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**OPERATION READY WEDGE:
Field Exercise at Camp Fretterd, 06-09 November 2009**

Captain (MD) James Eder

OVERVIEW

To accomplish one of its primary missions the Maryland Defense Force (MDDF) Engineer Corp must train its personnel to be qualified and skilled in performing disaster assessments for the Maryland Emergency Management Agency (MEMA) (Hershkowitz and Kelm, 2007). In the event of a natural or man-made disaster the MDDF Engineer Corps could be called on by MEMA to perform damage assessment of buildings, roads, and other infrastructure. In support of this mission the MDDF Engineer Corps needs to periodically evaluate its skills through field training exercises to further develop and enhance the skills that will be needed when called on.

On 6 November 2009, the MDDF Engineer Corps deployed to Camp Fretterd for a three-day field exercise called "Operation Ready Wedge" (Gross, 2009). This exercise was developed under the leadership of the Commanding Officer of the MDDF Engineer Corps. Camp Fretterd is located approximately five miles northwest of Reisterstown in Baltimore County, Maryland.

The goal of this exercise was to provide "hands on" experience to augment the classroom training and online course work the Engineer Corps had undertaken, and to build on the experience gained in previous field exercises. The Engineer Corps also worked with the 10th Medical Regiment (10MEDRGT) of the MDDF to incorporate a realistic first aid scenario into this exercise. Using the scenario described below, the Engineer Corps deployed to Camp Fretterd from 6-8 November 2009. The skills exercised consisted of:

- Command, Control, and Communications (C3) by assessment teams.
- C3 for unit leadership for multiple teams in the field.
- Small unit leadership.
- Disaster Assessment per MEMA guidelines and format.
- Land Navigation in an unfamiliar environment.
- Field Operations and Survival.
- First Aid and Emergency Response.

FIELD EXERCISE SCENARIO

The exercise was developed using the following scenario:

- On Wednesday and Thursday 4-5 November 2009, Hurricane Linda, (a Category 3+ Hurricane) hit the eastern seaboard of the United States. The eye of the storm passed through the eastern shore of Maryland, and then passed through the Annapolis area and Washington DC, where the storm was downgraded to a tropical storm. Winds hitting the eastern shore hit speeds of 125 MPH. When the storm hit Washington DC,

the winds had been reduced to 72MPH. There has been significant wind damage from the storm. However, the 15 inches of rain that occurred during the storm caused the greatest amount of damage to the area.

- The Governor of the State of Maryland has declared a state of emergency for the entire state and is preparing to ask the President of the United States to declare Maryland as a Federal Disaster Area. The Governor has asked MEMA to staff this request. MEMA assessment teams and personnel are deployed across the State, as is the MDDF, which has been mobilized by the Governor.
- MEMA has requested through the Adjutant General that MDDF deploy disaster assessment teams to the town of Atkinsville, Maryland, which is near Camp Fretterd, to assess damage from Hurricane Linda, provide a rough estimate of damage to support a Governor's request for declaration as a Federal Disaster Area, and to provide recommendations as to temporary repairs and prioritization of relief efforts.
- The excessive rains have resulted in Lake Wilson overtopping its primary dam, causing the Duears River to flood to a point 10' above flood stage, and thus overtop another dam further downstream. Floodwaters have scoured the riverbanks and have caused damage to the Vissers Bridge, which crosses over the Duears River. Maryland Route 25 crosses the Vissers Bridge and is the main route serving Atkinsville, Maryland. The two dams on the Duears River have currently held, but there is concern by the local public works officials as to the structural integrity of these two earthen dams.
- Additionally, Conticello Gas and Electric (CGE) has a power plant which serves Atkinsville and the local area near Lake Wilson. The plant manager has reported concerns regarding the earthen dam and flooding of the power plant should the dam fail. The city of Atkinsville has suffered wind and water damage with major damage to the Minken Memorial Hospital, which is being heavily utilized due to high number of personnel injuries caused by the storm.
- The storm is past and weather conditions have returned to normal. First responders have been responding to requests for assistance for over 24 hours. However, due to the size of the storm and the breakdown in communications infrastructure, there are most likely isolated areas where emergency medical and rescue are still required."

Please note that the names of all towns, roads, bridges, etc. above were fictitious and were created for the benefit of this exercise (Kelm, 2009).

Description of the Exercise

The exercise actually began the evening of 5 November 2009 with a test of the Engineer Corps emergency "phone tree" system, developed to contact personnel in the event of a recall. This phone tree allows for a rapid and systematic method of contacting all personnel. Using methods previously established, each member of the Engineer Corps was informed that this was an exercise for an emergency recall in response to Hurricane Linda, was asked for their ability to respond, and was asked for the duration they would be able to assist. The results of

the recall were reported to the commander of the Engineer Corps. This information was used to make last minute adjustments to the proposed staffing of the command and field teams to be deployed on 7 November 2009.

An advanced party deployed to Camp Fretterd the afternoon of 6 November 2009 (Mongelluzzo, A, 2009). The purpose of the advanced team was to establish the Command Operations Center, including communications and computer equipment. The Command Operations Center was established in Building 207 of Camp Fretterd to set up the disaster assessment exercises and to assist the 10MEDRGT in setting up their scenario.

The main portion of the exercise began at 0800 on 7 November. All participants from the Engineer Corps, 10MEDRGT, and other elements of MDDF assembled for the Commander's Intent and to be assigned to their teams (see Figure 1). The Commander of the Engineer Corps issued the Commander's Intent. The Commander of the 10MEDRGT and the Commanding General of the MDDF, Brigadier General (MD) Courtney Wilson, also addressed the assembled MDDF soldiers. The Engineer Corps also used this opportunity to swear in two new members and to promote one of their captains to major (see Figure 2).



