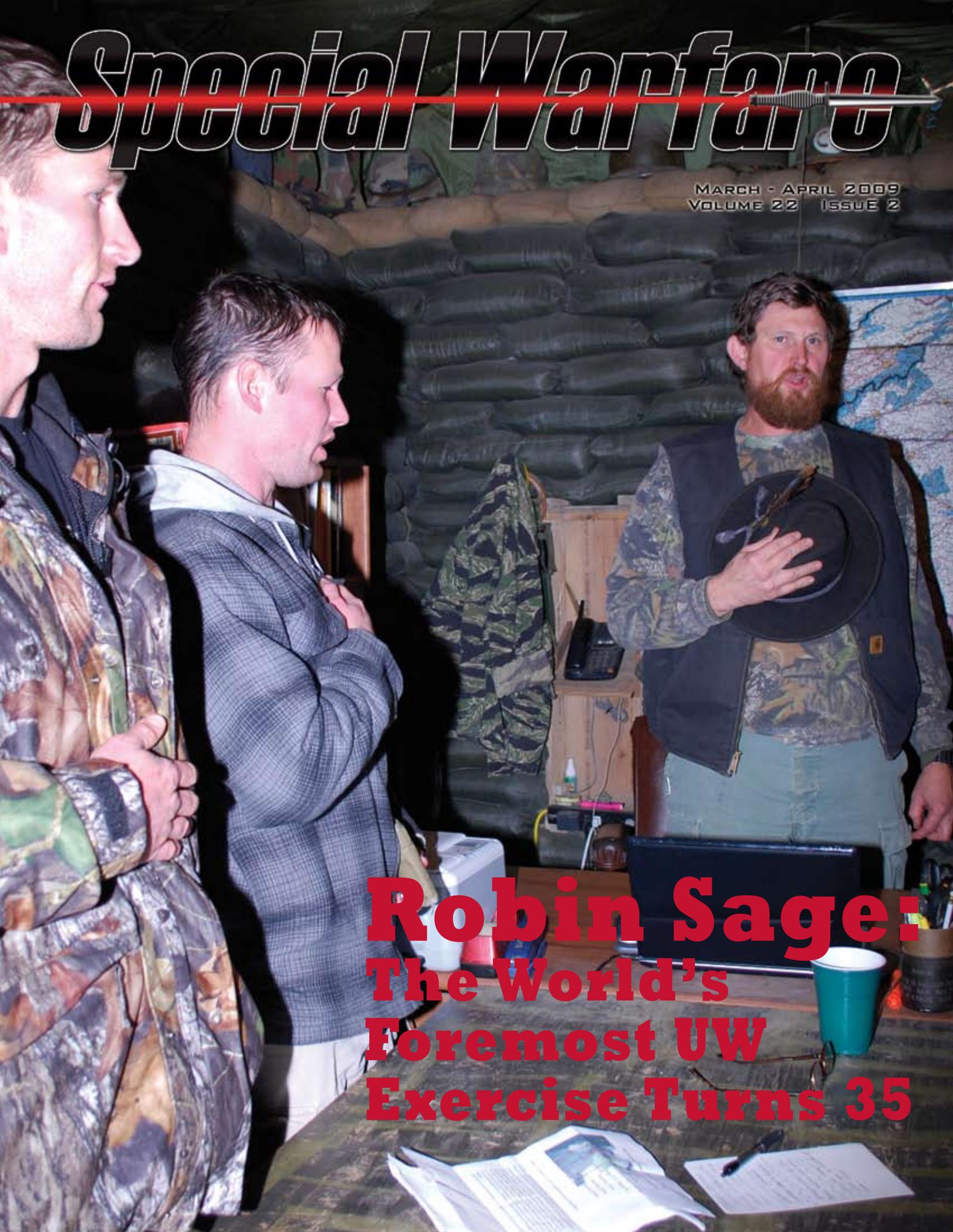


Special Warfare

MARCH - APRIL 2009
VOLUME 22 ISSUE 2



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The World's
Foremost UW
Exercise Turns 35**

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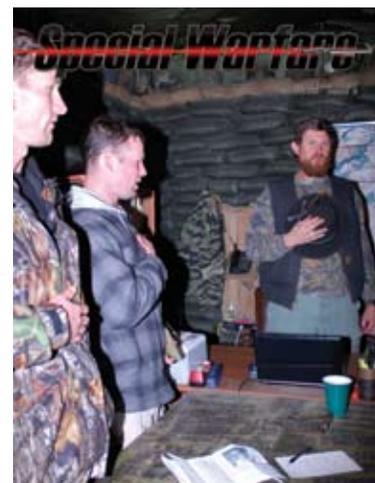
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A civilian volunteer (right) leads SF students in the Pine-land Pledge during a district meeting. The meeting is one of several scenarios the students must navigate to complete Robin Sage. *U.S. Army photo*



Special Warfare

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This year marks the 35th anniversary of the creation of the Robin Sage exercise as the culmination of the Special Forces Qualification Course. As an unconventional-warfare training exercise, Robin Sage has been proven enormously beneficial, and the relevance of the training SF Soldiers receive is demonstrated daily in missions around the world.

In fact, SF training has included a UW training exercise since the 1960s. Although there have been many changes to the training program since then, we have kept the exercise, first named Cherokee Trail, then Gobbler's Woods and finally Robin Sage. The longevity of the UW exercise is a tribute to the clear-sightedness of a long line of leaders and trainers at SWCS. Despite some suggestions over the years to reduce the exercise to a block of classroom instruction, they insisted on retaining the exercise, and today we continue to receive comments from SF Soldiers worldwide about the value of the training they received during Robin Sage.

In this issue, Janice Burton's article on Robin Sage pays tribute to the local civilians who support our Robin Sage training. They volunteer their time and services, in some cases contributing over a number of years, to make the exercise more realistic and more valuable. Without the contributions of these "quiet volunteers," Robin Sage and its predecessors could never have been as successful, and our SF Soldiers could not have been as well-trained.

