects your desire to become a warrant officer and to display your professional performance and competence; technical expertise; potential to excel with added responsibility and expectations from commanders at strategic, operational, and tactical levels; physical fitness prowess; and civilian and military education achievements. The application should be crafted together with attention to detail.

Before assembling an application packet, one should visit the United States Army Recruiting Command (USAREC) website at <http://www.usarec.army.mil/> and go to the warrant officer recruiting tab, or go directly to <http://www.usarec.army.mil/hq/warrant/>. Loaded in this website are sample application packets, forms, frequently asked questions, USAREC administrative requirements, warrant officer military occupational specialty (MOS) specific prerequisites, and much more. Use this site for the tools, links, forms, and samples it provides.

Once it is determined whether or not you meet the prerequisites, ask yourself what do I do next? If you meet the prerequisites, you may still be able to improve yourself and your competitiveness for selection. For example, you

are applying to become a 920A Property Book Officer (PBO) but have not worked in a property book office, an MOS specific prerequisite is to have a letter of recommendation from a senior warrant officer (in the MOS for which you are applying). Seek out a senior warrant officer MOS 920A. Ask for an interview and express your interest in becoming a warrant officer in MOS 920A. Inquire if you could work in the property book office a few hours or days per month. If this is possible and supported by this PBO, get permission from your supervisor to work a few hours per month in the property book office to broaden your experience and exposure to PBO operations. Use this opportunity to gain knowledge.

Second is that the senior 920A has an opportunity to see you work in the PBO operation. Remember, you will need a letter of recommendation from a senior warrant officer in the MOS for which you are applying. It also gives the senior 920A the opportunity to observe you and decide whether or not to support your application with a letter of recommendation. If you cannot get a letter of recommendation at this time, don't be discouraged. You have invested time and gained valuable experience that will make you more competitive in the future. This example, although centric to MOS 920A, applies to all Quartermaster warrant officer MOSs.

In the event you do not meet the prerequisites, formulate a plan to meet those prerequisites. For example, see your commander and S2 if you need a security clearance (secret). This can be time consuming so engage quickly

on this requirement. Do not default to the waiver process right away for those prerequisites you can still meet. Enroll in college courses if required. Take College Level Examination Program or Defense Activity for Non-Traditional Education Support exams to acquire college level credit for acquired knowledge.

The process includes executing many requirements concurrently while preparing the application. These include: security clearance application, physical exam, enlisted record brief (ERB) updates, meeting/working with a senior warrant officer in the MOS for which you are applying, and meeting with the company and battalion commanders to express your desire to become a warrant officer.

As an embedded part of the warrant officer application process, senior warrant officers play an important role in the warrant officer accession process. Senior warrant officers must embrace this to maintain a healthy Warrant Officer Corps. Senior warrant officers also have the implied duty and obligation to recruit their replacement. Today's WO1 will not see the senior warrant officer ranks for seven years of warrant officer service. Senior warrant officers should be on the look out for those stellar noncommissioned officers (NCOs) in their unit, battalion, brigade, post, or installation. Senior warrant officers play a proactive role in the warrant officer recruiting process.

Conversely, they will tender their letters of recommendation carefully with attentive thought. Some Soldiers will approach a senior warrant officer and request a letter of recommendation. A senior warrant officer should proceed cautiously and should not tender a cookie cutter letter in order to satisfy the Soldier's application requirement. If the Soldier does not work for the particular type warrant officer, a senior warrant officer should make an effort to find out who the Soldier is and whether or not a senior warrant officer in their unit or battalion has the MOS for

which they are applying. The Soldier and senior warrant officer should engage in discussion and ask and answer questions. Perhaps there is a senior warrant officer in their unit that they did not approach for a letter of recommendation or if they did they may have been turned away. As a senior warrant officer and recruiter, you should investigate those circumstances before making any judgment. Then the Soldier should show the appropriate officer their application.

Provide positive feedback and constructive criticism on your application. The senior warrant officer understands their MOS and the tenets that make it what it is and will use that to make an honest assessment of the Soldier's performance and potential to become a successful warrant officer. This assessment may or may not result in a letter of recommendation. The goal of the warrant officer accession process is to recruit from the ranks those mid-career NCOs who have demonstrated that they are a cut above their contemporaries and have the potential to meet the demanding future challenges of serving as a Quartermaster warrant officer.

In preparation of your application, do not rush to failure. Make painstaking efforts ensuring you execute a quality assurance check on each document in your application, then assemble the entire application, and perform several additional quality assurance checks. Ask your peers, superiors, officers, warrant officers, and NCOs to look at your application for an objective opinion as to the quality and correctness. Ensure all scanned documents are legible before submitting. Finally, execute a final quality assurance check before you send in your application electronically to USAREC.

In the review process of application packets, the Quartermaster Warrant Officer Active Duty Proponent looks for a common thread of attention to detail--errors are evident. Applicants often submit illegible documents, omit required documents, use incorrect security clearance

verification documents (should be a Joint Personnel Adjudication System verification), and fail to update documents, i.e. ERB covering civilian education, date of last physical, and current assignment data.

Additionally, check spelling and verify grammatical usage. Spell check may not catch incorrect grammatical usage. Some, not all, of these errors or omissions are linked to prerequisites. Regardless, these preventable errors slow down the determination of eligibility process at the applicable proponent office. This ultimately delays the application's return to USAREC for the selection board process. Currently about 50 percent of application packets in the Quartermaster Proponent Office for review are missing required documents or documents which would eliminate the necessity for a waiver.

Why is this application process important? You've made a significant decision in your military career. Show your best!! This application is a reflection of you holistically as a Soldier and person. Furthermore, it is an indicator of your attention to detail and proactive pursuit of a flawless product. As you enter the Quartermaster Warrant Officer Corps, the expectations of you as a Soldier, officer, and technician will increase from your NCO beginnings and will be extremely high from commanders, staff officers, fellow warrant officers, NCOs, and Soldiers. Set high standards for yourself and submit a quality application.

Warrant officers represent about 15 percent of the officer corps and only 2 percent of the entire Army. As a small, elite population within the Army, warrant officers have a smaller margin of error and are looked to by commanders for technical expertise and experience, Soldier experience, and trusted counsel. There is only one chance to make a first impression. Think of your application as making your first impression as a Quartermaster warrant officer. The Quartermaster Warrant Officer Corps looks forward to serving with you.

*CW3 Roderick A. Bohall is currently assigned to the Office of the Quartermaster General as the Active Duty Quartermaster Warrant Officer Proponent. He has served in a variety of assignments, to include Accountable Officer in the Army Materiel Command, Industrial Operations Command, Combat Equipment Group Europe, Coevorden, the Netherlands; Property Book Team Chief and Asset Visibility Manager, 10th Mountain Division, Fort Drum, New York; Property Book Officer, 181st Transportation Battalion, Mannheim, Germany; and Asset Visibility Officer, 3rd Corps Support Command G4, Wiesbaden, Germany. He deployed to Afghanistan supporting the Combined Forces Land Component Command C4 Forward and Operations Iraqi Freedom I and IV with the 3rd Corps Support Command. He is a graduate of the Warrant Officer Basic and Advanced Courses and holds an associate's degree from Central Texas College.*

# Construction Starts on the New Sustainment Center of Excellence (SCoE) as Base Realignment and Closure Process Begins in Earnest

By RYAN MEBANE

## Introduction

The 2005 Base Realignment and Closure (BRAC) Commission's recommendations represent the most aggressive BRAC ever proposed. It affects more than 800 installations. The BRAC recommendations for reshaping the Department of Defense (DoD) infrastructure officially took effect as Public Law 101-510 on 9 November 2005. As a result, the Army will close 12 major installations and close or realign hundreds of small installations including Army Reserve and National Guard facilities.

## Fort Lee Expansion

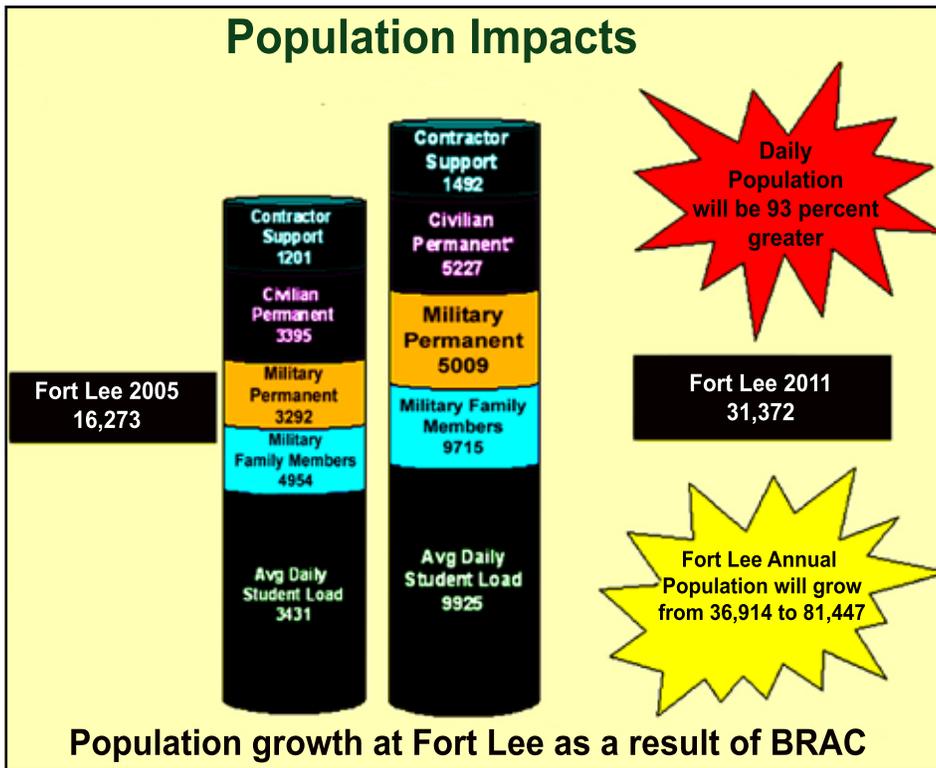
BRAC will have a major impact on the US Army Quartermaster Center and School (QMC&S) and Fort Lee, Virginia. The BRAC Commission's recommendations for reshaping DoD infrastructure include realignment of combat service support (CSS) centers and schools into a single SCoE. The objectives of these consolidations and realignments are to enhance training coordination, doctrine development, training effectiveness, and improve operational and functional efficiencies.

Fort Lee will become the home of Army CSS. This will be accomplished by

relocating the Ordnance Center and School from Aberdeen Proving Ground, Maryland; portions of the Transportation Center and School, Fort Eustis, Virginia; the Missile and Munitions Center from Redstone Arsenal, Alabama, and consolidating them with the Combined Arms Support Command (CASCOM), the QMC&S, and the Army Logistics Management College (ALMC). This realignment consolidates CSS training at one installation in an effort to attain the BRAC goal of enhancing training effectiveness and efficiency.

Fort Lee will also become the home of Air Force Consolidated Transportation Management training and Joint Culinary training. Additionally, the Transportation Management training will relocate to Fort Lee from Lackland





Rounding out the new tenants on Fort Lee is the Defense Contract Management Agency (DCMA). DCMA will relocate from Alexandria, Virginia, to Fort Lee. This move will bring another 660 military, civilian, and contract workers to Fort Lee. DCMA works directly with defense suppliers to help ensure that DoD, federal, and allied government supplies and services are delivered on time, at projected cost, and meet all performance requirements.

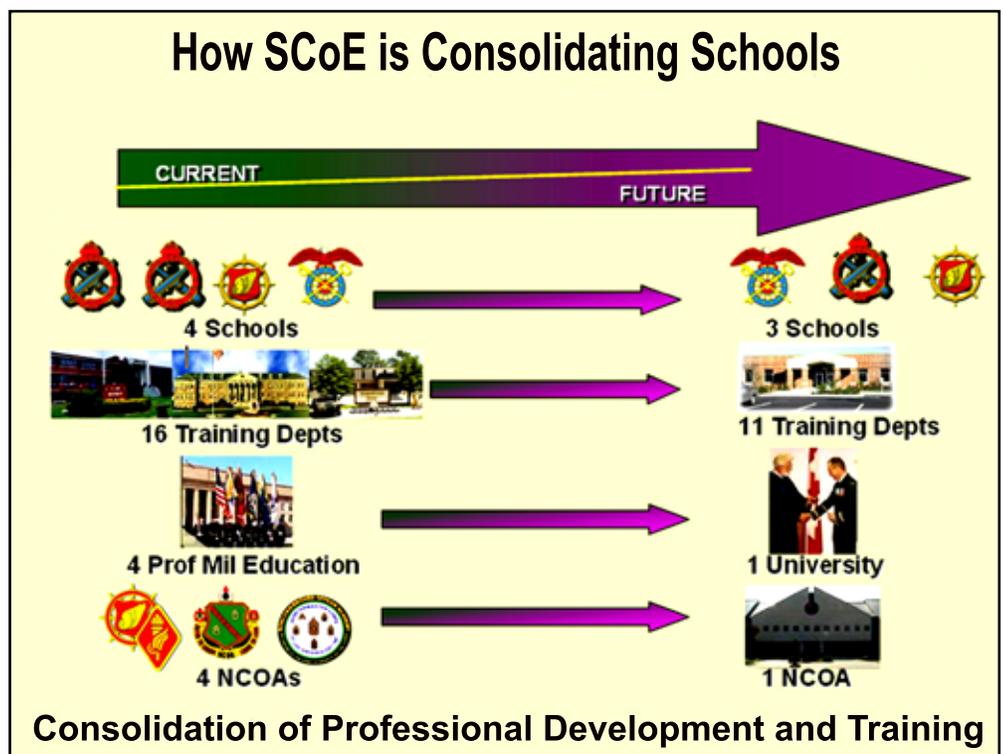
#### *Facilities and Population Growth*

Air Force Base, Texas. This relocation will be the site for most of the military transportation training. The Joint Culinary training, which will fall under the direction of the Commanding General, QMC&S, will co-locate all DoD culinary training under one organization.