Figure 1: Morning Formation and Presentation of the Commander's Intent

The Operations Officer assigned personnel to the command staff and five engineer assessment teams were formed and given tasking. A member of 10MEDRGT was assigned to each assessment team to assist in any medical needs, either as part of an exercise or due to any "real world" situations. The exception was Alpha Team; a sergeant in the Engineer Corps with extensive Emergency Medical Transport experience and first aid training was assigned to this team to function in that role.



Figure 2: Swearing in of New Members and Promotion Ceremony

The command staff presented the Operational Order (OPORD) for the Field Exercise to the Team Leaders (Gross, R., 2009). The Team Leaders were then tasked with developing a Confirmation Brief and Team Order based on this OPORD (see Figure 3). The Confirmation Brief required the Team Leaders to restate orally the main points of the OPORD to confirm they understood the objectives and details in the OPORD. This meant describing their understanding of the situation and mission, explaining how they planned to execute the order (i.e., the route they planned on using, checkpoints and objectives,



Figure 3: Team Commanders Use Limited Time to Prepare their Team Orders

approximate times that the teams will arrive at assigned check points and objectives, tasks assigned to each team member, safety precautions to be used, communications protocols, equipment needed, etc.), administrative duties (i.e., processing forms, photo documentation, etc.), command, logistics, signal structure, and procedures.

Six disaster assessment areas were used in this exercise. These consisted of a building complex near the Minken Memorial Hospital (Building 201 was used as the location of this objective), a building complex near some warehouses (Buildings 501-503), a bridge, the primary dam below the lake, a smaller dam further downstream from the main dam, and a building complex near a power plant located near the lake. In order to prevent the teams from assessing the same objectives at the same time, Command assigned each team a primary and secondary objective that would send the teams in different directions in a manner that would reduce the chance that the teams would meet during the exercise.

The Team Leaders presented their Confirmation Brief verbally to the Command Staff. They also developed map overlays that identified the location of all objectives and intermediate checkpoints and the route they planned to use to reach each of these points. The Command Staff responded with suggestions and criticisms, which were discussed with the individual Team Leaders.

While the Team Leaders were preparing their Confirmation Briefs, the other team members received refresher training on land navigation and communications procedures (see Figure 4). The land navigation training consisted of lessons on taking bearings using the lensatic compass and determining the team's location on the map. Radio communications training involved learning to listen prior to transmitting in order to not transmit over another team, the proper method of identifying the team, team accountability, the phonetic radio alphabet, and other standard protocols.



Figure 4: Communications and Land Navigation Skills are Honed Prior to Going into the Field

Team Leader's assembled their teams and issued their Team Orders based on the approved Confirmation Brief given to the Command Staff. This brief involved giving each team member their specific assignments, a list of their objectives, a list of the tasks to be completed at each objective, the routes to be used, the equipment needed to complete these tasks, etc. Each team had one member assigned to act as the Radio Transmission Operator (RTO), another member was assigned the task of land navigation, the medical augment was briefed on their duties, and so on. The assigned RTO was then ordered to report to the communications officer to be issued a hand-held very high frequency (VHF) radio and a call sign for their team. The medical augment for each team was also ordered to report to the communications center to be issued a hand-held ultra high frequency (UHF) radio and a call sign. Each team was directed to call in after each objective was reached, when a designated checkpoint was reached, for a radio check every 15 minutes on the hour, and to report any exercise or real life medical emergencies. The medical unit radio was for the use of the medical team to allow extended communication in the event of a medical situation, either as

part of the exercise or a “real world” situation, without disrupting tactical communications between command and the other teams. The medical augment was also to call in a radio check every 15 minutes. After the patrol orders were issued, radios assigned, and all equipment was checked, the teams called in to command to request permission to proceed.

The teams then proceeded to their primary objectives. When they arrived, they reported to the command post to report they had reached their primary objective, and that they were proceeding with their disaster assessment. The disaster assessment exercise consisted of a series of photographs of damaged buildings with a brief description of each one (address, type of building, etc.). The assessment required the teams to look for evidence of the extent of damage to each structure depicted. This meant structural damage (such as cracked walls, damaged roofs, weakened foundation, etc.), water damage (such as high water marks on structures), and then using this information to determine the extent of damage and to complete the required assessment form. If the structure was a single or multifamily residence, or a business, it required an assessment for individual assistance. If it was a component of public infrastructure, it required an assessment for public assistance.

Each assessment required each team member to give their opinion on the extent of the damage and an estimate of the cost of the damage (see Figure 5). The Team Leader listened to their input and then determined the best way to complete the assessment forms.



Figure 5: Disaster Assessment Team in the Field

When each team completed the disaster assessment at their primary objective, they contacted the Operations Center and asked for permission to proceed to their secondary objective. Once permission was granted, they moved onto their secondary objective and this procedure was completed at each objective. The teams also reported in at checkpoints at each quarter hour. The Team Leaders also called for rest and water breaks at regular intervals.

At a location selected and set up by the 10MEDRGT, with the aid of civilian volunteers, a realistic first aid scenario was inserted into the exercise. The teams were not told where this location was, so they did not know when to expect the scenario. The scenario consisted of three victims; one was unconscious in a ravine and was partially covered with debris, another was located on top of the hill and was conscious, but unresponsive (see Figure 6); and the last victim was also at the top of the hill and conscious, but was obviously injured. She was the one who loudly called for help, and was very hysterical. This added to the realism of the scenario and increased the stress level for the teams, even though all team members knew it was an



Figure 6: First Aid Being Administered in Field

exercise. The Commander of 10MEDRGT observed and critiqued the engineering assessment teams responses to the first aid scenario. The exercise would be paused, when necessary, to point out errors that were being made in order to give the engineer assessment teams instruction on how to correctly respond. This exercise was very useful and pointed out the need for the Engineer Corps to do more “hands on” first aid exercises.

After completing all of the disaster assessment objectives, the teams all returned to the Command Center. When all of the teams had returned, the Team Leaders presented briefings of their team’s efforts in the exercise to the Command Staff (see Figure 7). As a learning tool, all of the participants in the exercise attended the briefing. Command Staff then issued their critiques of the exercise. They listed functional areas that went well and areas where additional training is needed for improvement.