Robin Sage's durability is seldom the norm in military operations, training or doctrine, but ironically, change often comes hard. The British military theorist Sir Basil Liddle Hart once remarked that the only thing more difficult than getting a new idea into the military mind is getting the old one out. But at the JFK Special Warfare Center and School, we have accelerated the inclusion of new ideas and the demise of old ones through a doctrine-development process that takes 19 months — less than the process used for conventional branches.

It is our goal to ensure that new ideas and lessons learned are incorporated as quickly as possible into ARSOF doctrine and the training that flows from it. In this issue, CWO3 Thomas Morris explains the doctrine review process and the need for Soldiers to assist doctrine writers who are trying to capture and integrate lessons learned into ARSOF doctrine. By contributing their experience, Soldiers can help to ensure that doctrine is dynamic and relevant to current missions.

Equally important to getting new ideas and lessons learned into doctrine and training is determining what among the old doctrine and training still works and should be retained. Those elements have an enduring value and validity that, like the Robin Sage exercise, provide historical continuity as they continue to teach new generations of ARSOF Soldiers timeless lessons learned by their ancestors in the ARSOF brotherhood.



Major General Thomas R. Csrnko

SWCS MARKSMAN TAKES HONORS AT TOURNAMENT

An NCO from the JFK Special Warfare Center and School recently distinguished himself in a marksmanship competition sponsored by the Army Marksmanship Unit at Fort Benning, Ga.

Master Sergeant Jeffrey Gurwitch took second place overall out of approximately 30 competitors in the active-duty military category of the Fourth Annual Fort Benning Three Gun Challenge, held Dec. 5-7. Gurwitch, assigned to Headquarters and Headquarters Company, Support Battalion, 1st Special Warfare Training Group, is the NCO in charge of the International Special Forces Training Course.

The competition, held at Fort Benning's Krillings Range Complex, consisted of eight stages of fire, each of which required the competitors to engage various targets at distances out to 400 meters with a combination of pistols, rifles and shotguns. Approximately 250 shooters competed in all categories. Out of approximately 178 shooters in the main category, Gurwitch placed 53rd.

Assigned to SWCS since 2007, Gurwitch previously spent 18 months as the primary combat-marksmanship instructor for the Special Forces Advanced Reconnaissance, Target Analysis and Exploitation Techniques Course, or SFARTAEC, taught by Company D, 2nd Battalion, 1st SWTG. Even though Gurwitch is no longer assigned to Company D, he said



▲ **TAKING AIM** (above) Master Sergeant Jeffrey Gurwitch takes aim with a pistol during the Three Gun Challenge. (below) Gurwitch fires a shotgun during another part of the competition, which was held at Fort Benning's Krillings Range Complex in December. *Contributed photos.*

that the company gave him access to its range facilities to train for the match.

The competition attracts the best pistol, rifle and shotgun shooters in the country, Gurwitch said, including the best sponsored competitors in the shooting sports industry. "The Three Gun Challenge is great in that it promotes the same safe gun-handling skills

and marksmanship skills that we require of Soldiers in certain phases of the Special Forces Qualification Course and SFARTAEC."

Gurwitch, an 18-year veteran of the Army, has spent 10 years in Special Forces, eight of those with the 5th SF Group. He has served three tours of duty in Iraq with the 5th SF Group.





^ **FREEDOM FLIGHT** Keith Stansell, fourth from right, one of three Americans held hostage in Colombia for five and a half years, exits the airplane that brought the captives from Colombia to the United States. *U.S. Army photo.*

WELCOME FROM THE JUNGLE

Psychological Perspectives on Reintegration

Story by Lieutenant Colonel Kristin Woolley

On July 2, 2008, while many people in the United States were planning their holiday festivities, Keith Stansell, Mark Gonsalves and Tom Howes, three American contractors being held captive by the Revolutionary Armed Forces of Colombia, or FARC, were reluctantly boarding a Russian-made helicopter to meet with a so-called humanitarian agency in the Colombian jungle, as arranged by their captors.

The Americans, along with 11 Colombian hostages, including former Colombian presidential candidate Ingrid Betancourt, were bound, exhausted and afraid. Employees of Northrup Grumman, they had been captured by the FARC in February

2003 after their plane crashed while they were conducting a counternarcotics mission for the U.S. government. Now, five and a half years later, they expected nothing positive to come from yet another move, another promise and another dangerous situation. What they did not know was that their escorts were in fact Colombian army operators and U.S. personnel who had tricked their captors. Moments later, they found themselves rescued and enjoying freedom for the first time in more than five years.

On that same day, I was given a few hours notice to report to Brooke Army Medical Center, or BAMC, at Fort Sam Houston, Texas, along with four other psychologists trained in

Survival, Evasion, Resistance and Escape, or SERE. Our job would be to assist the Joint Personnel Recovery Agency, or JPRA, and U.S. Army South, or USARSO, in reintegrating the three American hostages.

As psychologists, we were charged with two goals: First, we were asked to be present with the returnees throughout their debriefing process and to be advocates for their health and welfare while allowing the Department of Defense and other agencies to gather necessary information about their captivity.

Second, we were to assist these men in slowly reintegrating into their families and American society while minimizing any physical

or emotional complications. This was not an exercise or another annual hostage-update briefing at the JPRA SERE Psychology Conference — it was the real deal. I was being given a rare opportunity to make a positive impact on the lives of these three men and to reinforce the strategies, tools and values that we teach as part of our SERE training at the JFK Special Warfare Center and School.

The reintegration process typically consists of three phases: initial recovery, transition location and home base. Phase I begins when captives are recovered and transported to a safe area. Returnees receive brief medical evaluations and psychological assessments, as well as operational and intelligence debriefings. A SERE psychologist, usually one of the first support personnel whom the returnee meets, assists in preparing the returnee for the coming hours and days of the repatriation process.