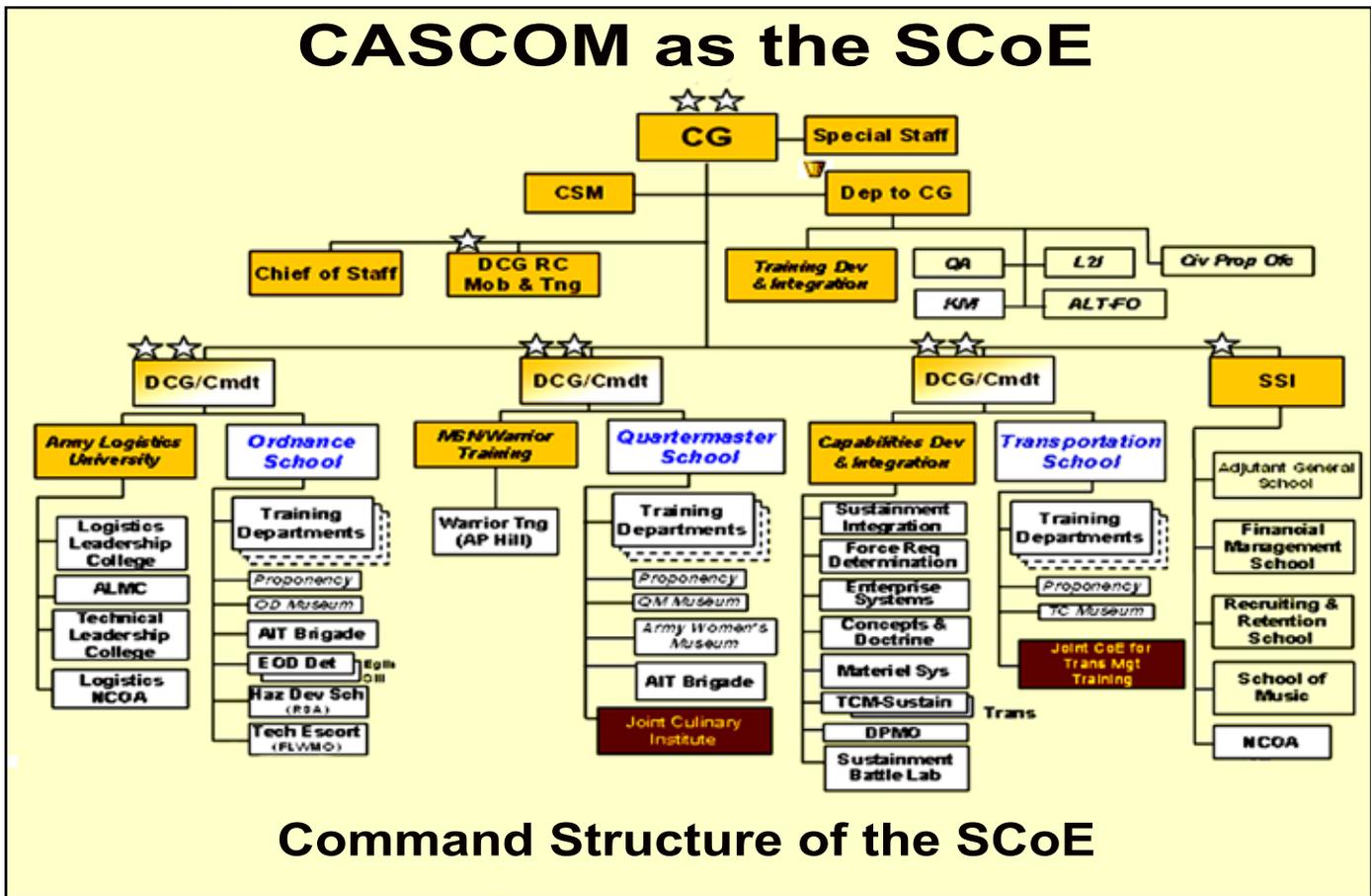
The facilities footprint of the installation will increase from 7.5 million square feet to well over 15 million square feet by FY13. Perhaps the greatest increase will be in the student average daily load, which will rise from 3,431 (FY05) to 9,925 in FY11. To accommodate some of these students, the area formally known

#### *Additional Organizations*

The Defense Commissary Agency (DeCA) will consolidate Eastern Region (Virginia Beach, Virginia), Midwest Region (San Antonio, Texas), and a headquarters element currently in leased space in Hopewell, Virginia, with DeCA's main headquarters at Fort Lee. This will reduce DeCA regional and headquarters activities from three to two, and the number of buildings from four to one.



# CASCOM as the SCoE



## Command Structure of the SCoE

as Training Area 5 will become the site of the Ordnance Center and School and the headquarters for the Ordnance Training Brigade. Training areas for vehicle recovery operations and ammunition storage will be established in close proximity to the Ordnance Campus.

The Army Logistics University (ALU) will be situated near the present ALMC. ALU will assume responsibility for the professional development training of all Quartermaster, Ordnance, and Transportation officers, warrant officers, and noncommissioned officers (NCOs). ALMC will continue to offer its specialized courses of instruction as a component of ALU.

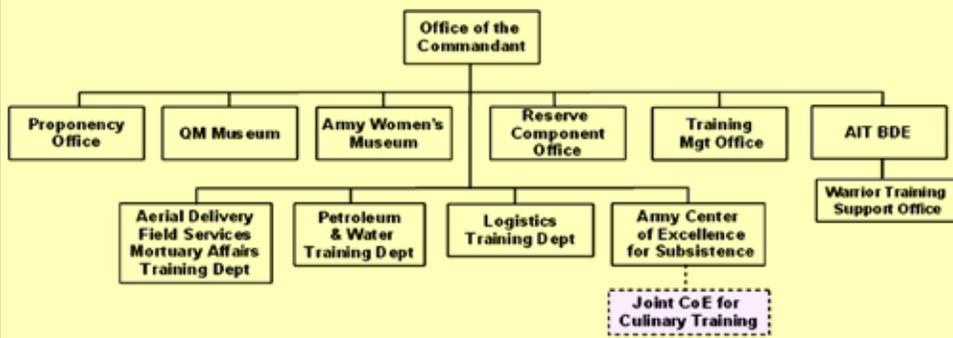
Other changes include the establishment of Training Management Offices (TMO), consolidating libraries and international student offices, and transferring the School of Military Packaging Technology from Aberdeen Proving Ground, Maryland, to Army Material Command.

### *Sustainment Center of Excellence*

The SCoE headquarters building will comprise the headquarters and administrative components of the new US Army Logistics Corps. The SCoE is where Army personnel will plan and revise training activities, initiatives, issues, and curriculum for the Quartermaster, Ordnance, and Transportation Schools. It is also where planning for the future operation of combined arms support actions will be carried out. Scheduled for completion in December 2008, the SCoE will be located adjacent to the 46-year-old Mifflin Hall, longtime headquarters of the QMC&S. Following completion of the new SCoE headquarters, the historic Mifflin Hall will be razed. The SCoE building will be about 220,300 square feet, which is double the size of Mifflin Hall, according to the Fort Lee Directorate of Public Works and Logistics.

The ceremonial ground breaking for the SCoE was held on 25 June 2007 and

# Quartermaster School



**Command Structure of the QMC&S under SCoE**

## *Quartermaster Center and School*

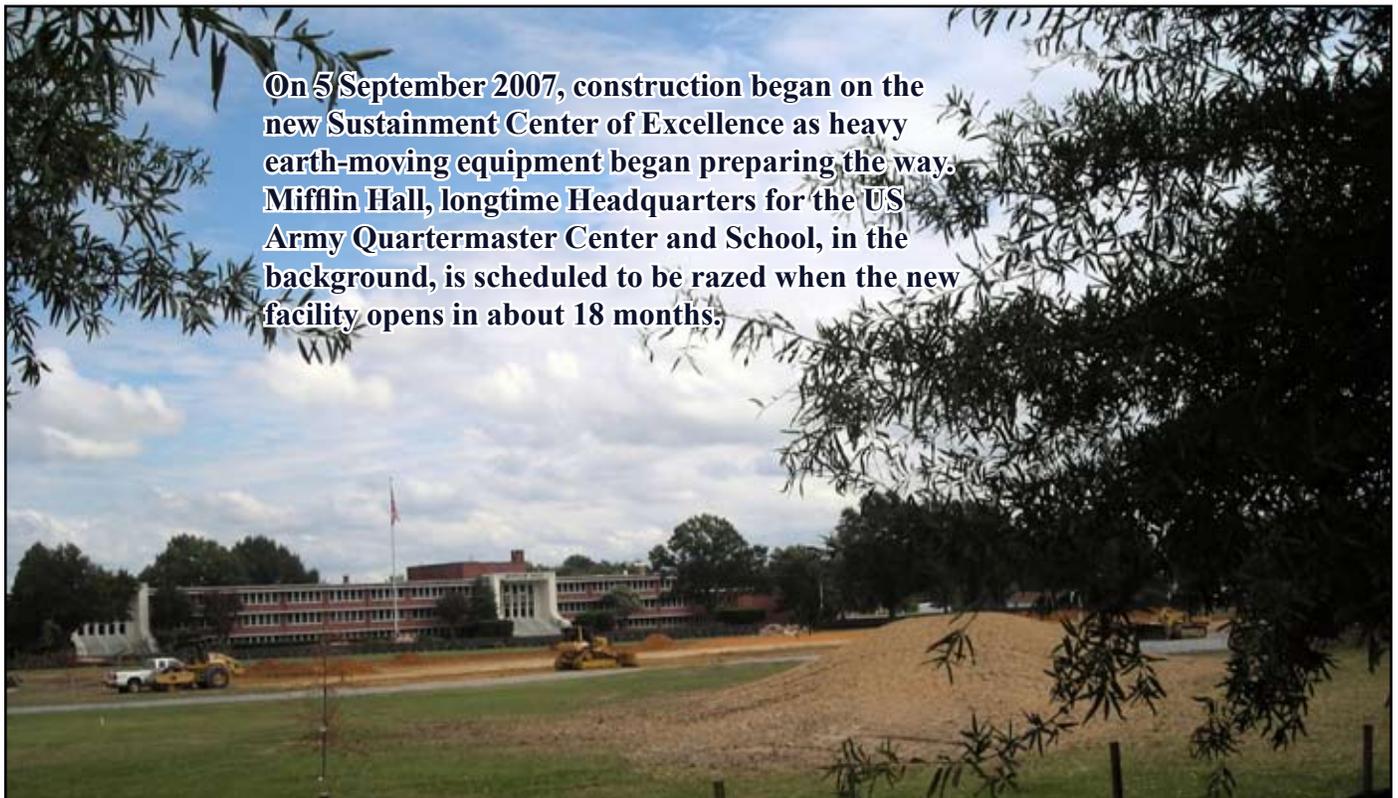
The QMC&S will see some direct changes as a result of BRAC. The number of training departments within the QMC&S will be reduced from five to four. The Mortuary Affairs Center will merge with Aerial Delivery and Field Services Department into one training department. However, their specific missions and functions will remain the same.

construction began in mid-summer. The SCoE will be constructed on Sergeant Seay Field in front of Mifflin Hall. Upon completion of the SCoE, occupants of Mifflin Hall, Somerville Hall, and CASCOM's Training Development currently located in Building 1109 (the Block House) will move into the new building. Plans call for the demolition of Mifflin Hall and reconfiguration of Sergeant Seay Field.

