
or treat casualties after medical personnel arrive if the tactical situation allows it, but if the mission is not accomplished, all of the soldiers themselves may become either casualties or captives.

Certainly, it is our moral obligation to do all that is possible to see that wounded soldiers are treated in a timely manner,

not only to prevent loss of life but to reduce suffering and prevent further injury. But if the treatment and evacuation of casualties becomes the focus of squads and platoons before the mission is accomplished, nothing is achieved except a greater number of casualties and the failure to finish the enemy.

Staff Sergeant Steven D. Miller has served as an observer-controller at the Joint Readiness Training Center, as a rifle team leader, scout team leader, and sniper with the 7th Infantry Division, and as a long-range surveillance detachment leader in the 5th Infantry Division.

The IOBC Mentorship Program

CAPTAIN DAVID M. TOCZEK

Today, most officers are familiar with the word *mentor*, which is defined as “a wise or trusted teacher,” and a newly commissioned second lieutenant gets his first taste of mentoring in the Infantry Officer Basic Course (IOBC).

IOBC is a rigorous 16-week course designed to challenge lieutenants and prepare them to serve as rifle platoon leaders. The program of instruction (POI) involves a significant amount of instruction at the small group or platoon level. Today, it is more difficult than the old basic course that many of us remember.

The structure of the 2d Battalion, 11th Infantry, supports this new POI and increased mentoring opportunities. Each company, depending upon class size, has two to five platoons, each trained by a captain as senior platoon trainer. Working for the captain are two noncommissioned officers (NCOs)—a sergeant first class and a staff sergeant.

All trainers are hand-picked by the battalion commander. The company commander, a major, is typically a former small-group instructor (SGI) from the Infantry Officer Advanced Course. With a former SGI as company commander, the senior platoon trainers instruct material they themselves learned in the Advanced Course, but focused at platoon level.

The importance of the platoon trainers in the development of the lieutenants can-

not be overstated. Each of these captains is under the scrutiny of some 30 lieutenants on a daily basis. The platoon trainers lead by example in all physical training and field training and teach a large portion of the classroom instruction as well.

The development of the lieutenants takes place daily, both formally and informally. Classroom instruction, social functions, dining-ins, formal receptions, and field time all figure into this development. This focused development, conducted by first-rate captains and senior NCOs, is the key to success in IOBC.

Still, the lieutenants also need a broader perspective from more senior officers. The Senior Leader Seminar was established for just this purpose. It allows lieutenants the freedom to question and learn from a colonel of infantry. Since a lieutenant assigned to a brigade usually does not have free access to his brigade commander, this program gives him a perspective he might not otherwise have.

Before each IOBC class, infantry colonels from Fort Benning volunteer to act as Senior Mentors. One colonel is assigned to each IOBC platoon. He meets initially with the platoon on the first Friday of the course, and the program calls for four one-hour periods of formal instruction throughout the remainder of the course. Most Senior Mentors also visit the

platoons in a field environment, conduct physical training with them, and host informal social functions. The program's strength is in its flexibility to mesh the POI with the Senior Mentor's wishes for interaction.

Topics of discussion range from fiscal responsibility to the Officer Efficiency Report (OER) to those qualities Senior Mentors expect an infantry platoon leader to display. At times, the Senior Mentors tutor their platoons on how to succeed in difficult operations; at other times, the conversations delve into less tangible themes such as the relationship between the platoon leader and the platoon sergeant. In each session, the conversations are free-flowing; colonels listen intently as lieutenants voice their questions and concerns. More often than not, the Senior Mentor does not offer a solution to a problem but uses his personal experiences to illustrate how he dealt with a similar problem.

The Senior Leader Seminar sets the stage for newly commissioned infantry lieutenants to experience mentoring firsthand. The program allows them to see just how helpful or illuminating a senior officer's experiences or knowledge can be. It also leads them to expect mentoring from their superiors when they reach their first unit of assignment.

Although IOBC provides the formal

structure for officer development, the seminar supplements it through the personal expertise of senior officers. Senior officers develop lieutenants through open discussions. Field Manual 25-101, *Battle Focused Training*, states: "The commander must continually listen to, understand, challenge, and mentor junior leaders." This relationship—and the knowledge imparted—may well pay off on a future battlefield.

A mentor can make an important dif-

ference in the development of an officer. While this effect is most pronounced among junior officers, senior officers can also benefit. The Senior Leader Seminar is a way to establish in the lieutenants' minds how mentorship works. Although mentoring may place heavy demands on senior commanders' time in infantry battalions and brigades, its result in the development of our officers could make it well worthwhile. As one Senior Mentor observed, "We must spare no expense to

make lieutenants successful, because the cost of failure is too great."

Captain David M. Toczek recently completed an assignment as a senior platoon trainer in the 2d Battalion, 11th Infantry. He previously served as a rifle platoon leader, a company executive officer, and battalion adjutant in the 3d Battalion, 325th Infantry, in Italy. He now commands Company A, 1st Battalion, 30th Infantry, 3d Brigade, 3d Infantry Division. He is a 1988 graduate of the United States Military Academy.

Leadership

A Commonsense Approach

LIEUTENANT COLONEL VICTOR M. ROSELLO

Looking back on my first months of commissioned service, I still vividly remember the sense of awe and wonder that seemed to be eroding my self-confidence as that first assignment as an infantry platoon leader drew nearer. In a way, it was frustrating, because I had worked so hard to prepare myself during the officer basic course.

Of the many concerns I had during those early months, the single most important one dealt with leadership style. Some typical questions I would ask myself were:

- What kind of leader should I be?
- What type of character or personality should I demonstrate to my soldiers?
- Should I assume a role of some sort that will convey the image of a tough or benevolent leader?
- Of the people I know, which role model should I emulate? Were my ROTC (or Academy) instructors good enough role models? How about a historical figure? Would a Patton or an Eisenhower do?

For answers, I looked to the leadership instruction I had received in the basic

course, and it helped me develop a framework and some guidelines for sound and effective leadership. But how much of what you learn do you apply? Can you remember all those long lists of leadership principles, definitions, examples, attributes, qualities, things you must know, things you must do? If we could somehow distill all this knowledge or reduce it to a few easy-to-remember lines, wouldn't it be well worth the effort?

I offer here a short block of instruction that promises to help you find a leadership style that will be yours and yours alone, because it will be founded on your own talents and your own institutional concept of the ideal leader.

My approach to this instruction emphasizes brevity. Instead of reexamining the leadership principles you've already studied, I offer here a leadership concept that you can emulate in principle.

In presenting this concept, I call upon three historical figures whose writings have captured the essence of leadership. A short quote from each of them will point the way to a natural leadership style that will fit your own personality. I have

selected their quotes because they share a common factor that transcends cultural and historical boundaries. They also reinforce my philosophy and concept of leadership style. If you remember the essence of the eternal words of wisdom of these men, you will not fail:

First, a quote from British Field Marshal Bernard L. Montgomery of World War II fame, will establish the overall objective of leadership:

The first thing a young officer must do when he joins the Army is to fight a battle, and that battle is for the hearts of his men. If he wins that battle and subsequent similar ones, his men will follow him anywhere; if he loses it, he will never do any real good.

Right up front, Montgomery tells us that the new officer must somehow win his soldiers over so that, together, they can become an effective team able to accomplish any mission.

The obvious thing we must determine next is *how* to win their hearts. Chinese philosopher Sun Tzu will give us some insight:

Regard your soldiers as your children,