During this phase, it is critical to protect the returnee from feeling overwhelmed or cut off by the reintegration experience. One way the SERE psychologist can do that is by controlling the amount of information that immediately confronts the returnee. As with a medical procedure, it would be easy to simply perform the necessary tasks without informing the patient of the process, but not sharing enough information with the returnee can cause them distress, and they may become suspicious, hostile or withdrawn. It is critical that the recovery staff not inadvertently revictimize the returnee — if possible,



▲ **FAMILY REUNION** Former hostage Marc Gonsalves hugs his daughter, Destiny, during a ceremony on July 7, 2008, at Brooke Army Medical Center in San Antonio, Texas. *U.S. Army photo.*

they should grant them the pleasure of knowing simple things like time, destination and upcoming events. For example, it was amazing to watch the glee of a returnee playing with an iPod for the first time or proudly showing off a new wristwatch.

Similarly, the SERE psychologist can prevent the returnee's overexposure to information by limiting the access of unauthorized personnel, ensuring that the returnee gets adequate rest and addressing the common desire of the staff and the returnees to speed up this phase. Understandably, many in the media wanted immediate and direct access to the returnees so that they could report on their experiences, health and families. Fortunately, the USARSO staff and support personnel

were prepared and were able to postpone media events until the returnees were ready.

While the exact pace varies, reintegration is a proven process that gives returnees the best chance of success. During Phase I, the three returnees were already in good physical health and showed incredible patience with the series of tactical, logistical and administrative requirements. After a brief press conference early on July 3, Colonel Carl Dickens, the JPRA psychologist, summed it up by stating that the returnees were resilient and that the next few days would either set them up for success or just set them up. His comment would be important in guiding our interaction with staff and support personnel during the subsequent stages.

That press conference marked the beginning of Phase II, which began to get complicated early. The three returnees were kept together, but hospital personnel, media representatives and distant relatives began trying to visit or call them, drawn by the sensationalism of the event and hoping to connect with the three men. Although their intentions were good, many of them had to be turned away.

Typical events during Phase II, which normally lasts about 72 hours, include complete medical exams, formal debriefings and personal and group decompression time. Because the returnee begins to feel overloaded during Phase II, decompression is probably that phase's most important aspect. After living in seclusion and information "darkness" during their captivity, it is understandable that returnees feel overwhelmed by the flood of information and the glare of media

attention. Information about the world around them will come; it just doesn't need to come all at once.

SERE psychologists refer to their role at this stage as a "dimmer switch." They and other support-staff personnel try to help each of the returnees learn to turn up the switch slowly and stay in control. This dimmer-switch philosophy also allows for the building of the mental and emotional stamina required for coping with family reintegration.

At this point, the returnees were also vulnerable mentally, and as one of the SERE psychologists, I had the job of ensuring that each person who wanted access to the returnees had a legitimate need. For example, to quiet the clamor for photos and information about the returnees, the USARSO commander granted a staff photographer access to the returnees upon their arrival at BAMC. Unfortunately, in her haste, the photographer began photographing the men in fairly unflattering situations.

The lead psychologist, in consultation with the USARSO commander, suggested that photographs be taken at a time agreed-upon with the returnees. That allowed the returnees to regain some control by giving them a chance to prepare and to choose the photographs they wanted released. Involved personnel were acutely aware that the returnees were civilian-contract personnel who were not bound to participate in the repatriation process. It would have been a shame to sabotage the trust of a returnee, a family member or the command by releasing an inappropriate photograph simply to satisfy a media deadline.

Phase III is usually a move back to the U.S., with family members added to the circle of personnel available to the returnee. In this repatriation mission, Phase II blended quickly into Phase III, and amid continued medical care and debriefings, family integration became a priority. Not surprisingly, the returnees' family dynamics had changed significantly during five and a half years. The returnees' families now consisted of older children, teenagers, aging parents and independent spouses.

Each family had experienced financial challenges, difficulties with the U.S. and Colombian governments and tests of their faith. Fortunately, Northrop Grumman had provided support personnel for each family. The USARSO staff also provided escort officers, a chaplain and logistical support while the reintegration process was taking place at BAMC.

While family members are an important part of the reintegration process, reunification itself can strain family relationships. Families tend to want to take care of the returnee after being denied contact with them for so long. Conversely, returnees tend to want to protect the family from the horrors of their experiences, and they may not want to connect with them right away, as they adjust mentally and emotionally to their freedom. The SERE psychologists consulted with the families, made it possible for the returnees and their relatives to carve out "alone time," helped family members cope with the uncertainties of their relationships with the returnees, and guided their interactions with the media, each other and the support personnel.

Repatriation works — families have better outcomes, and debriefings allow interviewers to derive lessons learned and information that may assist in future rescue operations. Essential, though, is training for reintegration personnel and coordination between all organizations involved. Executive decision-makers must be able to resist the temptation to deviate from the reintegration process in an effort to "help" the returnees. Such deviations could cause long-term harm to returnees and jeopardize their healthy return to family, social and professional life.