Figure 7: Exercise Ready Wedge 2009 Hotwash

The commander of the Engineer Corps then dismissed the troops. A member of the Chaplain Corps then held Church Call.

On 8 November 2009 a field day was held to clean the area in and around Building 207. Once the area was policed, inspected, and approved, the exercise was deemed complete. The troops were dismissed and departed Camp Fretterd.

ANALYSIS OF RESULTS

An analysis of how the teams performed in the six main areas for which this assessment and training exercise was designed follows:

Command Control Communications (C3) by Assessment Teams

Overall, C3 for the assessment teams was effective and efficient. Each team leader assigned tasks to each team member and briefed them on the command structure. The teams called in reports at the required intervals and when they reached checkpoints and objectives as instructed. One aspect of C3 that needed improvement was personnel accountability. The teams needed to be prompted to note that all personnel were accounted for when reporting in. Another area was the use standard communications protocols. There were some minor lapses when teams reported in. These problems were due mainly to inexperience, and will occur less frequently as teams get more field experience. Future exercises should stress that each report to Command should state whether all team members are accounted for and should also include a refresher course on communication protocols.

C3 for Unit Leadership for Multiple Teams in the Field

C3 at the command post experienced few problems. The communications gear provided by the Information Technology Directorate (G6) allowed for clear radio communications between all participants in the exercise. Taking the time to bring an advance team to the site of the exercise the day before to set everything up helped to ensure that operations ran smoother on the day of the exercise. This lesson should be incorporated into future exercises to the extent possible. There were minor issues in keeping track of each team's position due to an inconsistency in how points on their routes were described; however, this issue was resolved quickly when it occurred. This issue is described in more detail under "Small Unit Leadership," below.

Small Unit Leadership

This exercise provided the first experience in leading an engineering assessment team for the majority of the team leaders. All team leaders were successful in the main areas that the exercise focused on, developing a command brief, developing and issuing a patrol brief, and leading their teams to all six assessment objectives. Assessment team leaders will require necessary future training in C3 in order to develop better command briefs and patrol orders.

The Command Staff noted that the team leaders' command briefs, overall, were thorough; however, there was a degree of variation in how the goals of their patrols were described. Some team leaders referred to waypoints, some referred to checkpoints, some referred to objectives, and some used a combination of these terms. This caused a minor degree of confusion among the Command Staff members as teams reported in. With five teams reporting in, any amount of confusion made keeping track of everyone's position harder to some degree. Command Staff also noted that the team leaders did not spend enough time, and were not specific enough, when issuing their patrol orders. Both of these issues can be corrected by making sure all of the important points in developing command briefs and patrol orders are reviewed with team leaders in all future exercises.

It would also be a good idea for a member of the command team, or another MDDF member with experience in preparing these items, to develop a command brief and patrol brief independent of the team leaders and then compare their efforts to those documents prepared by each of the team leaders.

Disaster Assessment per MEMA Guidelines and Format

The disaster assessments went well. All teams completed assessment forms for all of the structures at each objective. There was some minor debate on certain aspects of some assessments, and these discussions ensured that each assessment was as accurate as possible. They also helped team members to understand what to look for when doing an assessment. The only way future assessment training could be more effective would be to use actual damaged structures in an exercise.

Land Navigation

The teams did not have much difficulty navigating to the objectives in this exercise. This was due to the facts that the area of the exercise was relatively small (approximately four square kilometers) and that some of the objectives could be reached using existing roads. All teams managed to reach all objectives in an area for which they were unfamiliar and that involved some travel through wooded areas that lacked marked paths. There was not much in the way of opportunity to use a map and compass to determine location or the need to develop the coordinates of that position. Future exercises should incorporate both classroom training and fieldwork that provides additional training in those areas.

Field Operations and Survival

This exercise required the team leaders to plot out a route that would allow their teams to reach all of the objectives. It also demonstrated that a planned route sometimes needs to be modified to adjust to real world conditions. The teams also had to determine the supplies they would need and carry those supplies with them in their “go” packs while hiking through different types of terrain during the exercise. This gave them a sense of the physical effort that would be involved in getting around within a real disaster area. Future exercises should also include those elements. Longer duration exercises that stressed field operations activities, perhaps combined with land navigation activities, could be helpful in developing these skills.

First Aid and Emergency Response

The first aid “insert” [i.e., injured person(s)] of this field exercise was a very valuable learning tool. This should be the prototype that all future inserts build on. The use of a “hysterical” injured person, and the placement of the insert in an area where there were difficulties getting to the victims due to the terrain and debris, provided a good demonstration of what a disaster assessment team could realistically encounter after a hurricane. There was a good amount of variation in how, and how effectively, the teams responded to this insert. This demonstrates clearly that the Engineer Corps needs to build on the first aid training received to date and to have more “hands on” training. To the extent practical, all future field exercises should include a similar type of first aid insert. Rendering first aid is not the main mission of a disaster assessment team and teams will not function as first responders. However, the chances of such teams actually encountering victims that were missed by first responders while doing assessments is a very real possibility. The Engineer Corps must prepare for that eventuality (AAR, 2009).

CONCLUSIONS

The exercise was a complete success. The Engineer Corps developed the multiple components of a complex field exercise. MDDF Engineers were able to obtain all of the needed tools to successfully complete the exercise, such as maps, computers, software, communications gear, go packs, first aid supplies, etc. An effective command post was set up that ably monitored and managed five field teams. The field teams all managed to reach the objectives, complete their assessments at each objective, and deal with a first aid emergency insert. The engineers were also able to work effectively with elements of

10MEDRGT, Information Technology Directorate, and the Chaplain Corps. All mistakes made were ones that can be learned from and that will be remedied with additional training and experience.