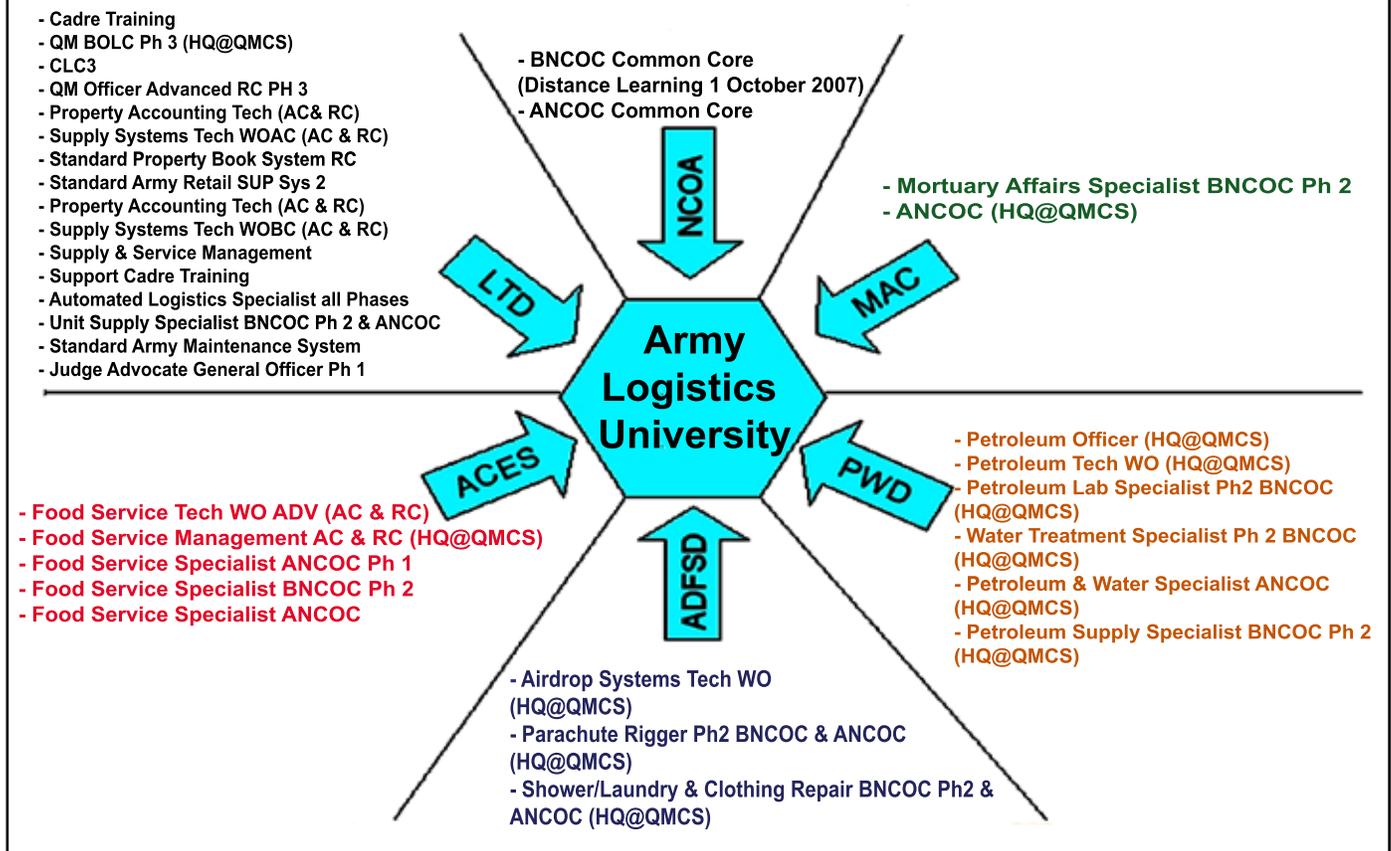
The 23rd Quartermaster Brigade will exercise command and control over the Quartermaster and Transportation advanced individual training (AIT) companies. Other efficiencies realized by consolidation include elimination of five training battalion headquarters companies.

As part of the restructuring effort, the QMC&S Commanding General will be

**On 5 September 2007, construction began on the new Sustainment Center of Excellence as heavy earth-moving equipment began preparing the way. Mifflin Hall, longtime Headquarters for the US Army Quartermaster Center and School, in the background, is scheduled to be razed when the new facility opens in about 18 months.**



# Quartermaster Professional Development Courses Moving To Army Logistics University



responsible for consolidated logistics warrior training. The primary focus of the training departments within QMC&S will be AIT. The departments will also conduct the equipment intensive hands-on training for a number of Quartermaster functional courses whose classroom phases transfer to ALU. Proponency for Quartermaster officer, warrant officer specialties, and enlisted military occupational specialties (MOSs) will remain with the Office of the Quartermaster General.

Warrior training field exercises (FTX), focusing on warrior tasks and battle drills, will be conducted at Training Area 27 at Fort Lee. Special warrior training facilities incorporating modern weapons simulation equipment will be built, providing Soldiers the opportunity to sharpen their warrior skills prior to exercises. There are a variety of simulations employed by the QMC&S. The Laser Marksmanship

Training System (LMTS) is a computer based marksmanship training program for use at home station. It produces proficiency levels that meet or exceed unit readiness requirements while minimizing the resources needed to do so. One long-range goal for the LMTS is to use it to replace live-fire qualifications for Soldiers when range facilities are not available. The high-mobility multipurpose wheeled vehicle (HMMWV) Egress Assistance Training (HEAT) simulator teaches Soldiers the proper procedures to egress from an inverted HMMWV. HEAT training is conducted under controlled conditions which allow vehicle occupants to gain experience in the proper egress procedures. This practice is necessary for Soldiers to achieve self-control and overcome their natural fear and panic following a catastrophic event which could cause a vehicle to become inverted. The Virtual Combat Convoy Trainer is a video

based system used to train drivers and gunners of military vehicles how to identify a potential ambush, identify improvised explosive devices, avoid an ambush, return fire, maneuver, and react correctly in the contemporary operating environment (COE). The Engagement Skills Trainer 2000 is an indoor, multipurpose, multi-lane, small arms, crew served, and individual anti-tank simulator that saves ammunition resources, travel time, and costs to and from ranges.

This will be a consolidated effort. Warrior training groups will be made up of mixed MOSs. The FTX will integrate lessons learned from the COE and provide battle focused, challenging, and realistic training. Leadership, command, and control will be provided by platoon and company cadre who will deploy with the AIT students during the execution of the FTX.

Professional development training for Quartermaster officers, warrant officers, and NCOs will no longer be conducted through the QMC&S. In addition, most of the functional training courses will move to the ALU. In all, a total of 3 Quartermaster officer courses, 8 warrant officer courses, and 18 NCO courses will be a part of ALU as shown on the accompanying charts. This action will not only realign officer and warrant officer training, it will also combine the four CSS NCO academies into one. Under the new design, all warrant officers regardless of MOS will train together; however, they will disburse to their respective training departments for specific technical and hands-on training. As a result, the number of CSS training departments will reduce from 16 to 11.

The Quartermaster General, QMC&S, will also have under his command, the Joint Center of Excellence for Culinary Training. Air Force culinary training is relocating to Fort Lee from Lackland Air Force Base,

Texas, along with the Navy's culinary training which is relocating to Fort Lee from the United States Navy Training Center, Great Lakes, Illinois. Along with the Army Center of Excellence, Subsistence, which is already located at Fort Lee, this consolidation of DoD culinary training will result in the creation of the Joint Culinary Institute. Fort Lee was the logical choice because it is the installation with the largest service requirement for culinary training. The consolidation of all DoD culinary training at Fort Lee will produce the greatest overall military value to DoD by eliminating redundancy and cost, increasing training efficiency, and allowing for training under the Inter-service Training Review Organization.

### **Conclusion**

By establishing Fort Lee as the SCoE, the training capabilities that already exist here will not only be optimized, but will also provide greater synergy among the major CSS elements throughout the Army and DoD. Fort Lee will become the hub for military logistics. Not only will BRAC bring growth and enhancements to Fort Lee proper, but it will also have a major impact on the surrounding areas and communities that support Fort Lee.

*Ryan Mebane is a graduate of Logistics Proponency Office Intern Class 05-002, Army Logistics Management College, Fort Lee, Virginia. Mr. Mebane is assigned to the Army Center of Excellence, Subsistence (ACES) within the Quartermaster Center and School. He has just completed a ten month professional development assignment as a special assistant to the Deputy to the Commanding General, QMC&S as a BRAC coordinator. Mr. Mebane has a bachelor's degree in education from Norfolk State University and is completing work on his master's of science in administration, leadership at Central Michigan University.*

# KNOWLEDGE MANAGEMENT: A BRIEF COMMENTARY

By CW4 JOEL LOCKHART

According to the Office of the Army Chief Information Officer (CIO/G-6), Army Knowledge Management (AKM) is the Army's strategy to transform itself into a network-centric, knowledge-based force. The vision of AKM is "a transformed Army with agile capabilities and adaptive processes powered by world class network-centric access to knowledge, systems, and services interoperable with the joint environment."

My personal and professional experience with knowledge management (KM) has been surprisingly interesting and extremely rewarding. I did not consciously decide to use KM. Frankly, I had no idea what KM was at the time. I basically stumbled across it by happenstance. After a rather long and boring article I wrote for the Summer 2004 *Quartermaster Professional Bulletin*, I was invited to take part in a then new project called "LOGNet" [the Logistics Network, a Community of Practice (CoP) in the Battle Command Knowledge System (BCKS)].

I began to realize that KM is nothing new. It is simply sharing information about one's craft with customers, users, professionals, and peers. But now instead of sharing it over a cup of coffee, we do it using the magic of the internet. It is incredibly easy. More importantly, it is tremendously efficient.

Since my early work with LOGNet, I have used KM to facilitate information and harness training opportunities at every opportunity -- from the private first class in Iraq who has a question about the Property Book and Unit Supply -- Enhanced (PBUSE), to the Army G-4 staff officer soliciting input on a project called "Operation Total Recall" - KM's impact has been incredible.

I used LOGNet while in Afghanistan, Hawaii, and now at Fort Lee, Virginia. I have seen numerous issues tabled and answered -- from questions about ammunition accountability from a theater sustainment command G-4 in Kuwait, to property book officer questions in Iraq, to viewing the recent briefing to the Combined Logistics Captains Career Course by the US Army Combined Arms Support Command's, Commanding General, MG Mitchell Stevenson all via KM.

Shortly after beginning my duties as a Quartermaster Warrant Officer Advanced Course instructor in late 2006 at the Quartermaster Center and School (QMC&S), I decided to introduce KM to our students. It was informal at first. I gave an introductory brief on BCKS and LOGNet. I then helped everyone gain access to LOGNet. Eventually, I assigned group projects that required all students to create a product that targeted the LOGNet community.

The first project was a series of booklets called the Quartermaster Warrant Officer One Survival Guides. Their impact and success has been staggering - almost unbelievable. The survival guides started out as an idea over dinner between the former LOGNet facilitator and myself.

I suspect that numerous products like the "survival guides" have been created by Soldiers for years, but the difference with KM is the ability to instantly share the information or products with thousands of Soldiers, Department of the Army civilians, and contractors. The potential grows exponentially when the KM products are downloaded by individuals who then share

the products with third party personnel and other user “communities.”

Today, KM is incorporated as part of all training instruction at the QMC&S. In my professional conversations with peers and friends in the Army and the Department of Defense, regardless of their specific skills (meaning all ranks, not just warrants) I include several KM venues. In particular, the Sustainment Knowledge Network, S1 Net, WO Net, NCO Net and LOGNet are always topics. Additionally, I informally charge leaders of other branches (i.e. Infantry, Aviation, Air Defense Artillery and others) to encourage their logisticians to use LOGNet. Why? So our logisticians will know that they are not alone. One is never alone when using LOGNet.

I encourage everyone to embrace the use of KM. It is very similar to commercial KM venues on the internet, like online banking, My Space®, ITUNES®, and so on. Our younger Soldiers, including privates and lieutenants, will embrace this KM-type technology and harvest its potential over the coming years.

*CW4 Joel Lockhart is currently serving as a senior instructor at the Quartermaster Center and School, Fort Lee, Virginia. He previously deployed as the Property Book Officer (PBO), Joint Logistics Command (25th Infantry Division), Combined Joint Task Force 76, Kandahar Airfield, Afghanistan from 2004-2005 in support of Operation Enduring Freedom. CW4 Lockhart deployed with Headquarters and Services Company, 43d Engineer Battalion, to Panama in 1989 in support of Operation Camino De La Paz. He deployed with B Battery, 3rd Battalion, 18th Field Artillery to Saudi Arabia and Iraq from 1990-1991 for Operations Desert Shield and Desert Storm. In 2003, he deployed to Kuwait and Iraq as the Brigade PBO with the 108th Air Defense Artillery Brigade for both Operations Enduring Freedom and Iraqi Freedom. CW4 Lockhart has completed the Warrant Officer Candidate School, Quartermaster Warrant Officer Basic Course, Quartermaster Warrant Officer Advanced Course, and the Warrant Officer Staff Course. He graduated with honors from Excelsior College, Albany, New York, with a bachelor's of science degree.*

## **ARMY LOGISTICS LIBRARY PROVIDES EXCELLENT RESOURCE FOR RESEARCH AND READING**

The Army Logistics Library, US Army Logistics Management College (ALMC) just released its Fall 2007 newsletter. This quarterly newsletter is a means for keeping our valued library community informed about current developments, recent acquisitions, and other news that may assist in your information and research needs. It also serves as a reminder that they are able to support you with a wide range of first class reference services including access to many valuable databases and resources in a variety of media formats. And if they don't have it on hand, they can request it through interlibrary loan or make every other effort to track it down.