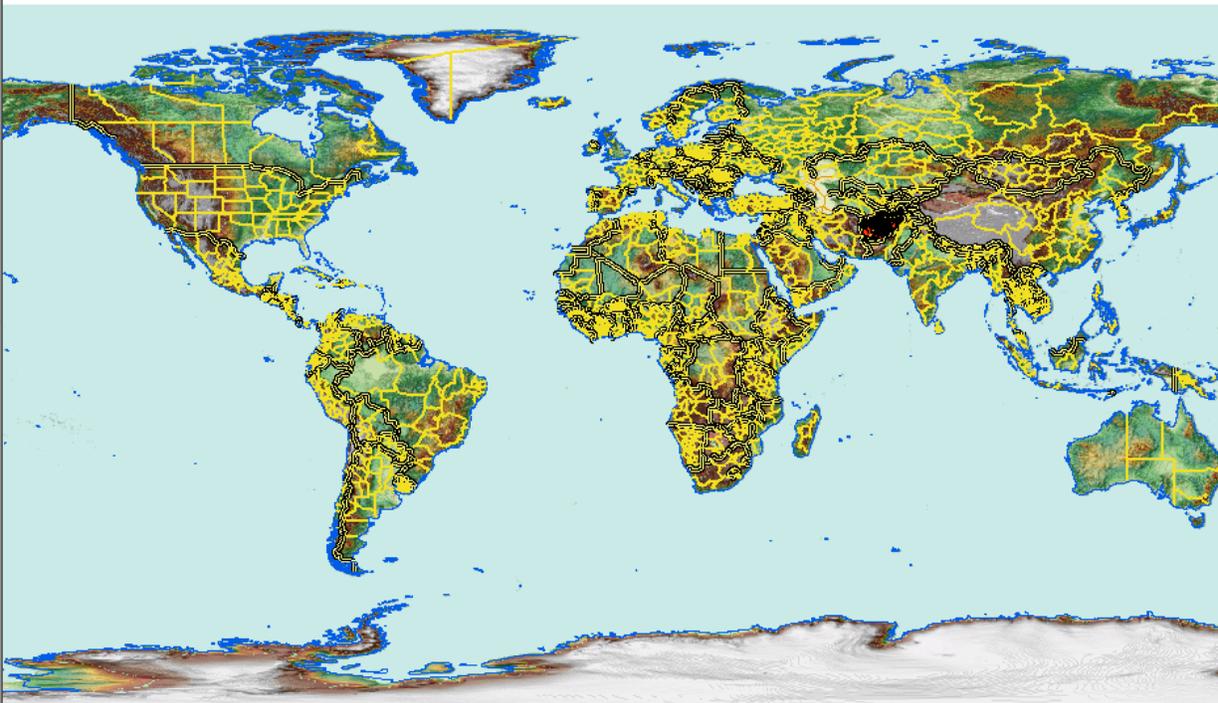
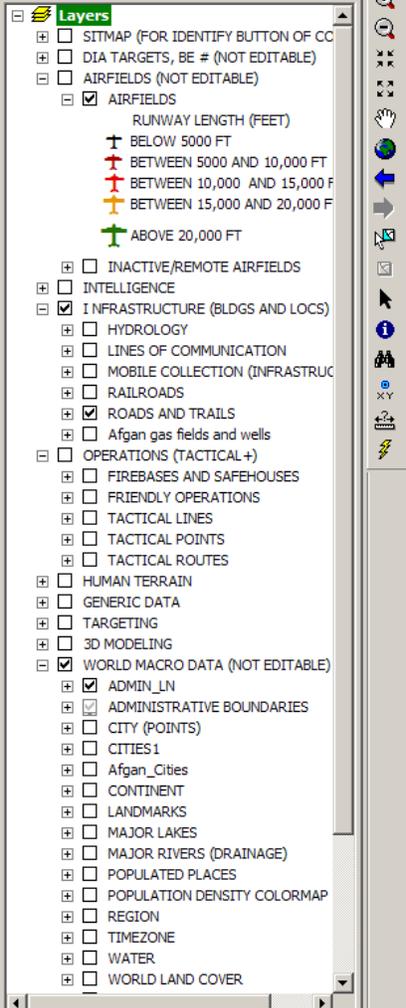
Fortunately, I was prepared for most of the challenges, and I learned more than I expected about the reintegration process and about captivity. As a SERE psychologist, I have a goal to gain insight into the mental balancing act between stress, resilience and survival. During the coming year, I will have opportunities to contact the returnees again. The pur-

pose of the calls and visits will be to facilitate their reintegration process and to gain insight into the pitfalls of their returning to everyday life after five and a half years of captivity.

Experiences such as intense memories of stressful events can occur as a result of predictable (anniversaries) and unpredictable events (a smell at a restaurant). Other stressors include the strains of marriage and parenting and the fear of working again. It will be my job, along with other support personnel, to help the returnees normalize these moments and avoid the all-too-familiar feeling for them of helplessness. The stressors of captivity and of freedom alike are painful, but they can be used to make returnees reflect on the positive aspects of life, appreciate their freedom to make choices and set new goals.

Last July, I shared in the celebration of Tom's, Keith's and Mark's rescue and repatriation. They had survived years of captivity and been reunited with their families, and countless military and civilian personnel welcomed them home. Now they face the task of reintegration, and I am fortunate to be part of that process. I hope to be able to reinforce for them the lessons that we teach at SWCS as part of SERE training: Keep the faith, bounce back from mistakes and return with honor.

LIEUTENANT COLONEL KRISTIN K. WOOLLEY, PH.D., IS THE COMMAND PSYCHOLOGIST FOR THE 1ST SPECIAL WARFARE TRAINING GROUP, U.S. ARMY JOHN F. KENNEDY SPECIAL WARFARE CENTER AND SCHOOL. WOOLEY RECEIVED HER BACHELOR'S FROM THE UNIVERSITY OF COLORADO, HER MASTER'S FROM BOSTON UNIVERSITY AND HER DOCTORATE FROM TEXAS A&M UNIVERSITY. SHE HAS SERVED IN THE ARMY SINCE 1989 AND HAS HELD NUMEROUS LEADERSHIP POSITIONS INCLUDING: CHIEF OF PSYCHOLOGY SERVICES, UNITED STATES DISCIPLINARY BARRACKS, FORT LEAVENWORTH, KAN.; AND CHIEF OF PSYCHOLOGY SERVICES, IRELAND ARMY COMMUNITY HOSPITAL, FORT KNOX, KY.



^ GEOGRAPHIC ANALYSIS The SOF Datamodel is a database developed by the SFISC cadre. It allows students to sort geographically referenced intelligence into a number of categories for more efficient and faster analysis.

Operational Analysis:

Special Forces Intelligence Sergeants Course puts analysis in the hands of operators

by Master Sergeant Jason Schrader, Master Sergeant Benjamin Callaway and Adam Baker

Special Forces intelligence sergeants are unique throughout the Department of Defense. Their experience, capabilities, analytical abilities, training and motivation make them an extremely valuable asset to any command and vital to the success of the missions of special-operations forces, or SOF. Because he is trained in a Special Forces military occupational specialty (18F), the SF intel sergeant is the only school-trained analyst in the military who is also an active operator. His extensive operational experience sets him apart from other intelligence analysts.

