

tial art). The unit's consistently superb performance on the Expert Infantryman Badge test speaks for the skill of the infantrymen assigned to it.

The U.S. soldiers study the Korean language throughout their assignment with the UNCSF, while the Korean soldiers continuously work to improve their English skills.

Based at Camp Bonifas, only 400 meters south of the DMZ, the UNCSF has been involved in many engagements with North Korean forces since the end of the Korean War. The most significant of these include a North Korean attack against Camp Bonifas (then Camp Kitty Hawk) in 1967, which resulted in heavy casualties; a North Korean ambush of a

United Nations Command truck in the MACHA in 1968 during which four Security Force soldiers were killed and two wounded; and the axe murder of two Security Force officers at Panmunjom in 1976. As recently as 23 November 1984, the UNCSF countered North Korean aggression when a Soviet citizen defected at Panmunjom.

The recent North-South Korean talks and exchanges at Panmunjom and in Taesong Dong, which have been unprecedented in scope and nature, have placed unusual demands upon the UNCSF. And for its support of the historical North and South Korean Red Cross exchange of relief goods, which occurred in the wake of severe flooding in Sep-

tember 1984, the unit was awarded the humanitarian service medal.

In short, the UNCSF, as the unit deployed farthest forward in the Republic of Korea, performs missions that are essential to the maintenance of peace. The United Nations Command has therefore given the unit its motto — "In Front of Them All."

Major Karl W. Eikenberry, an Infantry officer and a 1973 graduate of the United States Military Academy, recently completed an assignment as deputy commander of the UNCSF. He has served in the 2d Infantry Division; the 1st Battalion, 75th Ranger Regiment; and the 24th Infantry Division. He is now assigned as the Assistant Army Attache to the Peoples Republic of China.

Leaders Reaction Course

MAJOR ROBERT L. MAGINNIS

Inside the high grey walls of the prisoner-of-war camp the sultry weather hangs around the soldiers' necks like iron weights. They have been told that two of them are to be executed later today, soon after they have completed digging the newest graves. Their only route of escape is across a wide moat circling the prison's interior and then over the high walls.

They have watched the guards for months, and know their routine. They also know that the slightest movement of the stagnant water in the moat will sound an alarm. The concertina wire along the inside of the prison walls is electrically charged, and the guard's catwalk is too dangerous to be used to aid an escape.

Nearby, the soldiers see a ladder and two ropes of different lengths. Five of them begin to formulate a plan while large brown rats scurry around the prison's recreation area.

The soldiers realize that loud talking and unusual movements will call attention to their plan. They also know that

at any moment friendly aircraft will conduct a scheduled bombing of the enemy's nearby garrison area and have decided to take advantage of the inevitable confusion caused by the bombing. Once the alarm sounds announcing the air raid, they plan to run through the moat and get over the wall as quickly as possible.

The friendly bombers can now be heard in the distance. One soldier signals a comrade. Cautiously, the two of them lift the ladder while one keeps the guards in view out of the corner of his eye. One of the soldiers quickly crosses the moat, as the air raid alarm sounds, the bombs burst in the garrison area and the air defense guns muffle the moat's now triggered alarm system. In a moment the soldier is perched on the ladder's top rung.

He finds a handhold dangerously near the wire, which is humming with its deadly electrical charge, but without a moment's hesitation he shifts his weight to that hand and then locates a hold for the other. With a burst of energy he vaults

and pulls himself to a position atop the wall. On the other side he finds a piece of pipe. Cautiously moving this over the wire, he is able to help his comrades over the wall. They all escape without being detected.

This group of soldiers has just successfully completed one of the 17 challenging tasks that make up a Leaders Reaction Course (LRC), which is designed to act as a sensitive barometer of leadership skills. (See list of LRC tasks.)

An LRC has five primary functions:

- To improve soldiers' leadership abilities by giving them an opportunity to apply the lessons they learned in their formal leadership instruction.
- To help soldiers assess the degree to which they possess certain leadership traits.
- To provide soldiers with a means of evaluating their own leadership ability more accurately.
- To give soldiers an opportunity to observe the way strengths and weaknesses

es of others affect a team operation.