Improvements or Enhancements to be Incorporated into Future Exercises

It is often been stated that teams tend to perform in action the same way they do in training. With that in mind, there are several areas that should be incorporated, or enhanced in future training missions, such as the following:

COMMUNICATIONS

Communications were adequate in this exercise and no serious problems were noted. There were several instances where standard protocols were not observed by most, if not all, of the teams. Command was able to deal with these lapses without significant difficulty. However, these lapses could have a more significant effect if the MDDF is involved in part of a large operation and needs to communicate with many different organizations. Future missions should repeat, and expand, on the training given at this field training exercise (FTX). In addition, perhaps some visual aids such as laminated cards could be provided to the teams that would list the more critical protocols. This would be similar to the laminated cards provided by FEMA that were used by the teams as a reference for the disaster assessments.

DISASTER ASSESSMENTS

The teams were provided with training and reference materials to assist in doing the assessments. In addition, the assessment forms followed a standard format that was straight forward and relatively simple to use. However, the exercise did not include an evaluation of how well the assessments were done and the required forms completed. Future exercises should include time to meet with each team, review how they approached each assessment, and review the completed forms. This could be done as part of the exercise, or as a follow up to the exercise to give Command time to review the documentation. This would help to insure that there is a consistency in both quality of the assessments and in how the assessments are documented.

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WHO EXACTLY IS A LEADER?

Captain Eugene Romanick, NJNSG

Who exactly is a leader? This is a fair question, in that leaders are anyone who by assumed role or designated responsibility inspires and influences people to accomplish organizational goals, leaders motivate people both inside and outside the chain of command to pursue actions, focus thinking, and shape decisions for the greater good of the organization.

We expect leaders to be committed and to constantly wrestle with the ancient conundrum, “the Mission or the men”. This is and always has been a problem for the leader, the desire to insure the welfare of the people who work for them while not allowing such concerns to affect the overall mission accomplishment (Newman, 1996).

This balancing act is one that the leader develops as a comfortable leadership style develops. If a leader emphasizes the well being of the personnel over the accomplishment of the task at hand, the accomplishment of the goal will suffer. Conversely, if a leader emphasizes goal or mission accomplishment over the welfare of the personnel, then they risk the alienation of the work force and a decline in their motivation. A balance must be struck.

LEADERS INFLUENCE

Influencing is getting people to do what is necessary. Influencing entails more than simply passing along orders or directives. Personal examples are as important as spoken words. Leaders set that example, good or bad, with every action taken and word spoken. Through words and personal example, leaders communicate purpose, direction, and motivation. Both civilian and military leaders have to be able to influence the action in their area of cognizance. To fail in this regard causes mission and organizational failure. In the military leadership is the art of the possible, the art of influencing and motivating a group to accomplish a task or a mission. Leaders team build and mold their organizations to meet challenges and to perform in a manner to achieve organizational goals. To develop continually means to meet the needs or a morphing mission (FM, 2006).

Today’s environment for both corporate and military leaders is fraught with many challenges. This nation is experiencing security threats hither to unknown and challenges to our economic hegemony in the world though the continued advance of Globalism and its effect on our economic well-being.

The current challenges faced by military and corporate America demand leaders who are knowledgeable, competent and willing to face these challenges and provide skillful and inspired leadership to meet them.

Leaders in today’s corporations are the linchpin that enables the corporation to achieve productivity and increase corporate profit. The leadership skills used in private industry are many and varied and sometimes border on the arcane. A solution is at hand, it is the adaptation of a system that has worked for over 300 years (with some adjustments), it is the system the armed forces use to motivate and guide a very diverse force of individuals in the

achievement of a common mission. The armed forces are not that different structurally from any other bureaucracy, missions may differ but the goal of mission accomplishment remains the same.

Leadership in the civilian framework or corporate environment is much the same, achieve the mission whether it is to increase production or increase sales. Managing an organization is one thing, leading it is another. Leaders in the corporate world are out front encouraging their subordinates and providing inspiration to carry on, on a daily basis.

Leaders influence their subordinates and indeed the mission and organization itself. Influencing is getting people — Soldiers, Army civilians, and multinational partners — to do what is necessary. Influencing entails more than simply passing along orders. Personal examples are as important as spoken words. Leaders set that example, good or bad, with every action taken and word spoken, on or off duty. Through words and personal example, leaders communicate purpose, direction, and motivation. In the military world the ability to influence may save lives, in the corporate world it means competitiveness and profits (Loy, 2003).

LEADERS GIVE ORGANIZATIONS PURPOSE AND VISION

Purpose gives subordinates the reason to act in order to achieve a desired outcome. Leaders should provide clear purpose for their followers and do that in a variety of ways. Leaders can use direct means of conveying purpose through requests for what to do. Vision is another way that leaders can provide purpose. Vision refers to an organizational purpose that may be broader or have less immediate consequences than other purpose statements. Higher-level leaders carefully consider how to communicate their vision.

Leaders in Both Spheres Provide Direction

Providing clear direction involves communicating how to accomplish a mission: prioritizing tasks, assigning responsibility for completion, and ensuring subordinates understand the standard. Although subordinates want and need direction, they expect challenging tasks, quality training, and adequate resources. They should be given appropriate freedom of action to do their tasks in their own way. Providing clear direction allows followers the freedom to modify plans and directives to adapt to changing circumstances. Directing while adapting to change is a continuous process.

For example, a maintenance foreman always takes the time and has the patience to explain to the mechanics what is required of them. The sergeant does it by calling them together for a few minutes to talk about the workload and the time constraints. Although many personnel tire of hearing about how well they are doing and that they are essential to mission accomplishment, they know it is true and appreciate the comments. Every time the Foreman passes information during a meeting, he sends a clear signal: people are cared for and valued. The payoff ultimately comes when the goals are met and the process adds to achievement of the organization's goals.