The skills that make the SF intel sergeant a force multiplier on a team are taught in the Special Forces Intelligence Sergeant Course, or SFISC. The overriding philosophy of the course is to place the knowledge and power of intelligence-analysis tools in the hands of the operator. This philosophy results in a more precise interpretation and analysis of information, producing a more realistic assessment of the battlefield situation.

The SFISC is 10 1/2-week program of instruction that

covers the following subjects: conventional and unconventional intelligence-collection and processing; geographic information systems, or GIS; link analysis; the intelligence cycle; training in analytical skills and emerging analytic techniques; intelligence preparation of the environment, or IPE (conventional and asymmetrical); interagency operations; intelligence architecture; digital intelligence systems; biometric identification systems; fingerprinting; photography; threat and vulnerability assessments, or TVA; evasion and recovery; target analysis; and a targeting and asymmetric-targeting exercise with product briefback.

In contrast to students in most other training environments, 18F students manipulate and analyze current, real-world information. Throughout the course of training, students create products that are available for use by operational elements already deployed or preparing to deploy. This unique opportunity prepares the 18F to “hit the ground running” when he returns to his unit.

Geospatial information and link analysis have become

core competencies for 18F Soldiers. Students in the SFISC learn to analyze the habits and needs of the enemy; extract tactics, techniques and procedures, or TTPs, from that information; and then use the ArcGIS geospatial information software suite, produced by Environmental Systems Research Institute, or ESRI, to find areas suited to the use of those TTPs. For example, when an 18F uses his operational experience to determine that a particular enemy usually makes camp close to a water source, on low ground to avoid overhead detection and out of the line of sight of friendly-force checkpoints, he can then use ArcGIS to identify likely camp sites by finding areas with those characteristics. That information allows the commander to better allocate his resources by targeting areas that are likely to have an enemy presence.

Students input all geographically-referenced intelligence occurring in their areas of operation, or AOs, into their ArcGIS database, commonly known as the “SOF Datamodel” (illustration on page 9), which was developed by the SFISC cadre. The database includes categories for common events, such as IEDs, threat locations and friendly operations.

During link analysis, students learn to use the Analyst’s Notebook software package (illustration on page 11), produced by i2 software, to map and analyze human relationships, eventually identifying nets, cells, leaders, facilitators and key support nodes. Predictive analysis allows 18Fs to discern enemy operational patterns, making it possible for SF units to act at the right time and against the right individuals to achieve the desired outcome. An 18F’s background experience in operations is invaluable in the link-analysis process: It allows him to draw more accurate conclusions and contribute to a higher rate of mission success.

Throughout the course, project assignments are tailored to each individual student. This tailoring is achieved by using in-processing questionnaires to determine when and where the student will deploy after training. Throughout the course, students develop a robust IPE product that focuses on their regional or deployment area. Students who do not know where they will deploy are assigned areas based upon requests from operational units. Those requests are sent directly to the 18F detachment and are assigned to the appropriate student.

Students learn various skills throughout the course that aid in the process of IPE development. The course culminates with a week-long asymmetric targeting exercise that uses a standardized targeting database. The database provides a uniform method of organizing information in order to ease unit transition efforts by saving time and preventing any loss of information. Targets are either selected by the students based upon their IPE prod-

uct conclusions or assigned to them based upon target requests from deployed operational units. Students back-brief their products to the class and selected guests from the operational groups. The products are then posted to a secure Web site, where they are available to SOF operators globally.

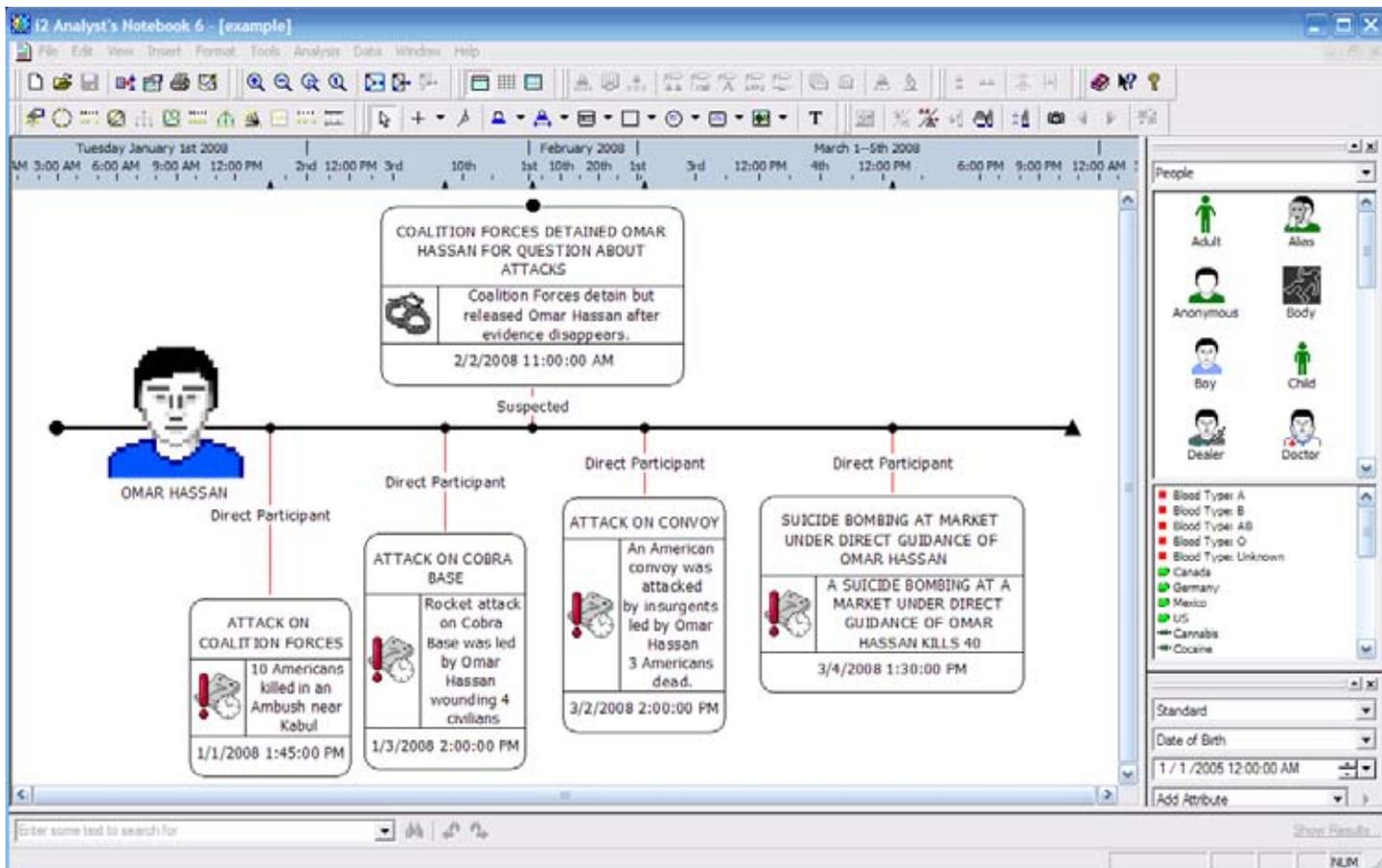
After SFISC, graduates become members of SFISC AKO-S, a Web site administered by the 18F detachment. The site provides a focal point for all 18F Soldiers and gives them the capability to reach back for updates to their training or assistance with problems that may arise. Through the Web site, 18Fs can contact the 18F cadre directly for feedback, lessons learned or assistance with any issues the course can help to resolve. Items posted on the Web site and available for use include IPE and targeting products developed from the course; guidebooks on link analysis, GIS and targeting; announcements; and updates. All products are reviewed by the 18F detachment prior to posting. Upon returning to their unit, 18Fs can upload and share any products that they have created in the Web site’s collaboration folder. The Web site has become a conduit that 18Fs can use for sharing information and updates with other 18Fs without the size constraints of e-mail attachments.