So, don't forget to make the Army Logistics Library your one-stop source for information including Department of Defense studies, reports, lessons learned, and any other government documents, independent publications, or hard-to-find items you may be seeking. Contact them also about additional information or training on any of the resources and databases they have available.

Visit the ALMC library or read the newsletter at [www.almc.army.mil/library/index.asp](http://www.almc.army.mil/library/index.asp).

# *LESSONS LEARNED ARTICLES FROM THE COMBINED LOGISTICS CAPTAINS CAREER COURSE*

## **COMBINED LOGISTICS CAPTAINS CAREER COURSE HELPS DEVELOP MULTI-FUNCTIONAL OFFICERS**

**By CPT ROBERT M. WALKER**

Among the items discussed during the in-briefing for the Combined Logistics Captains Career Course (CLC3) were systems used to enhance logistics functions, Logistics Corps concepts, and the new opportunities available after completion of course requirements.

The Logistics Corps concept suggests that on completion of CLC3 all students are designated with a FA90 military occupational specialty. This means an officer who completes the course is able to function in Quartermaster, Transportation, or Ordnance officer positions. The multi-functional logisticians are here. The CLC3 curriculum is divided into three phases. Each phase focuses on one of the three main functional areas (Transportation, Ordnance, and Quartermaster). Many blocks of instruction in the CLC3 course focused on the total multi-functional concept and more in this area is expected. This course is time well spent. The new multi-functional officers completing this course of instruction are fortunate. Many new opportunities are opening up to them as they are on the leading edge of new and important training and concepts.

The opportunities available upon completion of CLC3 include such things as various staff positions, future commands, and Mobile Iraqi Training Teams (MITT). The CLC3 course provided outstanding training on staff related work. Students practiced briefings and the military decision making processes numerous times. The students gained the knowledge and confidence that make them capable of functioning in any staff position. Among the best training was

becoming familiar with the Logistics Information Warehouse training and Integrated Logistics Analysis Program--truly support operations officer enablers. Such classes on property accountability, change of hand receipt holder inventory procedures, and maintenance programs and procedures helped prepare students for command.

Additionally, a few students were told they would be serving on MITT. These teams function in Iraq and specialize in joint training with the newly formed Iraqi army. These positions will be rated the same as company commands.

One suggestion for improving the CLC3 course in the multi-functional area is to have each component (Quartermaster, Transportation, and Ordnance) train only on the areas where they are not already fully qualified officers. For example, a fully qualified Quartermaster officer currently still takes the Quartermaster portion of the training. That time might be better spent focusing on additional Transportation and Ordnance training. The same would be true for the Transportation and Ordnance officers respectively.

Nevertheless, the CLC3 training is embracing the multi-functional concept and graduating officers are now FA90 capable of serving in several capacities in different organizations. This truly provides expanded opportunities for many.

*CPT Robert M. Walker is a recent graduate of the Combined Logistics Captains Career Course, Class 07-004, US Army Quartermaster Center and School, Fort Lee, Virginia.*

# ***OPERATION IRAQI FREEDOM TACTICS, TECHNIQUES AND PROCEDURES: A TUG-OF-WAR WITH THE ENEMY***

**CPT PURVIS JOHNSON**

The war on terrorism is perhaps the most difficult to fully understand in all our nation's history. The battles, or perhaps a better term would be skirmishes, being fought in Iraq are some of the most unique in which United States troops have been engaged.

Today's enemies seem to have grown smarter when determining how to fight a powerhouse of combat like the United States (a suspected influence of outside support). The enemy is using guerilla tactics to fight American troops.

There have been over 30,226 casualties since *Operation Iraqi Freedom* began in 2003. There have been 26,558 Soldiers wounded and 3,668 Soldiers killed in combat. These casualties have often been caused by small element attacks using improvised explosive devices (IEDs) and direct and indirect fire.

While established forward operation bases provide support to maneuver units, they also make attractive targets for the enemy. However, the urban and open road environments play a major role in how and where Soldiers are attacked. It serves as a continuous ambush area for insurgents. Buildings, bridges, and open roads are the key places for insurgent attacks. United States ground forces in Iraq are now using tactics, techniques, and procedures (TTPs) learned on the battlefield to minimize attacks by IEDs and direct and indirect fire in urban environments and on open roads.

IEDs have been the number one casualty-causing weapon for the insurgents. They set explosives on and under bridges that are normally traveled and patrolled by coalition forces. United

States TTPs for IEDs on roadways and bridges are usually established by the maneuver unit commanders to minimize casualties. Convoy commanders receive the latest intelligence on the roads and danger spots and brief the information to the convoys before departure.

The enemies are also using TTPs to counter what the coalition forces are doing. Since most of the coalition force's logistics packages involve a large number of vehicles, insurgents are now attacking convoys from the rear and the front, not the typical attacks in the middle of the convoy. They are setting the IEDs to explode on the first and last three vehicles. They are also combining the attacks with rocket propelled grenades (RPGs).

Soldiers are taught to move out of the kill zone. That is, exit the vehicle and establish a 360 degree perimeter. When the Soldiers exit the vehicle and establish the perimeter, they become targets for enemy snipers and are easier to hit with RPGs. Combat commanders have now established new TTPs to counter those used by the enemy.

Why are TTPs important and who do they really help? The answer lies in how quickly the enemy's intentions are realized and how rapidly they respond with appropriate countermeasures. It is a tug-of-war of TTPs.

*CPT Purvis Johnson is a recent graduate of the Combined Logistics Captains Career Course, Class 07-004, US Army Quartermaster Center and School, Fort Lee, Virginia.*

# 3RD ARMORED CAVALRY REGIMENT CLASS I OPERATIONS IN IRAQ

BY CPT SAMUEL J. COSIMANO, JR.

## *Class I Site Layout*

When supply and transportation troops hit the ground in Iraq on 10 May 2005, the Receipt, Store, and Issue Platoon quickly took the appropriate actions to establish a Class I site.

The task at hand was not an easy one due to the numerous milvans containing rations were spread randomly around the forward operating base (FOB). Each milvan had to be inspected and its contents inventoried. Once all of the milvans were identified, they were consolidated at the Class I site. However, before all this could take place the Class I section took the more immediate action of supporting the regiment by issuing bottled water and meals, ready to eat (MREs).

After operating from the original Class I site, the decision was made that everything pertaining to Class I would be relocated about 600 meters down the road. The new Class I site grew rapidly with barriers lining the front side and entrance and exit points established, signs posted, three 50 x 50 solar shades set up to cover approximately 200 pallets of bottled water, 100 milvans and 11 reefers that lined the left and right perimeters, and barriers that finished the back wall. The site grew so much that an additional 150 milvans lined the back of the original Class I site.

## *Personnel*

Only 8 of the 13 authorized 92A (Automated Logistical Specialist) positions for the Class I section were filled. Ten local nationals were hired to help augment the heavy work which consisted of cleaning out milvans, breaking down pallets, and general clean up. The section was responsible for picking up workers at the front gate every morning at 0600, walking them through all of the security procedures, providing lunch (because

they were not allowed in the dining facility), weekly payroll, and escorting them back to the front gate. They were hard workers though some did not come to work everyday. The section also had oversight of 10 Turkish individuals who drove refrigerated reefer trucks from the Class I site to outlying FOBs. The section escorted them to chow, to and from their living quarters, the clinic, the laundry facility, etc. There was also a language barrier for both the Iraqi national workers and the Turkish drivers that had to be overcome so the mission would not be compromised.

## *Equipment and Maintenance Issues*

The various pieces of equipment within the Class I section were forklifts (two 4Ks, three 6Ks, three 10Ks, and one, 20K). Other equipment included a 5-ton truck, a 2½-ton cargo truck, a high-mobility multipurpose wheeled vehicle, 10 Turkish commercial refrigerated trucks, 7 Turkish style ground refrigerated milvans, and 4 additional trailer mounted refrigerated milvans.

There were many maintenance issues and problems with all of the forklifts, Turkish trucks, and ground reefers. Additional parts had to be stocked in excess to help improve the operational readiness rate. Forklifts had problems with flywheels, starters, and alternators due to the constant run time and startup/shutdown. Even with a fairly clear Class I site, flat tires from pallet nails were a problem. The Turkish trucks had bald tires and were without routine maintenance parts and fluids. These vehicles caused concern because a breakdown can easily compromise a military convoy mission. Finally, the Turkish ground reefers were delivered without repair parts and manuals. In addition, they were subject to

constant extreme heat and often had to be run 24 hours a day. If a reefer went down, refrigerated and frozen food loss became another problem. In a Class I site situation, Soldiers should be aware of all the maintenance issues that can happen.

### ***Supported Units***

The unit served customers at various locations throughout Iraq. When rations were pushed to these locations, they were sent on M1088 with M871 trailers, palletized load systems, heavy equipment transporters, cargo trucks, and Turkish reefers.

### ***Types of Rations Stored and Issued***

The Class I site pushed out everything from MREs, unitized group rations (UGR) heat & serve, UGR-A, Halal meals, meal alternatives regionally customized, bottled water, health and comfort packs, bags of ice, Gatorade, muffins, cookies, steaks, hamburgers, chicken, French toast, bagels, fresh fruits and vegetables, soda, etc. Name it and the unit probably sent it. The mission statement was to satisfy every customer with a good fresh product in a timely manner.

### ***Ration Push and Reports***

Rations would come to the Class I site by commercial refrigerated trucks all the way from Kuwait and even Turkey. Public Warehousing Company (PWC) was the main supplier for all the rations available at the Class I site. On average, the PWC sent five trucks at a time every three to four days keeping everyone busy most of the time. Rations had to be received, downloaded, stored, and then issued. A daily on-hand count of the Class I balance was sent to the support operation cell and then forwarded to the materiel management center. When inventory of certain items were low, they were automatically reordered. If the reports were inaccurate, that was a problem that had to be corrected immediately.

### ***Overall Mission Accomplishment***

The Class I section established a distribution warehouse that supplied more than 13,000

Regimental, Coalition Forces, Iraqi Security Forces, and attached units with daily subsistence. They accounted for and tracked the issue of 46,080 cases of MREs, 11,568 modular breakfast and dinner rations, 432,134 cases of bottled water, 42,588 cases of Iraqi Security Forces meals and humanitarian aid, and \$20,000,000 worth of fresh fruits, vegetables, and supplements. Furthermore, they supervised 10 local national refrigeration trucks and drivers who facilitated the transportation of fresh and frozen foods across the Western Ninewa Province.

Overall, the Class I subsistence warehouse was critical to the success of *Operation Restoring Rights*, *Operation Tiger Walk*, and *Operation Veterans Forward*.



**Soldiers off loading bottled water in the heat of the day at a Class I site.**

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# MILITARY TRAINING TEAMS PLAY AN IMPORTANT ROLE IN REBUILDING IRAQ

By CPT THOMAS SMITH

A military transition team (MTT) is a US Army or Marine team that lives with and trains the Iraqi army, the Afghan national army, and other allies in the war on terrorism. With the help of six or more local national interpreters, the MTT advises the fledgling security forces in the areas of intelligence, communications, fire support, logistics, and infantry tactics. The aim is to make the Iraqi unit (at battalion, brigade, or division level) self-sustainable tactically, operationally, and logistically so the unit is prepared to take over responsibility for their battle space. MTT Soldiers generally rank from staff sergeants to colonels with an average of 10 to 15 members.

The Iraqi army is faced with numerous internal and external issues and challenges. The infrastructure in Iraq is utterly broken from three decades of Saddam Hussein's dictatorship. The militant groups, gangs, and terrorist groups continue to kill Americans and target the Iraqi army and Iraqi police. There is so much corruption that it makes everyone's job extremely difficult, especially for logisticians.

Logisticians have to establish supply systems from the ground up. An Iraqi supply system has been established, but the leaders do not know how to manage it well. Most supply requests start at the base support unit (BSU), from the BSU they go to Ministry of Defense (MOD) located in Baghdad, and from MOD to Taji. Taji releases all supplies. This supply request system process may take several months to complete because of corruption or lack of concern. The Iraqis don't maintain their record books well and they don't have a nice automated Standard Army Retail Supply System that the US Army uses. The result can lead to total chaos for a logistician trying to locate parts or equipment.

The new Iraqi soldiers reporting to basic training wear their civilian clothes up to four months before they receive two uniforms. They are expected to maintain those two uniforms for years. They are only issued one pair of boots and most of the soldiers have large holes in their boots from years of normal wear. The fuel and water supply has always been an issue in Iraq. MTT logisticians have to help the Iraqi leadership manage their fuel and water consumption rate. The Iraqi soldiers complained about not having a sufficient food for breakfast, lunch, and dinner. They also complained that the food made them sick. The MTTs must fix these problems. The Iraqi soldiers will expect the MTTs to eat with them at times so proper training is imperative.