Leaders Are Responsible for Operations

Operations encompasses the actions taken to influence others to accomplish tasks and to set the stage for future tasks. One example is the motor sergeant who ensures that vehicles roll out on time and that they are combat ready. The sergeant does it through planning and preparing (laying out the work and making necessary arrangements), executing (doing the job), and assessing (learning how to work smarter next time). The motor sergeant leads by personal example to achieve mission accomplishment. The civilian supervisor of training developers follows the same sort of operational actions. All leaders execute these types of actions which become more complex as they assume positions of increasing responsibility. The same logic applies to the Maintenance Supervisor in an industrial organization, the missions differ but the techniques and results are the same.

Leaders Improve Their Organizations

Improving for the future means capturing and acting on important lessons of ongoing and completed projects, tasks, and missions. After checking to ensure that all tools are repaired, cleaned, accounted for, and properly stowed away, our motor sergeant conducts an after-action review (AAR). An AAR is a professional discussion of an event, focused on performance standards. It allows participants to discover for themselves what happened, why it happened, how to sustain strengths, and how to improve on weaknesses. Capitalizing on honest feedback, the motor sergeant identifies strong areas to sustain and weak areas to improve. If the AAR identifies that team members spent too much time on certain tasks while neglecting others, the leader might improve the section standing operating procedures or counsel specific people on how to do better (Malone, 1983).

Leaders Coach and Counsel Subordinates

Developmental counseling is crucial for helping subordinates improve performance and prepare for future responsibilities. The counseling should address strong areas as well as weak ones. If the motor sergeant discovers recurring deficiencies in individual or collective skills, remedial training is planned and conducted to improve these specific performance areas. Our Maintenance Supervisor does the same with his maintenance crews after determining that corrections are needed in maintenance of plant machinery procedures and practices.

Leaders Must be Professional

A key element necessary for all leaders is professionalism. Professionalism is important in the military for two significant reasons. First, the military leader is a public servant responsible for the defense of the nation. Second, the military organization is often responsible for the life of its soldiers. The civilian leader is an employee of the company and is responsible for the department's work and contributing to the profits of the company.

STYLES OF LEADERSHIP

The three different styles of leadership are directing, participating, and delegating.

Directing

A supervisor or leader directs his organization to accomplish a mission, job or task; this is accomplished verbally or in writing (and more likely these days by email). The directive should clearly state what is to be accomplished, when it is to be accomplished, and the expected result. Once the directive is issued, the supervisor checks at various stages of the "mission" to insure timelines are being met, standards are being maintained and that the desired outcomes will be achieved.

Participating

Participating is the next style of leadership. Participating means never asking subordinates to do what you refuse to do for yourself. Participating means being there in the cold and dark, participating means picking up a tool when an extra hand is needed, participating is saying job well done while you share hard ships with the crew (Newman, 1996).

Delegating

Delegation is the last form of leadership. Delegating means giving a subordinate the authority to do the job without giving one the responsibility which the supervisor retains. Delegation is a style which develops subordinates. Delegating also prevents the supervisor from micro managing all the details of his complex organization. In both civilian and military organizations there are chains of command at which different levels manage different segments and complexities of the mission.

WITH LEADERSHIP COMES ADDED RESPONSIBILITY AND AUTHORITY

It isn't easy to lead and some leaders take actions which are detrimental to their subordinates and to the overall mission, task or project. Actions that good leaders avoid are: Violation of dignity to individuals, mass punishment or ridicule, hurry-up and wait situations, and similar activities that waste time, leaving before one's subordinates do, shirking the responsibility of checking his men's position, blaming the next higher in command for an unsuccessful outcome, blaming subordinates for failure in satisfactorily completing a specific mission, taking care of one's own needs before his subordinates, favoritism, and moral weakness (Bonn, 2005).

LEADERSHIP IN VOLUNTEER MILITARY ORGANIZATIONS

Leadership in a volunteer military organization is a challenge in several aspects, first and foremost if a leader in a volunteer organization uses a rigid and authoritarian style of leadership, the leader will soon find that the "troops" will either ignore him/her¹ or leave the organization. In state defense organizations (32 U.S.C., §109, 1955) the military spirit is strong and the acceptance of a chain of command is both expected and in general tolerated. This fact doesn't negate the need for the application of the standards of leadership which allow for mission accomplishment while giving the volunteers a sense of achievement and

¹ "Him" is used herein to mean both male and female leaders.

accomplishment. In a sense, the leadership practices in a volunteer organization are more of a compact or a partnership.

Some Suggestions

- To make the volunteer experience rewarding, the leader is responsible for motivating and inspiring participation that is both beneficial to the volunteer and the organization. To achieve this goal, volunteers must be assigned to a task that interests and challenges them, if not they will not be motivated to finish the project or ask for additional work. Be sure to communicate that the volunteer is fulfilling a critical need within the organization by making the job well-defined and attractive.
- Maximize the time spent in formal meetings by using training schedules and work plans. Volunteers will only attend a meeting if they feel it is worthwhile. Use of "make work" and "hurry up and wait" will do its best to negatively motivate volunteers who feel that their time is being wasted.
- Keep your volunteers excited about the mission. Highlight progress made in the field, successes and breakthroughs and statistics related to a variety of issues.
- The key to motivating and leading volunteers is recognition of their accomplishments. Napoleon was quoted as saying: "With a handful of ribbons I can conquer all of Europe" (Schom, 1998).
- If volunteers don't feel appreciated, they will have no reason to stay. It is absolutely critical to recognize their commitment and dedication to the organization. Different people like to be recognized in different ways so be sure the recognition is appropriate.

Leadership skills vary among leaders and there is no template for success; however, most or all the golden rule seems to apply as the first and foremost dictum for all leaders whether in volunteer or professional organizations.

Now more than ever the volunteers that supplement the active military are gaining in importance, whether it be State Guards/militias (10 U.S.C., Ch 13, 2006; 32 U.S.C., §109, 1955), the Coast Guard Auxiliary (14 U.S.C., §822, 2004) or the Civil Air Patrol (10 U.S.C., Ch 909 and §§9441- 9442, 2000), we are a force multiplier for the armed forces scattered throughout the world and we have a key role in protecting the homeland. Good leadership makes these organizations viable and vital and the result is a contribution to the defense of our great nation.