Sustainment training

Most of the techniques and software taught at the SFISC are both highly technical and perishable. The perishable skill set can be maintained only by ensuring that the 18F has his “toolbox” and that he receives the proper sustainment training.

The toolbox for the 18F is the Asymmetric Software Kit, or ASK, version III. Included in the ASK are ESRI’s ArcGIS, i2’s Analyst’s Notebook, SRA International’s Orion Magic software (for data collection and data mining) and map data for Operation Iraqi Freedom and Operation Enduring Freedom. Distribution of the ASK version III was complete in October 2008, according to the U.S. Army Special Forces Command.

There are various sustainment training opportunities available to ensure that an 18F remains proficient. One opportunity available for GIS sustainment training uses the Geospatial College of the National Geospatial Agency, or NGA. The Geospatial College will send a mobile training team, or MTT, to a unit’s location with hardware and software and tailor the training to fit the unit’s needs. The MTT training can easily be tailored by providing the NGA team with current copies of the SOF Datamodel and the GIS job aid that all SFISC graduates have when they leave the course. Using the NGA MTT would probably be more cost-effective and relevant than sending 18Fs to one of ESRI’s training facilities. Another option is to use ESRI’s



▲ **TEMPORAL ANALYSIS** The link-analysis tool included in the SFISC students' software package has a number of analytical capabilities, including the ability to analyze events based on the time at which they occurred.

numerous ArcGIS on-line courses from their Web page.

Key to any sustainment training is ensuring that standards are in place and are upheld. The standards established and taught at the SFISC are expressed in the guidebooks for ArcGIS and Analyst's Notebook. Adherence to the standards is critical when sharing intelligence products and analysis with adjacent and relieving units. If an 18F is handing over an updated version of the SOF Data-model depicting IED hot spots with a time of day/day of week analysis, it will not only save the incoming 18F hours of time conducting an analysis but, more importantly, it could also save lives.

Sharing and enforcing standards will also increase interoperability with other government agencies that may operate in the same battlespace. One example of maintaining the standard is the continued use of Analyst's Notebook as the link-analysis tool. The conventional Army has decided to standardize on another link-analysis program. However, SFISC senior instructor Earl Barner, a subject-matter expert on link analysis, has identified capability gaps in the other program that make a time-event pattern analysis impossible.

When the other link-analysis program converts files created in Analyst's Notebook, Barner says, the descrip-

tions and data that were structured and easy to follow are simply lumped into the file's "description," and the user must sift through the conglomeration of information to obtain relevant data. Because the U.S. Special Operations Command and some other government agencies have chosen to retain Analyst's Notebook, ARSOF units must resist the temptation to buy into software that does not complement or support the common operating picture.

Ultimately, an 18F graduate leaves the SFISC with the skills necessary to provide invaluable intelligence assistance to the commander; however, the 18F's education is far from over. His skills must be continuously refined and enhanced through sustainment training and real-world experience. That will ensure that no matter how our enemies change, Special Forces will be ready to take the fight to them.

Master Sergeant Jason D. Schrader, Master Sergeant Benjamin Callaway and Adam Baker are instructors in the SFISC.

(Editor's note: Information for prospective SFISC attendees can be found on the SFISC NIPR AKO portal page, located at www.us.army.mil/suite/page/461391.)

Reconceptualizing the 2006 QDR Threat Categories

by Dr. Robert J. Bunker

Projections of the future national-security environment are always laden with uncertainty and ambiguity. However, they help to serve an early-warning function concerning emergent threats and the national capabilities that will be required to respond to them. With this in mind, I would like to offer a reconceptualization of the 2006 Quadrennial Defense Review, or QDR, threat categories by viewing these threat potentials through a modified perceptual lens.

The current QDR threat categories are based on a four-square box that has irregular challenges in the upper left-hand corner and, in a clockwise fashion, catastrophic challenges, disruptive challenges and traditional challenges listed in turn. The threats are shown migrating away from traditional challenges into the other three squares of the box. Specific areas of concern are the need to defeat terrorist networks, prevent acquisition or use of WMD, defend homeland in depth, and shape choices of countries at strategic crossroads. At the same time, the model recognizes that the United States must “sustain its capabilities to address traditional challenges.”