The Iraqi army has received equipment and vehicles from different organizations, but one consistent problem that logisticians experience is how to get repair parts for the equipment. There are many people in Iraq that want a better life for themselves and their family members. MTTs are helping establish innovative ways to rebuild infrastructure, such as a supply system that works. Iraq is becoming a better place to live. There is no one answer to all of the problems that logisticians may encounter during a deployment to Iraq. But if the MTTs solve just one or two problems, they have accomplished much.

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# CHARACTERISTICS OF A LEADER

By CPT ANTOINE MCKINSEY

Whether active duty military or just a military family member, the military experience is most definitely preparation for leadership. Common traits of a leader are patience, loyalty, and courage. One must understand these characteristics in order to be successful as a leader on or off the battlefield or in civilian life.

Courage is the first and one of the most important characteristics of a leader. It takes true unwaivering courage for an active duty Soldier to go to a foreign country and fight insurgents in an unconventional war. It takes courage to leave a forward operating base on a convoy, or simply manning a check point, knowing that you take a chance of not surviving due to enemy activity. It also takes courage for Soldiers' family members to be strong for their Soldier and their children, while trying to continue the daily routine. It can also take other family members to step up and help lead. They too must have the characteristics of leadership. As has been said, "it takes a village to raise a child." That quote is a perfect example of military family members helping each other.

If you have ever heard of the statement "patience is a virtue," it rings true for any situation, good or bad. To be considered a leader one must possess patience at all times. A Soldier with patience can conquer just about anything in their way. For example when a Soldier is deployed, patience is the element needed to overcome a lot of small and large problems. Patience can help a Soldier or their family members get through a long and rough deployment. Being deployed is not an easy task, especially with worried family members waiting at home. With patience, deployments tend to be less stressful which benefits everyone.

Loyalty is a common trait of any good Soldier and of their family members as well. When a Soldier makes the decision to serve their country, they pledge their loyalty to God and country. Yet there is more in this pledge than meets the eye.

This profound contribution to their country is understood by those in uniform. It is a much less understood commodity to those who choose not to serve. Many Soldiers have lost their lives pledging their loyalty to their country which garners great respect from those who understand loyalty, the nation's history, and the commitment it takes to honor that pledge. Loyalty is what makes Soldiers leaders.

Military family members show their loyalty by taking care of the home front by paying bills on time and managing the extra money that the Soldier receives while deployed. It helps things go the way that they should in the Soldier's absence. Children can also show their loyalty by being obedient, getting good grades, and helping out around the house when needed. Everyone can take part in being loyal.

In conclusion, a leader can be a Soldier or family member. Courage, patience, and loyalty are traits that a leader (Soldier or family member) must possess. The military experiences are responsible for making many great leaders. The military will make one into a leader and it truly takes leadership at all levels to serve one's country.

*CPT Antoine McKinsey is a recent graduate of the Combined Logistics Captains Career Course, Class 07-004, US Army Quartermaster Center and School, Fort Lee, Virginia.*

# SHADOW WARRIORS: QUARtermasters IN COMBAT

By CPT JEREMIAH L. STARR

Old war movies and a fervent thirst for American heroes have historically pushed logisticians into the shadows. Truth and fact are often lost in the dense fog of war. War historians often fail to give combat service support their proper portion of credit for mission success. Therefore, Quartermasters (such as those who instruct at the US Army Quartermaster Center and School) must inform our Soldiers of historical accomplishments. Persuading Soldiers, and historians as well, to shift their focus from the “who” in historical events to the larger picture centering on the how, what, where, when, and why is a challenge. It is here, deep within the shadows that Quartermasters leave an enduring mark on American history.

Quartermasters have supported American forces since the American Revolution. They shared in all the victories and defeats of our armed forces to date. Their blood has always been shed along with that of the combat Soldiers. Support Soldiers endure the same hardships and possess the same needed intestinal fortitude to stay the course. Why then have Quartermaster Soldiers not received the glory that is due from main stream society? Many may believe this question is complex and never ending. However, the answer to this question is likely found in the lack of proper questions addressed in historical reviews. Questions such as how did the combat Soldiers and equipment arrive at the objective, what supplies were on hand and available, who maintained them, and finally, what were the tasks that were completed other than combat fighting? Until these questions are thoroughly answered and publicly acknowledged by society, Quartermasters will remain in the shadows.

The global war on terrorism (GWOT) has given Quartermasters yet another opportunity to support victory. This war has no frontlines

and contains no rear area. Terrorists see all Americans as combatants and attempt to exploit their suspected weaknesses. In any modern army, support elements are vulnerable to enemy attack. Given this fact, and our enemy’s tactics, Quartermasters have finally been thrust closer to the limelight with the warfighters. The media coverage experienced in this war is second to none and cannot down play the logistics role in this conflict. The present logistical footprint maintained in Iraq and Afghanistan presents a large silhouette to the enemy. One need only turn on CNN or Fox news and within minutes a news flash will report yet another killed in action, missing in action, or wounded in action casualty in the GWOT.

The story behind the story is that many of these casualties are combat support Soldiers. Faced with this nonlinear and noncontiguous battlefield, our Quartermasters have stepped up to the challenge. They have traveled the most dangerous roads in Afghanistan and Iraq to supply the warfighter and have been on time and on target when needed. Although many past military victories have seldom been linked to logistical precision, Quartermasters continue to ensure the warfighters have the supplies and commodities they cannot do without. Quartermasters are fighting alongside the combat Soldier. This by no means is a new Quartermaster characteristic. It is merely one that has become deeply ingrained and now trained into our combat service support Soldiers as the battlefield has expanded. No longer are support elements in the rear with the gear. The definition of a warfighter has evolved and now encompasses combat service support Soldiers.

The fog of war hovers around us again and Quartermasters have been here before. Historically, logisticians have achieved

great logistical success and received great commendation for supporting combat Soldiers during times of war. The time period following a battle or conflict is when Quartermasters need to move out of the shadows and into that limelight. They must assert themselves so their achievements will not be lost in that fog. Logisticians need to be giving press conferences from the green zone in Baghdad. Few reporters take the logistical aspects of combat into consideration when reporting and recording mission outcomes. Quartermasters must document and provide logistical analysis to preserve true military history and ensure our Soldiers and future Soldiers know the accomplishments of past logisticians. Documentation of Quartermaster successes and failures is vital to future mission success.

Army tactical experts seek and find logistical and support weaknesses within the enemy's forces. These experts know the effects that a damaged support system will have on the enemy. It is for this reason that our support Soldiers are

high priority targets in Afghanistan and Iraq and will continue to be such in wars to come.

It is here in the shadows that Quartermasters and logisticians proudly stand, pledging to support victory with their last breath. Quartermasters know that their achievements may not be reenacted in any box office movie or depicted in best selling novels, yet they will continue to toe the line. It is here in the shadows behind the combat Soldier that Quartermasters continue to anticipate battlefield needs and ensure American forces maintain their fighting strength, thereby wholeheartedly supporting victory!

*CPT Jeremiah L. Starr is a recent graduate of the Combined Logistics Captains Career Course, Class 07-004, US Army Quartermaster Center and School, Fort Lee, Virginia.*

## 2008 QUARTERMASTER REGIMENTAL HONORS PROGRAM

The Quartermaster Regimental Honors Program is accepting nominations for consideration by the 2008 Honors Panel Review Board. The honors program consists of three distinct categories to recognize truly outstanding individuals and units (both past and present) who have helped fulfill the Quartermaster Corps' mission or have brought credit to the Regiment over the course of its proud history.

Nominations sent to the Office of the Quartermaster General by 31 January 2008 will be considered for induction by the Honors Panel Review Board. Nominations can be sent to the Office of the Quartermaster General, ATTN: Quartermaster Regimental Office, 1201 22d Street Fort Lee, Virginia 23801. To view eligibility requirements and nomination procedures, visit the Regimental Office web site at: [http://www.quartermaster.army.mil/oqmg/Regimental\\_office/index.html](http://www.quartermaster.army.mil/oqmg/Regimental_office/index.html).

POC for the Quartermaster Regimental Honors Program is the Quartermaster Officer Proponent, (804) 734-3441 (DSN 687).

# ADVANCED FOOD SERVICE TRAINING

By CW3 MICHAEL POSEY

When most Soldiers think of the US Army Quartermaster Center and School (QMC&S), they think of the thousands of Soldiers and Marines who go through initial entry training. The Army Center of Excellence, Subsistence (ACES) performs this training mission through the Directorate of Training (DOT) and the Basic Skills Division. While the world class training that the new Soldier receives is vitally important, it is worth taking a moment to highlight some of the training that is done in the DOT in the Advanced Food Service Training Division (AFSTD).

If one takes a moment to click through the ACES web site, they will discover the tremendous resources offered to our food service warriors. Specifically, the AFSTD food service management arena (<http://www.quartermaster.army.mil/aces/training/index.html>) offers more than 12 different courses. These courses serve a wide variety of food service personnel at many levels of management. ACES is working very hard to update all courses to ensure that training is relevant and ready for the needs of all its students. Soldiers should check the ACES's web site for course additions and changes.

## ***Food Service Management Classes for the Logistics Officer***

Logistics officer students (Officer Basic Course, Combined Logistics Captains Career Course, and Supply and Service Management Officer Course) receive training on various management and supervision principles and techniques geared towards the food service officer, company commander, and Class I support officer both in garrison and in the field. Training provided by the AFSTD covers management principles, Class I operations, Army Food

Management Information System (AFMIS), food safety and protection, and nutrition principles.

## ***Food Service Management Classes for the Warrant Officer***

Warrant officer students (Warrant Officer Basic Course (WOBC) and WOBC-Reserve Component (RC)) receive training on various dining facility management supervision principles and techniques geared towards initial technical certification both in garrison and the field. This technical certification is focused at the brigade combat team (BCT) level. Training annexes provided by the AFSTD cover management principles, AFMIS Skip 14, food safety and protection, Army Field Feeding System and theater of operations, Army food service contract management (AFSCM)/contracting officer representative (COR), culinary arts, and nutrition. Senior warrant officers (Warrant Officer Advanced WOAC and WOAC-RC) receive training in similar areas, but they focus on BCT and higher. The course is about the same length as the basic course and challenges students to perform at a senior staff level. One requirement is an end of course brief demonstrating thorough analysis of a tough, realistic food service topic to senior warrant officers and leaders in the QMC&S.

It is important to note that the current mission of the advanced course is to recertify or validate military occupation specialty (MOS) competency. The course was originally designed to build on the five or six years of experience possessed by senior warrant officers and bring it to the class. However, with the delinking of rank to schools, changes are being considered in order to cover a lower level of experience that CW2s will now bring to the course.

### ***Food Service Management Classes for the NCO***

Noncommissioned officer (NCO) students - Basic Noncommissioned Officer Course (BNCOC) and Advanced Noncommissioned Officer Course (ANCOC) receive training on various dining facility management principles and techniques. Training classes provided by AFSTD cover management principles, AFMIS, food safety and protection, and nutrition. Beginning in the fall of 2007, NCOs receive the same food service contract management/ COR training that warrant officers receive.

### ***Food Service Management (FSM) Course***

In the FSM Course, students receive training on the objectives of the Army food service program. Annexes for the course include an Army food service update, hazardous communication standards, management theory (marketing, customer service, personnel management), installation budgeting, records management, menu planning/nutrition principles, management by menu, food service management boards, AFSCM/ COR, and the AFMIS.

The course is designed for Active and RC Army and foreign military commissioned officers (second lieutenant through major), and warrant officers with MOS 922A. Enlisted Soldiers can attend with the grade of E-7 and two years time-in-grade and above, with MOS 92G40/50 and 91M40/50. Enlisted Soldiers must have completed ANCOC prior to attending. ACES also trains civilian personnel, GS-7 or wage grade equivalent and higher, who are assigned as a food advisor or to a position which requires the skills and knowledge of a food advisor. Government contract personnel and other Department of Defense military food service personnel may also attend.



**Senior warrant officers from a Warrant Officer Advanced Course- Reserve Component tour the Containerized Kitchen.**

### ***Looking to the Future***

In May 2007, ACES conducted the third mobile training team (MTT) concept for the Food Service Management Course. Under this concept, the course is sent to the Soldiers that most need it. Based on limited resources, MTTs cannot be sent to everyone at the same time. ACES trained 27 food service professionals at Fort Hood, Texas, for the 4th Infantry Division in one 30-day session. All students received food management training, marketing, AFMIS Skip 14, theater of operations, AFSCM/COR certification, and SERVSAFE® Certification. This training went in two directions. One direction helped focus students on information for an upcoming deployment and another direction focused on students who were just returning to a garrison mission of operating dining facilities.