CONCLUSION

The military leader and the civilian leader may have different missions, but the principles apply to both. In the Army of 1776 Baron Von Steuben realized that Americans weren't like European Armies, that Americans would accomplish what you asked if you took the time to explain the wherefores and why's of the task and let them accomplish (von Steuben, 1779). Today's Americans are much the same way, they want to be successful and to achieve. Astute

leaders realize this and nurture leadership skills within. Our competitive world will allow no less.

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MARYLAND DEFENSE FORCE INAUGURAL NONCOMMISSIONED OFFICER INDUCTION CEREMONY

Sergeant Major (MD) Ronald Scott

The Secretary of the Army announced at the 2008 Association of the United States Army Annual Meeting and Exposition in October that 2009 will be “The Year of the Noncommissioned Officer” (Staff, n.d.). The Secretary said that is a time to enhance the education, fitness, leadership, and pride in service of our Noncommissioned Officers (NCOs) through programs that support the sustainment and continued growth of our NCO Corps, to recognize the leadership, commitment, and courage of our NCOs, and to inform key audiences about the responsibilities and quality of service of our NCOs.

In response to “The Year of the Noncommissioned Officer” announcement an approach was suggested to establish a NCO Council within a State Defense Force unit (Scott and Hershkowitz, 2008). Brigadier General Courtney Wilson, Commanding General, Maryland Defense Force (MDDF), building on the suggestions in the article prepared by members of his Command, stated his intent to re-energize the MDDF NCO Corps and build esprit de corps; the end goal was to honor the year of the NCO, and strengthen the NCO Corps as the backbone of the MDDF. He gave his approval to start a MDDF NCO Council to accomplish these goals (Wilson, n.d.).

Re-energizing the NCO Corps is like renovating an old house that needs its foundation strengthened. It is necessary to start by tearing away the old, bringing in corner stones, blocks, and mortar that will make a solid foundation to build on. Training, mentoring, discipline, and professional military bearing along with instilling military traditions are the building blocks for the MDDF NCO Corps.

The first part of building the new NCO Corps requires an assembly of the senior NCOs in order to formalize the NCO Council; this is a key corner stone as the NCO Council is the support channel. The council is a two way street for information to flow to and from the Command staff, the eyes and ears of the troops, a way to keep a finger on the pulse of the unit.

NONCOMMISSIONED OFFICER SUPPORT CHANNEL

The NCO support channel parallels and reinforces the chain of command (FM 7-21a, 2003). NCO leaders work with and support the commissioned and warrant officers of their chain of command. For the chain of command to work efficiently, the NCO support channel must operate effectively. At battalion level and higher, the NCO support channel begins with the Command Sergeant Major (CSM), extends through unit sergeant majors, first sergeants, platoon sergeants, and ends with section chiefs, squad leaders or team leaders.

The NCO support channel is used for exchanging information, providing reports, issuing instructions that are directive in nature, accomplishing routine but important activities in accordance with command policies and directives. Most often, it is used to execute

established policies, procedures, and standards involving the performance, training, appearance, and conduct of enlisted personnel. Its power rests with the chain of command (FM 7-21b, 2003).

Field Manual 7-22.7 details the tasks that the channel must strive to achieve (FM 7-22.7, 2002). The NCO support channel assists the chain of command in accomplishing the following:

- Transmitting, instilling and ensuring the efficacy of the professional Army ethic.
- Planning and conducting the day-to-day unit operations within prescribed policies and directives.
- Training enlisted soldiers in their MOS as well as in the basic skills and attributes of a soldier.
- Supervising unit physical fitness training and ensuring that soldiers comply with the weight and appearance standards in AR 600-9 and AR 670-1.
- Teaching soldiers the history of the Army, to include military customs, courtesies and traditions.
- Caring for individual soldiers and their families both on and off duty.
- Teaching soldiers the mission of the unit and developing individual training programs to support the mission.
- Accounting for and maintaining individual arms and equipment of enlisted soldiers and unit equipment under their control.
- Administering and monitoring the NCO professional development program and other unit training programs.
- Achieving and maintaining Army Values.
- Advising the commander on rewards and punishment for enlisted soldiers.

THE MDDF NCO COUNCIL

The MDDF does not have a Command Sergeant Major (CSM) to assist in developing a MDDF NCO Council. The Maryland Military Department (MDMilDep) CSM volunteered to undertake the responsibility of architect of the Council by helping to develop the foundation of the MDDF NCO Corps. Steeped in the tradition of the NCO Corps of the US Army and Army National Guard the MDMilDep CSM worked with the MDDF development team to ensure that MDDF NCOs will be prepared to train, mentor, and discipline the troops, passing on traditions from one unit to another; an approach that is held in high esteem. These guiding principles are exactly what is needed for a foundation upon which to build the NCO Council. Once this

foundation is in place the MDDF NCO Corps will have its own State Defense Force look and feel having been built on a solid military foundation.

Traditions

Field Manual 7-21.13 (FM 7-21c, 2003) discusses traditions as a customary pattern of thought, action, or behavior held by an identifiable group of people. It is information, beliefs, and customs handed down by word of mouth or by example from one generation to another without written instruction and pertaining to all army units. These universal military traditions are really the "Army Way" of doing and thinking. Unit traditions are the unique things that are done in a specific unit that other units may or may not do. Therefore, traditions help to build esprit de corps and pride in understanding why certain things are done. An interesting thing about traditions is that many of today's Army traditions started out as something quite different from what they are now.

Military tradition is an interesting and often amusing subject. It gives a soldier a feeling of pride to understand just why things are done and in the way they are done. Traditions are expressed in the uniform and the way it is worn. Many of the words used in the Army are unique and have been added to the vocabulary from different parts of the world and at different times in history.