• To develop individuals as leaders by testing their competence in handling a small team that has been charged with accomplishing a mission under conditions of stress.

In addition, the course can develop unit cohesion, strengthen the chain of command, and measure squad effectiveness under competitive conditions.

The first permanent American facility for an LRC was built at Maxwell Air Force Base (AFB), Alabama, in 1951. Labeled Project X, it was used to train students in the Squadron Officers' Course. The concept was soon adopted at Fort Benning, Georgia; Lackland AFB, Texas; the Air Force and Military Academies; Army NCO academies; ROTC summer camp sites; and elsewhere.

The Fort Benning course, built in 1952 by Engineer soldiers, is the oldest and busiest course of its type in the Army. (The first class to use the course officially was the first Officer Candidate School class of 1954.) It was rebuilt in 1963 by the 577th Engineer Battalion, which added a 75,000-gallon pool of water for use in 10 of the 17 tasks. The course itself is arranged to permit the evaluators to exercise maximum control and to reduce the time required for the participants to move from one task to another.

The operation of all LRCs is similar. Typically, the emphasis is on giving each soldier an opportunity to be the leader for at least one of the tasks.

A participating unit is usually divided into equal squads of 10 to 12 soldiers, who are issued rubberized M16 rifles and then told to report to the evaluator at their first task location. Each squad is subsequently divided into two equal teams—the working team is responsible for completing the mission, while the observing team provides safety personnel, overwatch and support elements, and harassers.

An evaluator designates one of the working team members to be the leader for a particular task. This soldier and the observing team are briefed on the mission, and the leader is given two minutes to conduct a reconnaissance of the area and to formulate his plan. After his reconnaissance, the working team lead-

er is given 12 minutes to complete the task.

Stress plays an important role in the evaluation, because it is through stress that a leader's true problem-solving processes and leadership skills become apparent. A stressful environment is created for each task by introducing numerous limitations, one of which is time. The working team members are also restricted as to what they may touch, and they can use only the equipment at each site. Finally, the members of the observing team stand nearby verbally harassing the working team.

EVALUATION

At the conclusion of the allotted time, "Cease work" is announced. The working team then returns the equipment to its proper place, and the evaluator conducts a brief critique of the working team's performance. Subsequently, the teams switch responsibilities and move on to the next task. (Later that same day the evaluator should provide a more detailed assessment of each leader's performance.)

Each LRC task is a small engineering problem that is designed to be solved

simply and efficiently. But none of the problems can be solved successfully without teamwork on the part of the soldiers in the group. The skill of the leader, therefore, determines the success or failure of his group.

Interest in evaluating the skill of potential leaders has long been the focus of LRCs. The Germans, who were reportedly the first to employ the concepts that support the course, initially used these concepts to select officer candidates. They reasoned that "when an entire people is drafted, the most various abilities and special aptitudes become available, and each single man must be placed where he can best serve his country."

Germany's pre-World War II senior military psychologist, Max Simoneit, looked for specific characteristics in officer candidates. He and nearly 200 other German psychologists examined officer candidates for aptitudes, temperament, personality, likes and dislikes, attitudes and ambitions. The German Army considered desirable officers to be those who had the qualities of imagination, rapid learning ability, capacity for swift adjustment, initiative and willpower in thought and action, emotional stability, and security of conduct, and whose attention was directed outward rather than inward.