Earlier thinking by Frank Hoffman in *Armed Forces Journal International* also questions the 2006 QDR threat modeling:

Rather than the simplistic quad chart found in the new National Defense Strategy, future scenarios will more likely present unique combinational or hybrid threats specifically designed to target U.S. vulnerabilities. Conventional, irregular and catastrophic

terrorist challenges will not be distinct styles — they will all be present in some form. This could include states blending high-tech capabilities, such as anti-satellite weapons, with terrorism and cyber-warfare directed against financial targets. ... Opponents will be capable of what Marine Lt. Gen. James Mattis has called “hybrid wars.”¹

Articulating such “combinational or hybrid threats” is an important step forward in our understanding of QDR threat categories, yet further reconceptualization is still warranted. I would suggest that a better way of viewing these threat categories is through a modified diagram that factors in each category (irregular, catastrophic, disruptive and traditional challenges) from the perspective of threat level and time. Such additional modeling provides an iterated, rather than a static, perspective on national-security threats and allows us to gauge or measure their perceived level of severity. Such a visual reinterpretation would include hybrid threats as an additional component to the

original QDR threat categories.

Using this perceptual lens, we can think of warfare as transitioning from the modern to the post-modern era — just as the political and economic systems are doing. Examples include the rise of challengers to the nation-state form (e.g., al-Qaeda and drug cartels), endemic state failure, the European Union attempt at creating a post-Westphalian regional state, the rise of informational and bio-technical economies, mass migration to the Internet (cyberspace) and increasing globalization.

As an outcome of this epochal transition — a revolution in political and military affairs — the traditional challenges of the modern era are becoming less significant threats, even more so given the U.S. domination of conventional warfare. As we begin the transition into the post-modern era — as one human civilization comes to an end and another begins — irregular challenges become the greatest threat to U.S. national-security interests.

This transitional period is marked by de-institutionalization, privatization and outsourcing. Governmental institutions are no longer able to contend with changing times because of changes in all aspects of human civilization, including the technological, organizational and legal realms. These changes include the return to the battlefield, and probable ascendancy, of nonstate soldiers — terrorists, insurgents, guerrillas, mercenaries and private security contractors.

Eventually, as this historical process continues through the coming decades

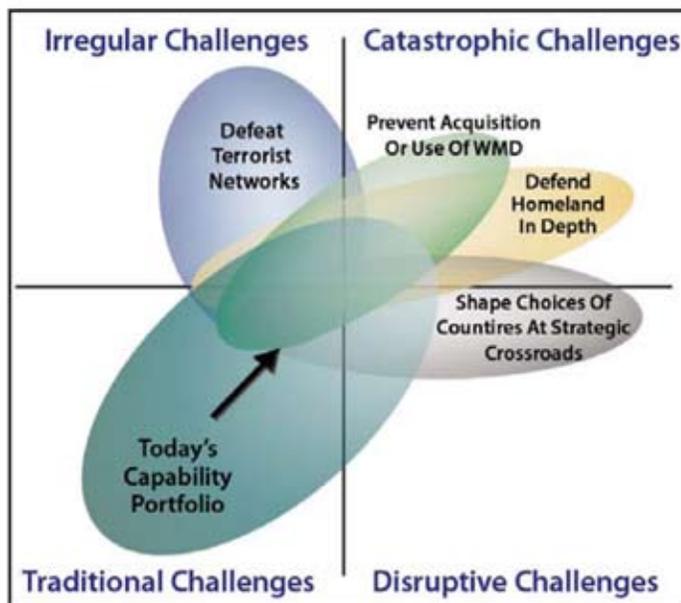
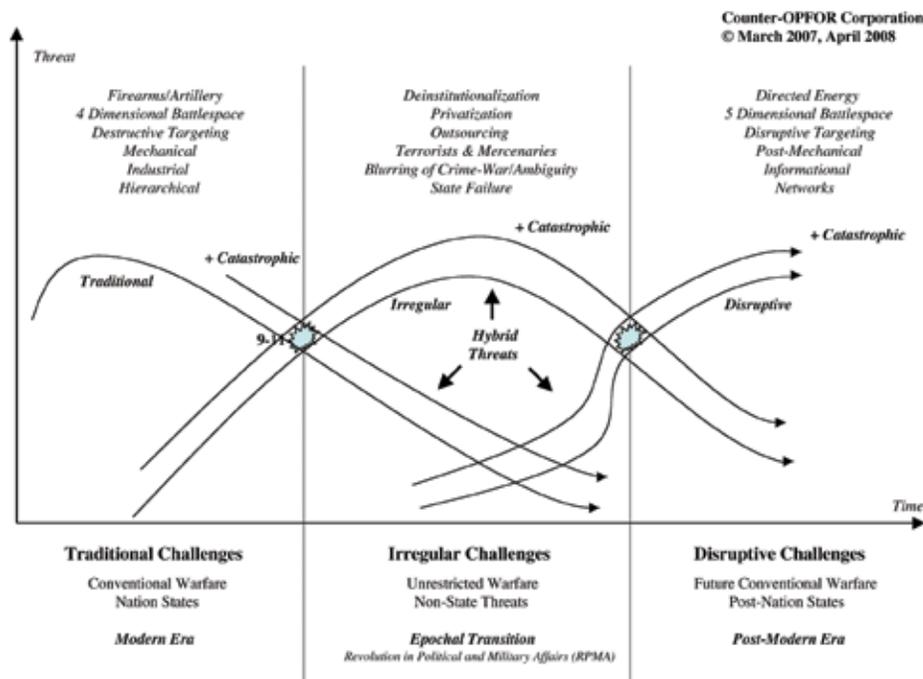


Fig 2. Modified 2006 QDR Challenges Model



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and we begin to enter the post-modern era, disruptive challenges will become the most significant threat to U.S. national-security interests. This will come about as post-nation states re-institutionalize nonstate soldiers and their network structures, advanced weaponry and concepts of operations into their forces.