MDDF NCO COUNCIL

The senior MDDF NCOs decided that the best way to honor the "Year of the NCO" and start to build the pride and esprit de corps within the MDDF was to start by having an induction ceremony. There is no recorded history of any unit in the MDDF having a NCO Induction ceremony. This is a time honored celebration steep in traditions and it is passed down and preformed in all parts of the military.

Induction Ceremony Purpose

The induction ceremony is a celebration of the soldier newly promoted into the ranks of the professional noncommissioned officer corps, and emphasizes and builds on the pride that all NCOs share as members of such an elite corps. The ceremony also serves to honor the memory of those men and women of the NCO Corps who have served with pride and distinction. Induction ceremonies should in no way be used as an opportunity for hazing, but more as a rite of passage. It allows fellow NCOs of a unit to build and develop a cohesive bond, support team development, and serve as a legacy for future NCO Induction Ceremonies (Elder, 1998).

MDDF Induction Ceremony

The Induction ceremony was held at the Naval Support Activity (NSA), Annapolis MD. The MDDF Commanding General, the Maryland State Command Sergeant Major and senior noncommissioned officers from the Maryland Army and Air National Guard attended as distinguished guests. Unit commanders, family, and friends of the NCOs being inducted were all in attendance.

Brigadier General (MD) Courtney Wilson, Commanding General of the MDDF, started off the event with unwavering support for the NCO Corps. The story about his time in Vietnam was moving and showed he truly does understand the need for a strong NCO Corps.

General Wilson told the audience that the concept of an NCO summit was inspired by the Army's "Year of the NCO" theme. "When I heard early this year that the Secretary of the Army had declared 2009 the Year of the NCO, it set me thinking about the character and nature of the Maryland Defense Force" (Wilson, 2009).

Explaining that the MDDF has been largely dominated by the officer corps for a number of years, General Wilson added, "I think we all realized, largely through our experience in the field during Hurricanes Katrina and Rita...that there was an entire layer of leadership missing. It is my sincere hope that, in this Year of the NCO, you...the NCO Corps of the MDDF will find new life, new esprit de corps, new inspiration, and new responsibility as a result of this great day."

Traditionally the Command Sergeant Major for the soldiers being inducted into the NCO Corps signs the NCO creed and reads the oath. Since the MDDF CSM position is currently vacant the MDMilDep CSM placed his signature block on the personalized NCO Creeds and recited the oath for the attending noncommissioned officers. As the key note speaker the MDMilDep CSM spoke of how vital the MDDF is to the MDMilDep and his continued support of the MDDF NCO Corps.

MOVING FORWARD

The inaugural induction ceremony was the one of corner stones of the foundation, but it is only the beginning of building a strong NCO Corps. The NCO Council has a great deal of work in order to make it happen. It is currently working on an official charter, making the council a formal part of the MDDF and a true support mechanism for the Command Staff. Other corner stones will have to be laid, filling the post of the MDDF CSM is one of those major corner stones. Another is setting standards so that everyone, Officers and Enlisted personnel, know what is expected of them as members of the MDDF. Building the Enlisted / NCO ranks, that is recruiting and retention can not be overlooked. It is necessary to reach out for quality soldiers who can bring a solid military bearing to the NCO Corps, to the MDDF, and to the MDMilDep.

In seeking ways to build esprit de corps a desirable activity is in joint training with the National Guard on solid quality missions. A number of MDDF elements have already begun this (Eder, 2009; Hastings, 2009). These joint activities provide a new focus towards building and supporting a NCO Corps which is starting to take hold among the different units in the MDDF. But more has to be done; the current low number of MDDF NCOs does not mesh well with the rest of the MDMilDep where the NCOs are already the backbone.

Recruiting and retention are major hurdles the new CSM and NCO council will need to overcome. An outreach to the returning wounded warriors who may no longer be able to serve as a war fighter, but have an overwhelming amount of military knowledge, to train, mentor, and lead our troops is a critical untapped resource of potential recruits.

Exposing the MDDF Command Staff and Directorates to the working relationship between the Officers and NCOs, between the Directors / Commanders and their First Sergeants / Sergeant Majors is a good beginning. Even more important is educating all to the role of the MDDF CSM, his / her duties and responsibilities within the Command Staff, within the MDMilDep and within the NCO Corps in order to build on the foundation set by the Year of the NCO and the NCO Inaugural Induction Ceremony.

In combat or not, individual exploits and personal valor are important (Jackson, n.d.); however, team effort wins the battle and builds our house. The Defense Force NCO Corps are the journeymen that pays close attention to building team performance, to the organizations in which soldiers serve, to the flags and colors that symbolize those organizations. The NCO trains, mentors, and leads; the NCO instills discipline, the NCO passes down traditions, the NCO is the backbone, and builder of the Defense Force.

For those who say, "What does it matter" there is no response since for those outside the military, unit pride means little and its history is unimportant — one organization is much the same as any other. But for those soldiers who have served in the MDDF's 10th Medical Regiment (Colgan, Davis and Barish, 2006; Hershkowitz and Nelson, 2007), Cavalry Troop A (Roberts, 2007), Engineer Corps (Kelm and Hershkowitz, 2007), Chaplaincy (Hershkowitz and Tenenbaum, 2008), and in general (Hastings and Henry, 2007) unit pride is very much a part of their lives; this translates into esprit de corps, professional military pride, and are the building blocks for the future. The customs, courtesies, and traditions of our Military, the MDDF, and the NCO Corps provide a connection with soldiers throughout the history of the Nation and the State. With a strong foundation, a solid NCO Corps, with unit pride and professional military bearing the NCO Corps and the MDDF will truly be "Ready When Called."