LRC TASKS

1. Escape from a POW compound.
2. Scale a heavily mined cliff and cross a water obstacle to deliver urgently needed ammunition.
3. Cross a river to deliver a box of Dextran (blood expander).
4. Cross a rapidly flowing river by means of a partially destroyed bridge to deliver ammunition boxes.
5. Cross a stream with a drum of gasoline.
6. Climb through a culvert with ammunition boxes, and then cross concrete abutments that once supported a bridge.
7. Deliver a box of ammunition to the far side of a stream.
8. Cross two large electrically charged pipes and a river to deliver a special round of ammunition.
9. Cross a blown-out bridge over a deep gorge, and deliver two captured ammunition boxes.
10. Cross a blown-out bridge with a cartload of supplies.
11. Cross a minefield.
12. Breach a minefield carrying sensitive items.
13. Destroy an ammunition dump.
14. Cross a minefield enroute to reinforcing a squad pinned down by fire.
15. Cross a gorge with a critical resupply of ammunition.
16. Set up a forward observation post on the far side of a minefield and tank trap.
17. Recover a small load of ammunition from the far side of a minefield.

The methods of selection employed by Simoneit and his team eventually gave rise to the current reaction course. Simoneit hypothesized that a man's actual achievements did not indicate as much about his potential as the way in which he attempted to do things. For this reason he would arrange situations as nearly as possible to those of actual combat to see how a candidate behaved.

When World War II broke out, the British also were obliged to select large numbers of officers in a hurry. In doing so, they developed a system that combined the best features of the German selection system. These techniques were especially effective as employed by the British intelligence services, which designed individual and group tasks such as negotiating a water obstacle with 100 pounds of sensitive radio equipment, as well as other tasks to see which member of a group would emerge as the leader and whether the others would willingly follow him. After the war the British continued to use these same concepts as one way to determine the leadership potential of candidates for Sandhurst and the Royal Air Force Academy.

During the post-war era, the U.S. Army Ground Forces command created

a Leaders Course at each of its training centers to detect and train potential leaders. This six-week course was designed for OCS nominees and for young soldiers who had been recommended by their company commanders as being potential noncommissioned officers.

During the third week, the soldiers ran a Leaders Reaction Course. It consisted of 20 mock situations set up in difficult terrain. The soldiers were formed into five-man patrols. (Each soldier acted as the patrol leader for four of the situations and served as a member of the patrol in the other 16.) The soldiers were evaluated during the reaction course and were then critiqued on their overall performance at the end.

The value of the present LRC for the Army has been demonstrated for more than 30 years. It has helped trainers identify soldiers who were creative, soldiers who could lead, and soldiers who stifled mission accomplishment.

The Army will likely continue to expand its use of the LRC concept, because the course fosters the development of teamwork and promotes cohesion. It also provides immediate leadership feedback—the leader sees quite vividly how his own actions and those of his comrades

either help or hinder the accomplishment of the mission.

It also gives a leader practical experience in evaluating the abilities of other men. By observing the way his team members respond to his actions and orders, he can determine to what degree he is able to get results from others. Finally, the LRC provides an environment in which the validity of a soldier's leadership instruction can be checked.

The LRC is a leader development and assessment course. Its realistic battle-field-like tasks provide an ideal training environment for soldiers regardless of their backgrounds. It also provides an effective analysis of a soldier's leadership abilities, enabling him and his trainers to focus on those leadership skills that require more attention.



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Rail-loading a Heavy Brigade

CAPTAIN MICHAEL V. TRUETT

Moving military equipment by rail is becoming an increasingly frequent task for many infantry leaders. Most Army units in the continental United States are subject to periodic rotations to the National Training Center (NTC) at Fort Irwin, California, just as many overseas units must deploy by rail for major training exercises. In addition, many units are required to rail-load for deployment to support National Guard or U.S. Army Reserve training, or to facilitate their own

off-post training requirements—cold weather training at another military installation, for example.

The planning process for rail-loading is complex and detailed. Rail-loading is done at all levels of command (platoon, company, battalion, brigade), but the higher the level the greater the complexity of the planning and execution. The diversity of a unit's equipment also complicates the operation. For these reasons, a discussion of rail-loading the armor,

mechanized infantry, field artillery, combat engineer, and support battalion elements that normally deploy as parts of a mechanized infantry brigade may be the most useful. And these same considerations can be applied to other levels as well.

When a brigade is notified of an upcoming deployment, the S-4 will usually assume staff responsibility for the rail-loading process. He will be responsible for analyzing the mission upon which the