In the last six months, ACES personnel have already changed some of the courses across the board. First, a Defense Supply Center Philadelphia pre-deployment brief in the theater of operations annex was added. This brief gives every student the contact and situational awareness of what is going on in theater. Second,

more realistic or real-world practical exercises incorporating areas of learning in real scenarios to evaluate student comprehension were added. Third, ACES has greatly improved the AFMIS annex. It is now standard to receive Skip 14 training which is Windows based. This annex also includes "Computer 101" (basic introduction to computers) and finishes with the student receiving an updated digital toolbox full of just about everything food service could possibly offer. Finally, ACES has already included more writing in WOBC and an increase in staff work/analysis/computer skills in the WOAC.

In the next several months, as a direct result of student comments during final after action reviews, the department will seek to increase training in the areas of joint, multi-national, subsistence management as a commodity, and the Subsistence Total Ordering and Receipt Electronic System. Since virtually all food program managers are civilians, ACES has received multiple requests for an Installation Management Command block of instruction and will attempt to include this type of training in the future. ACES is now looking at ways to incorporate the contemporary operational environment into all instructional periods taught.

DOT and ACES hope this article is of value to its audience. Our goal has been to rapidly improve training to match the rapid changes of the Army food service program. Please feel free to contact CW3 Michael Posey at michael.posey@us.army.mil with any ideas or suggestions for your future training needs. Also, feel free to contact the NCOIC of AFSTD, MSG Susan Oden, at susan.oden@us.army.mil.

*CW3 Michael Posey serves as Chief, Officer Training Branch, Advanced Food Service Training Division, Directorate of Training, Army Center of Excellence, Subsistence, Quartermaster Center and School. He is Active Army with over 18 years in Army Food Service. CW3 Posey has completed the Logistics Executive Development Course and the Warrant Officer Advanced Course. He holds a master's of business administration from Regis University in Denver, Colorado, and a master's of science in logistics management from Florida Institute of Technology. He is also a Certified Executive Chef by the American Culinary Federation and a Certified Professional Logistician by the International Society of Logistics.*



## **ACES SERVES IT UP**

**US Army Soldiers assigned to the 449th Aviation Support Battalion, Texas Army National Guard enjoy Thanksgiving Dinner at Dining Facility #4, Logistics Support Area, Anaconda, Balad Air Base, Iraq, on 23 November 2006, during Operation Iraqi Freedom. (Released to Public)**

*DoD photo by: SFC Eerwin Orbe  
Date: 23 November 2006*

# DAY AT THE BEACH: LEARNING WATER SYSTEMS

By MSG Todd A. Wilcox

After months of detailed planning, coordination, and written agreements, on 11 July 2007, advanced individual training (AIT) Soldiers were rewarded with a day at the beach (so to speak). One aspect of the rigorous 13-week and 1-day Water Training Specialist (92W) AIT Course has been omitted no longer. Each graduating class is rewarded with a view of the Chesapeake Bay via the US Forces Command Logistics Training Cluster



**Once the elements of placement and connections are made properly, the next students are ready to try and meet the same success.**

(FLTC) Saltwater Annex located at Fort Story, Virginia. For one day during their 3K Reverse Osmosis Water Purification Unit (ROWPU) training cycle, Soldiers get to work on the Ocean Intake Structure System (OISS) in a realistic environment.

In the past, Soldiers who ascended to Fort Lee for the 92W course have only been introduced to the OISS during various phases of their training. While it is true that this system has a number of ways it may be deployed, the primary concept is to drill well heads into the soft sand normally found along the coastal areas of the world's oceans. Proper utilization of this technique offers many advantages such as:

- Reducing the salt content of the water through the natural filtering process of the sand. By drilling well heads into the sandy areas along the coastline, the OISS pulls water through the sand enabling the sand to act as a pre-filter. For example, the salt water at the FLTC maintains an average of 18,000 to 20,000 parts-per-million (ppm) salt content. When water is pulled through the well heads and into the ROWPUs for processing, the salinity of the water is reduced by approximately 10,000 ppm. This reduction in salinity enhances the ROWPUs purification abilities and assists in the reduction of the chemicals needed for the purification process.
- Reduction in relocating purification equipment due to changes to the ocean's tides. Working with the tides associated with operations conducted in a coastal environment can be time consuming

when ROWPUs are not fitted with the OISS. Normal intake instruments, known as dolphin strainers, float just below the top of the water. When ocean tides recede, water may no longer be assessable through the dolphin strainer. This scenario can create havoc on purification operations causing equipment to constantly be repositioned to ensure enough water is close enough to be brought in by the dolphin strainer. Proper utilization of the OISS usually results in equipment remaining fully functional during times of low tide without the hassles of relocation.

Preparation for this training begins the day prior to the class's journey to Fort Story. Each student receives training on how to correctly assemble a four and a six point (well head) OISS. This system will be laid out and retracted numerous times on the raw-water side of the 3K ROWPU until the class instructors feel confident in their Soldiers' abilities. These rehearsals are critical to establish confidence in the students since they will only have approximately eight hours to display their abilities on the following day. In addition to the hands-on portion, the students receive an informative class on how tides can effect coastal operations along with a brief video of the OISS in operation.

The day of execution is as long for the instructors as for the students. Students are up, through the chow hall, and on the bus for accountability at 0600. The ensuing 2½-hour drive is well utilized by the instructors who conduct a question and answer period to enhance the training received the day prior.

Upon arrival at FLTC Salt Water Annex, students are greeted by a training area



**Trial and error and repetition make the training worthwhile. Find the right placement and connect the pipelines.**

representative for a 20-minute site safety briefing and then ushered down to the coastline to begin equipment inspections. During this time, three to four volunteers are directed into the operations building to dawn wetsuits for equipment deployment.

At 1000 the ROWPU is set up and ready for the first deployment of the OISS into the Chesapeake Bay's choppy waters. By this time temperatures in the area can be in the upper 80s heading for highs somewhere in the mid 90s with no shade in site. Sweat beads down student foreheads and only a slight breeze moves to provide a little comfort. As most 'Water Dawgs'



**Training pipeline connections in the heat of the day makes working in the water later seem all the more pleasurable.**

will attest, setting up and tearing down a ROWPU is manually intensive.

The task now at hand is the employment of the well points into the beach in water about two feet in depth. Outfitted with safety vests and lines, two students on each well head maneuver the heavy piece of pipe into position and give the signal for the ROWPU operator to start the raw water pump. As water is pulled from the ocean, it is directed back through the well heads so the students are able to drill the well head into the sand leaving approximately 18-24 inches submerged. This procedure is conducted another five times leaving the ROWPU with a six point OISS. Hose lines are quickly attached to connect the raw water pump to all six points of the OISS through a

manifold system. Once again, the ROWPU operator is told to start the raw water pump while the students take turns operating the prime assist until the pump starts operating on its own. Soon the ROWPU is producing water and there are smiles everywhere as the students have completed phase one of the three-part series for the day.

At this time, instructors start to rotate students in two groups through the local dining facility (DFAC). If you haven't stopped by the Fort Story DFAC, you are encouraged to do so. Students and instructors alike give high marks for the chow. However, students only get about 45 minutes to rest, eat, and enjoy the atmosphere before returning to the beach for the next group to begin training.

The students who remain on site move into phase two of their training. Simply put, this is the time where everyone gets wet practicing the emplacement and removal of the two, four, and six point well systems. As the students quickly discover, the drilling process is relatively simple compared to removal. The removal or pulling of the entrenched well heads from the beach may require up to three or four personnel who strain to lift the heavy well head from the ground. During this process, the students utilize the raw water pump to push water through the well heads in an attempt to release them from the sands tight grip.

Occasionally even the three or four personnel will not be successful in their attempt at removal. In these rare instances, as the first class found out, an unused well head will be placed into operation by driving it down next to the entrenched one. This releases the sands grip and ultimately results

in the removal with the assistance of a crew of Soldiers who are still pulling relentlessly.

By 1600 training winds down and begins to move into the recovery mode. Students at this point are permitted to take pictures of their drenched, sandy, and smiling team members. It is obvious that while the students have worked hard, together they have accomplished the training milestones and had fun in doing so.

The recovery process is long and tiresome. First, the ROWPU must be completely backwashed and the internal components thoroughly cleaned of all sand and salt water residue. Once completed, the external hoses, pumps, bags, and OISS are systematically retrieved off the beach and are taken to the motor pool where they too receive a thorough cleaning. After the equipment dries, it is returned to the ROWPU, per the packing list, and the instructors make a final check of the area.

The DFAC is the final stop for the day at Fort Story. As the students partake in the evening

meal, everyone is abuzz with story telling and laughter. By this point in the training day, the students have been up for over 14 hours and they still have a 2½-hour drive home.

As the bus departs enroute to its final destination, the conversations begin to subside. Finally the long day in the sun, coupled with an outstanding evening meal, begins to take its toll. Within 30 minutes of departure hardly a word is heard except the sound of heavy breathing as most students have drifted off to sleep while thinking of their day's accomplishments. The training was a resounding success, but as these tired students would attest, it was hardly a day at the beach.

*MSG Todd A. Wilcox currently serves as the Chief, Water Training Division, Petroleum and Water Department, US Army Quartermaster Center and School, Fort Lee, Virginia.*

## STATEMENT OF OWNERSHIP, MANAGEMENT, AND CIRCULATION

**(Required by 39 U.S.C. 3685). The name of the publication is *Quartermaster Professional Bulletin*, an official publication, published quarterly by the US Army Quartermaster Center and School, Fort Lee, Virginia. Editor is George Dunn, Office of the Deputy to the Commander, Fort Lee, VA 23801-1601. Extent and nature of circulation: Figures that follow are average number of copies of each issue for the preceding 12 months for the categories listed. Printed: 5,270. Total paid circulation, sold through Government Printing Office: 45. Free distribution by mail, carrier or other means: 5,122. Total distribution: 5,170. Copies not distributed in above manner: 100. Actual number of copies of a single issue published nearing to the filing date: 5,270. I certify that the above statements by me are correct and complete: George Dunn, Editor, 30 October 2007**



# TOTAL FORCE



On behalf of the Total Force Integration Office (TFIO), I want to thank the US Army Combined Arms Support Command, the Quartermaster Center and School, the 80th Training Command, and all The Army School System Battalion personnel for a successful 2007 training year. Your outstanding support was essential in training our Quartermaster warriors. POC is COL Douglas L. Belk, (804) 734-3995 (DSN 687) or [douglas.belk@lee.army.mil](mailto:douglas.belk@lee.army.mil).

## **TFIO PARTICIPATES IN THE INSTITUTIONAL TRAINING SCHEDULE WORKSHOP**

The TFIO attended the US Army Reserve Command Institutional Training Schedule Workshop, 10-14 September 2007, in New Orleans, Louisiana. The workshop brought together all The Army School System (TASS) key personnel to review all FY08 and FY09 Reserve training classes that will be instructed. Projected Reserve Component training requirements were matched against training facilities, equipment availability, and instructor availability. Reserve TASS Battalions are projecting to teach approximately 2,500 Soldiers at the Quartermaster Center and School, Fort Lee, Virginia, during the next two training years in all Quartermaster 92-series military occupational specialties (MOS). As of 19 September 2007, a total of 6,557 Soldiers have been trained in FY07 in the nine Quartermaster MOSs at various locations throughout the United States, Puerto Rico, Hawaii, and Germany. Additionally, 2,584 of the total Soldiers trained by the Quartermaster TASS Battalions have been trained at Fort Lee, Virginia. POC is LTC Randall Grenier, (804) 734 3419 (DSN 687) or [randall.grenier@us.army.mil](mailto:randall.grenier@us.army.mil).

## **TFIO HOSTS US ARMY RESERVE TASS QUARTERMASTER WARRIOR COUNCIL**

TFIO will host the annual Quartermaster "Warrior Council" meeting at Fort Lee, Virginia, 31 October–1 November 2007. The meeting will bring together Army Reserve Quartermaster command teams to discuss past training accomplishments and future training initiatives. The goal of the meeting is to bring together "best practice" procedures with a desired end state of providing the best possible training to our logistics warriors. POC is LTC Randall Grenier, (804) 734-3419 (DSN 687) or [randall.grenier@us.army.mil](mailto:randall.grenier@us.army.mil).

## **80TH TRAINING COMMAND (TASS)**

The TFIO held a partnership meeting with the 80th Division Institutional Training (IT) on 29 August 2007, at Fort Lee, Virginia. Participants included key personnel from both organizations. The purpose for the meeting was to bring the two organizations together to discuss critical issues and challenges facing the TASS Battalions for the remainder of FY07 and the future. The intent for the meeting was to continue building an outstanding partnership between the two organizations. Participants discussed the transformation of TASS as directed in Campaign Plan Decision Paper 74. The senior representative for the 80th Division informed the participants that effective 1 October 2007, the 80th Division (IT) will become the 80th Training Command (TASS) and assume responsibility for TASS Battalion training. POC is LTC Chuck Murriel, (804) 734-3574 (DSN 687) or [chuck.murriel@us.army.mil](mailto:chuck.murriel@us.army.mil).