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THE WARRIOR'S SHIELD¹

Lieutenant Colonel Alan D. Preisser (USAF-Ret)

*The warrior's shield is molded rust
No longer beats the drum
On Flanders Field where poppies grow
There once the blood did run*

*In silent tribute row by row
The names of heroes stand
Diminished not by sands of time
The honor they command*

*On marble tablets and silent walls
In hallowed halls of pride
The nation calls to those who gave
To long with us abide.*

*The eternal sentry upon the wall
His watch forever stands
His cry to those who follow on
"Take care and watch my friend"*

*On distant shores and battlements
The soldiers bravely fell
In dogged combat in the air
And fire pits of Hell*

*In mighty ships and under seas
The sailor ventured forth
To battle bravely and defend our shores
From Satan's evil force*

*The mighty cry of brave young men
Defending those who can't
Wherever freedoms bell may toll
And drums of thunder rant*

So remember those who gave their all

¹ (Editor's note) Normally, articles published in the State Defense Force Journal (SDFJ) are on SDF topics; however, this poem is about those warriors whom we SDF members serve and support through the state military department; thus, the poem deserves to be published in this issue.

*And those who gave just some
Give thanks to all who came and served
Now rest--your watch is done*

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Contributors

Author(s)

Photograph

EDER, Captain (MD) James

James Eder is a Captain in the Maryland Defense Force (MDDF) assigned to the Engineer Corps. Captain Eder is designated as the Corps of Engineers contact with Civil Affairs and Community Service (G-5); is a technical content reviewer of the State Defense Force (SDF) Publication Center, producing both the SDF Journal and the SDF Monograph Series; is a member of the Military Emergency Management Specialist (MEMS) Academy and has earned the Basic MEMS Badge. Mr Eder has twenty-three years of experience in all phases of the land planning, design, construction management, consultant coordination, internal quality management reviews, budget and cost, and easement and permit application components for commercial, residential, and institutional projects, including residential subdivisions, roadways and sanitary sewers. He is a member of the American Society of Civil Engineers.

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ROMANICK, Captain (NJNM) Eugene

Eugene Romanick commands the 3d Battalion, New Jersey Naval Militia, which is the training battalion for the New Jersey State Guard. Captain Romanick comes from an Army background that includes both enlisted and commissioned service in Armor, Mechanized Infantry, Cavalry and headquarters units. He has served in a variety of command and staff positions at the platoon, battalion and Headquarters level retiring as a Lieutenant Colonel after 34 years. Captain Romanick received his BA degree from Lea College in Political Science and History, his MA degree from Wm Paterson University in International Relations and a Graduate Certificate in Homeland Security from Thomas Edison State College. His military education includes Armor Officer Basic, Motor Officer and advanced courses, Tactical Intelligence Officer Course, US Army Command and General Staff College, US Air Force Command and Staff College, US Marine Corps Command and Staff College, and the International Relations module of the Naval War College. Captain Romanick is qualified as a Master Military Emergency Management Specialist (MEMS) and is the NJ Academy State Director for the MEMS Academy. He is awaiting certification as a Certified Homeland Security professional (CHS). Captain Romanick was the county Community Emergency Response Team (CERT) Coordinator in Sussex County, New Jersey prior to full retirement. Captain Romanick is a flotilla, district and national staff officer in the US Coast Guard Auxiliary.



Author(s)**PREISSER, Major Alan D. Preisser (USAF-Ret)**

Alan Preisser is a retired US Air Force officer having served as a combat pilot in F-4D/E, F-15, OV-10, O-2 and CT-39 military aircraft; as both a ground and airborne forward air controller (FAC) working with many US Army infantry, airborne and mechanized units; as functional manager for several Army support programs while at HQ Tactical Air Command (TAC); and in a variety of staff assignments including such Command levels as the Wing, HQ 5th Air Force (Japan), HQ TAC and NATO 4th Allied Tactical Air Force (Germany), with overseas assignments in South Korea, Japan and Germany. Major Preisser, as a member of the Joint Warfighting Center (JWFC) Support Team, is currently working as a military analyst in the External Engagement Division at the Joint Center for Operational Analysis (JCOA). As a former Joint Specialty Officer under the 1986 Goldwater-Nichols Act he has been employed at Joint Forces Command since June 1998 and as the Editor for the JCOA Journal since July 1999. Major Preisser holds a BS degree in Education from the University of Maryland, an MS degree in Education from the University of Southern California and a middle school certification in Science and Social Studies from Old Dominion University.

Photograph

Author(s)**SCOTT, Sergeant Major (MD) Ronald**

Ronald Scott is a member of the Maryland Defense Force (MDDF) and is assigned to the Engineer Corps as Sergeant Major and Senior Enlisted Advisor to the Command Staff. His additional assignments are to perform facility assessments for critical infrastructure risk assessment and to the Maryland Joint Operations Center Augmentation team, where he supports emergency management activities with the Maryland National Guard's (MDNG's) 58th Joint Forces Command. SGM Scott has deployed with the MDDF 10th Medical Regiment as part of Operation Lifeline in support of Louisiana citizens following Hurricane Katrina and assisted the MDNG when the F5 tornado did great damage to the town of LaPlata, Maryland. In performance of his duties, he has earned many awards, including the Maryland Commendation Medal (2 OLC) and the Military Emergency Management Specialist Senior Badge. SGM Scott's civilian employment includes Government service in the US Army Corps of Engineers, Department of Defense, Walter Reed Army Medical Center and currently at the General Services Administration, in such activities as energy audits, reduction of energy consumption and construction project manager, and deployed to the Middle East in 2004 in support of Operation Iraqi Freedom as part of Task Force RIO, where he assisted in moving fuel oil from the port in Mersin Turkey to points all across Iraq for humanitarian relief. SGM Scott is a Reserve Police Officer with the Washington Metropolitan Police Department and is assigned to the Anacostia Station in the Seventh District, where he was awarded the Outstanding Reserve Officer in 2005. He is Civil Disturbance Unit certified, certified in defensive tactics and also serves as an armed Special Conservator of the Peace for the City of Alexandria Virginia. SGM Scott is a Native American from the Patawomeck Indians of Stafford County, Virginia and traces his ancestry to Chief Japsaw, uncle of Pocahontas.

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