# SAFETY SAVES SOLDIERS



## ACCIDENTS CONTINUE AFTER HAZARDS ARE IDENTIFIED AND CONTROLS ARE IN USE

BY MICHAEL L. DAVIS

SAFETY SPECIALIST ASSIGNED TO THE US ARMY QUARTERMASTER CENTER AND SCHOOL, FORT LEE, VIRGINIA

Training is very effective in preparing Soldiers for missions. Supervisors at all levels must ensure that hazards are controlled when young Soldiers are conducting a mission. Accident records show that hazards have been identified and are being controlled and Soldiers have been trained on the avoidance of those hazards. However, additional problems can still occur if young Soldiers are not properly supervised. Young and inexperienced Soldiers are often prone to hazards because they are not fully trained or informed about a hazard that can affect them.

The following examples occurred either during training or during operations in active units. Hazards were identified and the units took action to ensure that all personnel were informed and trained to avoid the hazards, but accidents still occurred.

### ***Accident Summary and Description:***

While training, the Soldier was part of the sanitation team which required washing pots and pans. The Soldier reached into a full sanitation sink wearing the required protection gloves. The water in the sink (approximately 170 degrees) spilled over the top of the protection gloves and caused second degree burns. The Soldier should have checked the water level before reaching into the sink to retrieve equipment. The Soldier suffered second degree burns to his right arm and hand. He was returned to duty on a temporary profile.

- Soldier reached too far into 170 degree wash water. Hot water breached the top of the glove causing first degree burns.

- Soldier received a first degree burn due to water going into the top of his glove by a pan being placed into the water forcefully.
- Soldier received a first degree burn when another Soldier threw a bowl into the rinse water causing water to splash onto a Soldier not wearing gloves.
- The Soldier was rushing to complete his job and did not pay attention to what he was doing. The accident was caused due to high temperature water breaching the 18-inch heat resistant gloves. The Soldier received second degree burns.

What ties each of these accidents together is that the composite risk management procedures were used and hazards were identified, but supervision was not present. No supervision was available and Soldiers did not receive reinforcement training prior to the operation. Remember that the composite risk management procedure needs to be done for all missions, operations, or tasks that are performed by an organization or unit.

### ***Risk Mitigation and Safety Considerations***

- Leaders must ensure Soldiers are aware of proper water levels and caution Soldiers on the hazards of high water temperature.
- Ensure Soldiers remain cognizant and observe safety requirements while conducting their jobs.
- Mark each sink with a fill line.

- Young and inexperienced Soldiers need supervision at all times. Young or inexperienced Soldiers should never be left unattended and should receive reinforcement training prior to events that have hazards which could effect them.
- Water levels will never exceed 20 gallons in any of the 3 compartment sinks. Water levels are approximately 8 inches in depth.
- Gloves are to be worn in all areas of the dishwashing section. Even if not directly washing pots and pans.
- Procedures of TM 10-7360-211-13 need to be reinforced by supervisors.
- With appropriate countermeasures and supervision in place, accidents of this nature may be prevented.

Operations are demanding and many times can be complex or hazardous. Every leader of all ranks must remember that even if the composite risk management process is used, supervision and reinforcement of hazards must be integrated into all military decisions.

Protecting the force requires that leaders use the composite risk management process, so equipment and personnel are available to complete all mission requirements. Some benefits of the composite risk management process are:

- Helps to identify realistic controls that are clear, practical, specific, and helps where reinforcement needs to become an integral part of the process.
- Trains new personnel and is reinforcement training of older cadre members.

- Helps identify those areas that supervision may be required.
- Helps identify those areas that additional training may be required.
- Identifies feasible and effective control measures where published standards do not exist.
- Identifies the major hazards that personnel and equipment will face during a training event or during a real operation.
- Enhances situational awareness.
- Maintains Army standards and discipline.
- Identifies weak points and how to improve the unit's capabilities.
- Assesses ever changing hazards that may effect an operation.
- Helps leaders in making decisions that balance risk with mission benefits.
- Allows leaders to conserve lives and equipment.
- Reduces mission degradation and increases effectiveness.
- Allows the leader sufficient time to plan, prepare, train, and execute all operations.

Remember that composite risk management decisions are the commander's business. Without using the composite risk management process, the commander does not have all the necessary information needed to make the correct decisions to protect the force and complete the mission.

# QUARTERMASTER UPDATE

## PETROLEUM TRAINING FACILITY'S INLAND PETROLEUM DISTRIBUTION SYSTEM

By MSG THEODORE M. CAMPBELL

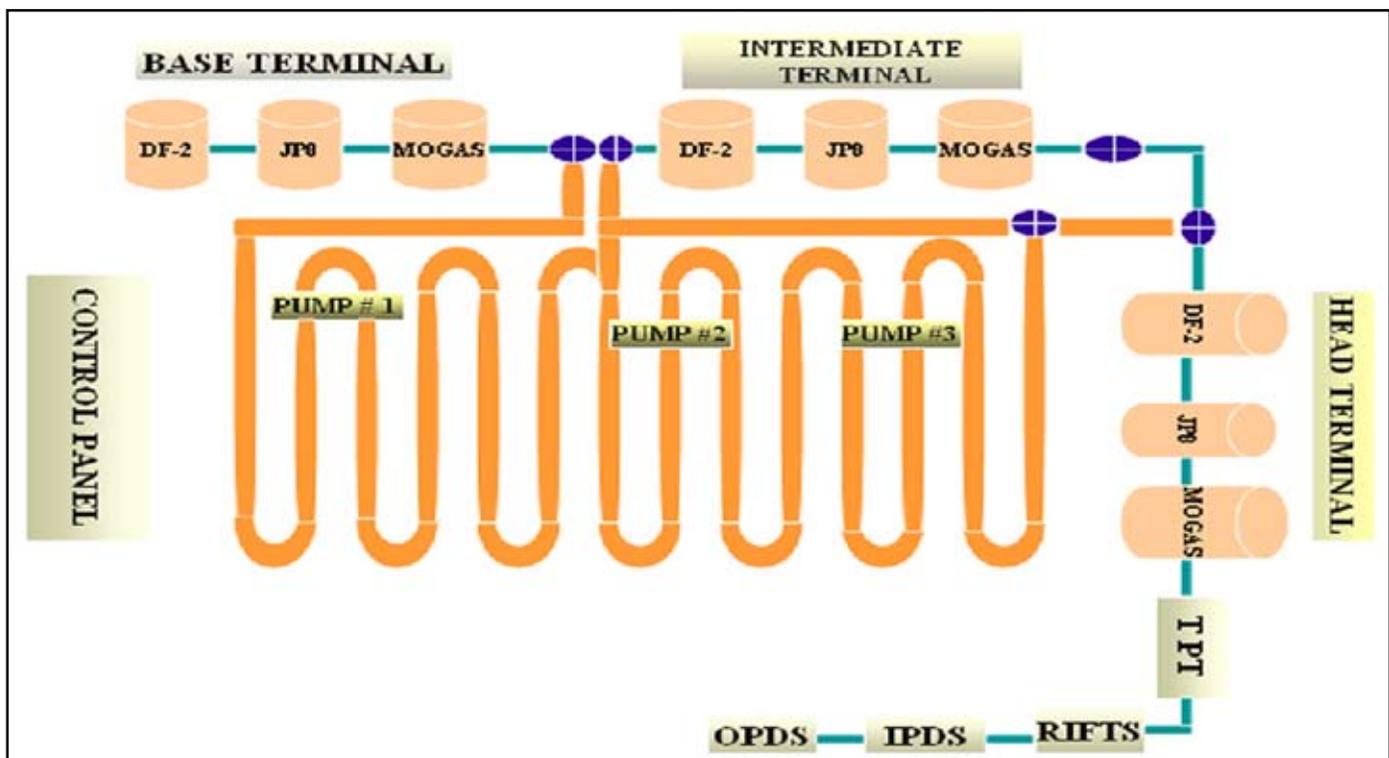
The Petroleum Training Facility (PTF) began groundwork for the Inland Petroleum Distribution System (IPDS) pipeline training aid in early August 1991. The IPDS is designed for lightweight rapid deployment and has been in use at the US Army Quartermaster Center and School (QMC&S) facility since October 1992. This is a 10-week course consisting of extensive hands-on training (75 percent) on US Army and Marine Corps petroleum-related equipment. Approximately 3,500 Soldiers and Marines receive this training annually.

The PTF has many features and training aids to help in the familiarization of tank farm operations. The PTF covers over 14 acres and has 5.7 miles of pipeline, with a total capacity of over 44,000 gallons of pipeline fill. The total tank capacity of the PTF is over 2.1 million gallons

(50 Mbbls) of storage in 11 tanks. The system consists of four terminals: base, intermediate, head, and depot. Each terminal is equipped with two 1,250 gallon per minute (gpm) pumps and, with the exception of the head terminal, each has a commercial 700 gpm filter separator installed.

Each terminal has its own set of storage tanks. The base terminal has two storage tanks equipped with 15 hatches for gauging and sampling. All terminals except for the intermediate terminal have a 600 gpm strainer/meter assembly. The depot terminal has three 10,000 gallon rail tank cars that can be used for loading and unloading training operations.

There are two pump stations, each with two 800 gpm pump strainers and equipped with two launcher and two receiver assemblies for pipeline



scraper operations. The facility is also equipped with a simulated underground storage tank to give the idea of what one looks like. There are simulation pads for the 600 gpm pump, 800 gpm pump, and 1,2500 gpm pump. The pump simulation modules are for the students to train on before using the on-line pumps.

The training facility is designed to be environmentally safe. The main source of containment is the berms, which hold 125 percent of the fuel capacity in the tanks. All steel tanks in this facility are set-up on cement donuts with a thick, polyurethane liner under the cement berm. If the tank develops a leak from underneath, the fuel will leak into the donut and out through drain pipes within the donut. The secondary source of containment is the pond, which is also lined with polyurethane to prevent fuel from escaping into the ground. The pond is designed to hold 125 percent of the fuel from the largest tank (420,000 gallon) under the worst climate conditions. Large black tees at the end of the pond let water out and keep the fuel in.

During the training phase, students receive extensive classroom and hands-on exposure to the equipment they will be operating at their permanent duty stations. This gives the students experience, knowledge, and confidence in their abilities for the day-to-day operations they will be handling upon graduation.

The training subjects covered in both classroom and hands-on environment include: petroleum supply operations, environmental



**Scrapers are inserted into the system to keep the pipes clear of residue and contaminants.**



**Students are taught how to refuel aircraft at the PTF.**

standards and spill contingency, safety, health hazards, fire fighting and first aid, gravity and visual examination of petroleum products, gauging and sampling, accountability, aircraft refueling operations, fuel system supply point equipment and operations, petroleum pipeline equipment and maintenance, sling load operations, operation of various petroleum fueling vehicles, refuel on the move and railcars, waterfront operations, and introduction to the Marine Corps Bulk Fuel System.



*MSG Theodore M. Campbell is currently assigned as the noncommissioned officer in charge and chief instructor/writer in the Basic Petroleum Logistics Division, Petroleum and Water Department, US Army Quartermaster Center and School, Fort Lee, Virginia.*

# QUARTERMASTER ENLISTED PROPONENCY REPRESENTATIVES VISIT FORT BLISS

BY SGT MARK MIRANDA

The US Army Quartermaster Center and School Enlisted Proponency representative visited Fort Bliss, Texas, in August. The purpose was to present information updates to Soldiers in the various career fields within the Quartermaster military occupational specialties (MOS) of the 92 series. Enlisted Proponency personnel spoke with enlisted Soldiers about the current state of the Quartermaster Corps.

The proponency presentations provided information about the different events and changes taking place in the Quartermaster Corps. It also provided an opportunity for Soldiers in the 92-series MOS to hear firsthand what to expect in the near future. A large number of Soldiers from across Fort Bliss gathered to hear the presentation.

The enlisted proponency mission is to protect the Quartermaster force by doing what is right for the Quartermaster Corps, the Army, and joint forces. This responsibility lasts from the Soldier's ascension until the time of separation for the 122,000 Quartermaster Soldiers in the Army. The presentation focused on each MOS in the 92 series, reflecting the personnel strength of the specific career fields and identifying which ranks would be difficult to attain for reasons of limited authorizations. For example, the food service specialist (92G) was identified as the best-balanced career field, while the petroleum supply specialist (92F) was an area of concern.

Career advancement and advice for the Soldiers was also provided. For example, it is important to know that if you are on your first enlistment you should test again. Retake the Armed Services Vocational Aptitude Battery. Don't let the future catch up to you, be prepared. The presentation also included comments on the possibilities of re-classing into a different MOS. It is important for those Soldiers facing a

career progression plateau. For example, water treatment specialists (92W) is the fastest growing MOS since 2003. This is a direct result of the fighting in Iraq. The water mission before Iraq was primarily in the Reserve Component.

Soldiers were encouraged to interact during the presentations in order to identify additional concerns within the Quartermaster Corps. One issue highlighted was that of Soldiers working too long in areas not entirely in line with their job description. An automated logistical specialist (92A) is not a unit supply specialist (92Y) and vice versa. An assistant supply sergeant is not a job title. An example would be a 92A placed into the motor pool and too much time goes by. That Soldier is promoted to staff sergeant and doesn't know his way around a warehouse. NCOs need to complete their special duty requirements and return to their MOS to project a well-rounded Soldier.

Principle duty titles on the NCO evaluation report don't always reflect duties performed. It is vital to document the duties and responsibilities of the NCOs placed in leadership positions such as first sergeant or platoon sergeant. Presentations were also made to Soldiers working in the dining facilities and those currently at the Sergeants Major Academy.

The new SGM for the Quartermaster Center and School Enlisted Proponency Office is SGM Andrea Farmer, (804) 734-4143 (DSN 687) or e-mail [andrea.farmer@us.army.mil](mailto:andrea.farmer@us.army.mil)

*SGT Mark Miranda works in the Public Affairs Office, 32nd Army Air and Missile Defense Command, Fort Bliss, Texas.*

## WORDS FROM THE QUARtermaster CENTER AND SCHOOL CHAPLAIN

# THE QUARtermaster CORPS - FAMILY – FRIENDSHIPS: THINGS THAT ARE WORTHWHILE – THINGS THAT ARE WORTH BUILDING

BY CHAPLAIN (MAJ) DAVID V. GREEN

As I began writing this article, final touches were being made for the annual Quartermaster Organizational Day 2007. A lot of planning and hard work goes into this event and it promised to be a very fun day for the Quartermaster family stationed at Fort Lee!

My own family looked forward to the Quartermaster Organizational Day for a few weeks before the day finally came. Our two girls are still of the age they enjoy a good time in the bounce, “jumpy-thing” pit, which is always good for mixing the hotdogs, chips, soda’s, and other goodies stuffed into their little stomachs. Personally, my wife and I like to let our food settle a little before such things but the girls always have other plans! It is said, “The family that plays together stays together.” I believe there is a lot of truth in this statement.

Some think of Organizational Days as “mandatory” fun (something to be endured) but I like to think of them as times to enjoy and to build relationships that may potentially last a lifetime. You just never know! What are you looking for before you go to such events or before you go



to work for that matter? The way I figure it, if I am not having fun, it is usually my own fault. Our attitudes always make a difference in what happens when we show up to anything!

This message goes for those Quartermasters serving in harms way in Iraq, Afghanistan, and other worldwide locations--even here in the good old United States of America. Take advantage of those down times when you can meet new people, start new friendships, or broaden old ones. It could be at a “mandatory” organization

The children thoroughly enjoyed the “bouncy thing” as the smile suggests.



day or maybe just cooking hamburgers with your buddies.

The Quartermaster Corps – Family – Friendships: Things that are Worthwhile – Things that are Worth Building. I believe the attitude we cultivate before we invest in any of these makes all the difference in the world when we show up to participate! We should strive to be the kind of people the old preacher described in a sermon as people who:

*Keep on believing in each other when others start doubting.*

*Dig deeper when others are satisfied with the shallow.*

*Reach higher when others are satisfied with the lower.*

*Hold on when others let go.*

*Enlarge the vision when others say “enough.”  
Remain standing when others have deserted.  
And “Press On” when others quit and fall by the wayside!*

My challenge to you wherever you may be serving in the Quartermaster Corps, and investing in your families and friendships, is to find fresh ways to demonstrate the contagious lifestyle the old preacher talked about.

Exhibit the positive attitude and action that builds cohesive organizations and makes families and friendships stick like glue!

*Chaplain (MAJ) David V. Green is the  
23rd Quartermaster Brigade Chaplain, US  
Army Quartermaster Center and School, Fort  
Lee, Virginia.*

# WHY YOU SHOULD CONSIDER WRITING AN ARTICLE FOR THE *QUARTERMASTER PROFESSIONAL BULLETIN*

For many years there has been a short list of words that describe the fundamental questions that should be answered when writing articles. It is stated in high school and university Journalism classes and often repeated in the professional setting. The questions are familiar to many people. They are: “Who? What? Where? When? Why? and How?”

Answer these questions when writing an article for publication and the basics are done. It isn't necessary to answer these questions in the order listed above and sometimes they all may not apply, but it is a good rule to remember when one determines they are going to put pen to paper.

So, why should you consider writing an article for the *Quartermaster Professional Bulletin*? In this case, probably the most important reason is that there is an audience that has an inherent interest in what you, as a Quartermaster field commander, first sergeant, sergeant major, or any Soldier, who may have experienced unique problems or circumstances in the logistics arena and found sound operational solutions, have to say. If you don't let them know, other Soldiers may end up repeating a process that you successfully resolved...and they may not have the same successful results.

As you begin to crunch the details of an article, there is a high probability that you will answer some of the basic questions through your discussion. You are the subject matter expert trying to convey what you want or need your audience to

understand or learn from what you are writing. Keeping those questions in mind can also help you develop some practical organization and flow to your article. You may discover after you have finished drafting your article that one thought or paragraph may fit better if it is moved to a different part of the article.

One of the most significant elements that has been built into the ever changing curriculum at the Quartermaster Center and School (QMC&S) is the use of “lessons learned” from Soldiers at all levels who have returned from tours of duty in Iraq, Afghanistan, and other worldwide duty locations. Not only do they have an impact in the classroom, many articles on lessons learned have appeared in the *Quartermaster Professional Bulletin*, which has a basic circulation of five thousand copies sent to units around the world (both Active and Reserve Component). It provides a valuable resource of information that keeps the Quartermaster Corps in touch with trends and changes that are happening in the training arena and the field environment.

A need to write for publication is a characteristic shared by many professionals. It is a quality that moves them to seek an outlet for the expression of ideas and ideals. Military personnel, as part of the profession of arms, should be excited or at least compelled by some inner motivation to share their experiences and ideas with fellow Soldiers, Sailors, Airmen, Marines, and others. You may also find great personal satisfaction in having your article

published in a professional publication. In some QMC&S courses there are writing requirements and some of these assignments end up as good articles that are published in the Quartermaster Professional Bulletin.

It should be noted that the Quartermaster Corps logistics community includes the many dedicated government civilian employees from whom we equally seek articles. Many of these individuals are former career military personnel who make tremendous contributions to the success of the Quartermaster Corps, QMC&S, and the greater logistics community. Their knowledge is also a resource that is desired by the Quartermaster Professional Bulletin, so we encourage our civilian logisticians to consider writing for us. Having an article published may also prove to be a career enhancing effort. At the very least, it can be a positive bullet

input on one's evaluation. It also makes a nice addition to one's resume.

Finally, another important reason for writing an article for the Quartermaster Professional Bulletin is that it becomes part of the Quartermaster Corps historical record which is filled with documentation covering the last 232 years. These historical records are often used by command historians and others when developing briefings, speeches, and other scholarly works.

So consider writing an article that supports the Quartermaster Corps and its long history, provides personal satisfaction and career amplification, and most importantly, provides useful real world knowledge that can be used by other Quartermaster Corps members as they do their jobs.

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## ***QUARTERMASTER PROFESSIONAL BULLETIN*** **WRITER'S GUIDELINES AND SUBMISSION REQUIREMENTS**

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The *Quartermaster Professional Bulletin* is available on the web at

<http://www.quartermaster.army.mil>, than click on the Professional Bulletin link. The *Quartermaster Professional Bulletin* is mailed every quarter at no cost to Quartermaster units and to combat service support units that are separate from the Quartermaster Corps, but have Quartermaster officers classified as multifunctional logisticians and Quartermaster Soldiers performing supply and field service missions.

**Articles.** Generally speaking, articles should not exceed 1,600 words. Do not submit articles with footnotes, endnotes, or

acknowledgement lists of individuals. Back issues provide the best “style guide” for writing. Go to the Quartermaster homepage at [www.quartermaster.army.mil](http://www.quartermaster.army.mil) and select the link Professional Bulletin for an index of past editions as well as to reference this article.

**Content.** As a doctrinal and training publication, the *Quartermaster Professional Bulletin* informs personnel of current and emerging developments within the Quartermaster Corps. The publication prints materials for which the QMC&S has proponentcy, including petroleum and water distribution; supply; airborne and field services; mortuary affairs; subsistence; automated logistics training; career development and future concepts. The *Quartermaster Professional Bulletin* publishes only original articles, so manuscripts should not have been published elsewhere or submitted to other publications for consideration.

**Inappropriate Content.** Inappropriate for publication are articles that promote self-aggrandizement, notices such as promotions and assignments, routine news items, information for which the Quartermaster Corps is not the proponent, and personality-type features. Public affairs channels target the audiences for these important, but more personal items of information.

**Style.** Write in a straightforward, narrative style - using the active voice with minimum slang, abbreviations and

acronyms; if acronyms are used, please spell out upon first time use. Also per new guidance, Soldier and Family are proper nouns, therefore they are always capitalized. The emphasis is on the content, rather than the organization or individuals. Often, the logical structure of an article is most easily adapted from the format of a military Information Paper.

**Clearance.** All articles must be cleared by the author’s security and public affairs office before submission. A cover letter accompanying the article must state that these clearances have been obtained and that the article has command approval for open publication, as required.

**Submission Procedures.** Preferably, manuscripts in Microsoft Word and illustrations/photographs/graphics will be e-mailed as separate files to [ProfessionalBulletinWeb@lee.army.mil](mailto:ProfessionalBulletinWeb@lee.army.mil). Photographs/illustrations/graphics must NOT be embedded in the text. All electronic files of photographs must have a resolution of at least 300 dpi in the .JPG format with appropriate captions. Always include a point of contact name, e-mail address and phone number. In the event that questions arise, we will contact you. Also include a short biography that includes: who you are, current job position, previous experience, military and civilian education. We will include this information with the article when published. If using surface mail, please provide a CD with the hard copy, and note captions to any photographs or diagrams included.

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### ARTICLE SUBMISSIONS:

For editorial review, e-mail articles to [ProfessionalBulletinWeb@lee.army.mil](mailto:ProfessionalBulletinWeb@lee.army.mil). See Professional Bulletin, Quartermaster Home Page, at [www.Quartermaster.army.mil](http://www.Quartermaster.army.mil) for more details in two articles titled *How To Research and Write for the Quartermaster Professional Bulletin* and *Writer's Guidelines and Submission Requirements*. Submit articles in double-spaced drafts consisting of no more than 12 pages in Microsoft Word for Windows.

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*4th Medical Battalion medics treat wounded "Ivy Division" Soldiers on Utah Beach, Normandy, France, 6 June 1944.*



ILLUSTRATION AND LINEAGE BY KEITH FUKUMITSU



***204th Support Battalion "Rough Riders"***

***Constituted 10 November 1917 as the Sanitary Train, 5th Division and activated 12 December 1917 at Camp Logan, Texas.***

***Reorganized and redesignated 29 January 1912 as the 5th Medical Regiment.***

***Inactivated August 1921 at Camp Jackson, South Carolina.***

***Redesignated as the 5th Medical Battalion. 29 March 1940.***

***Assigned 1 July 1940 to the 4th "Ivy" Division (later redesignated the 4th Infantry Division) and activated at Fort Benning, Georgia, as the 4th Medical Battalion.***

***Reorganized and redesignated 7 July 1942 as the 4th Medical Battalion, Motorized.***

***Redesignated 4 August 1943 as the 4th Medical Battalion.***

***Inactivated 21 February 1946 at Camp Butner, North Carolina.***

***Reactivated 6 July 1948 at Fort Ord, California.***

***Inactivated 15 December 1969 at Fort Carson, Colorado.***

***Redesignated as the 204th Forward Support Battalion and activated 1 May 1987 at Fort Carson, Colorado.***

***Inactivated 15 December 1989 at Fort Carson, Colorado.***

***Reconstituted 15 December 1995 at Fort Hood, Texas and redesignated 16 December 1995 as the 204th Support Battalion.***

\* AISNE-MARNE \* ST. MIHIEL \* MEUSE-ARGONNE \* CHAMPAGNE 1918 \* LORRAINE 1918 \* NORMANDY (W/ARROWHEAD) \*  
\* NORTHERN FRANCE \* RHINELAND \* ARDENNES-ALSACE \* CENTRAL EUROPE \* COUNTEROFFENSIVE, PHASE II \*  
\* COUNTEROFFENSIVE, PHASE III \* TET COUNTEROFFENSIVE \* COUNTEROFFENSIVE, PHASE IV \* COUNTEROFFENSIVE,  
PHASE V \* COUNTEROFFENSIVE, PHASE VI \* (TET 69/COUNTEROFFENSIVE \* SUMMER-FALL 1969 \* WINTER-SPRING 1970 \*  
\* SANCTUARY COUNTEROFFENSIVE \* COUNTEROFFENSIVE, PHASE VII \*

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