Catastrophic challenges are an interesting case, in that they should not be considered so much a stand-alone challenge as an additive threat (or plus-up) to the traditional, irregular and disruptive challenges that exist. For instance, terrorists with tactical nuclear devices are a far greater threat to the U.S. than terrorists employing conventional explosive devices.

Additionally, when viewing potential foreign-state threats, such as those from Beijing, while it is understood that a sequence of challenges will dominate over time — first traditional (the past), second irregular (the present) and third disruptive (the future), each modified by catastrophic challenges (as an additive threat) — this would not limit Beijing or any other state from

using each challenge in a separate and discrete manner.

Rather, in the threat mixes advocated in the well-known mainland Chinese work *Unrestricted Warfare*, these challenges should be mixed and matched in such a way as to tailor them to specific situations. A prime example would be the layering of irregular and disruptive challenges, such as proxy terrorists' use of directed-energy weapons (the Chinese ZM-87 blinding laser comes to mind) against U.S. civil-aviation assets as an asymmetric response to the future fielding of U.S. man-portable air-defense-systems countermeasures.

Such "mixed-threat challenges" have been discussed recently in an article by retired Marine Lieutenant Colonel F.G. Hoffman, who says, "Our greatest challenge will not come from a state that selects one approach but from states or groups that select from the whole menu of tactics and technologies to meet their own strategic culture and geography."² None of this is all that new in the sense that combined-arms approaches (infantry,

artillery and cavalry) have a centuries-old history in the military arts. The only difference with these threat mixes is that they abstract things further by mixing and matching nonmilitary methods to military methods in "anything goes" combinations.

The utility of this reconceptualization of the 2006 QDR challenges model is that it better defines and articulates the national-security threats facing the U.S. It allows the time and intensity of threat concerns to be visually portrayed, views catastrophic threats as an additive (or plus-up) capacity to the other challenges, and takes into consideration the mixing and matching of hybrid threats.

Ultimately, what this model suggests is that, while the U.S. is well-positioned to fight the modern wars of the past against nation-states, it is now required to field an epochal transitional capability to fight the irregular wars of the present against nonstate threats, while further keeping one eye to the future, when it will be required to engage in the new "conventional" warfare against post nation-state forms.

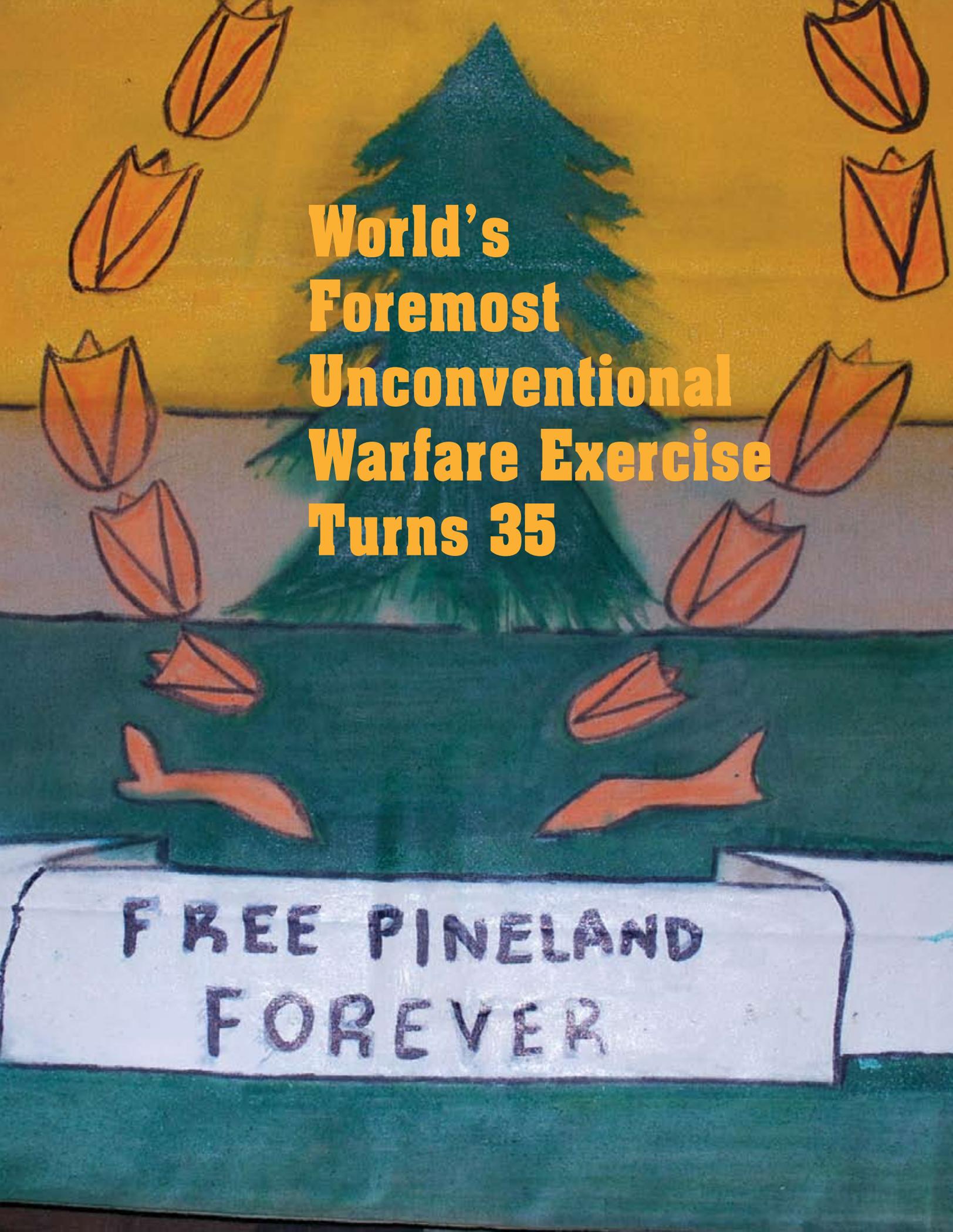
All might agree that we live in very interesting times.

NOTES:

¹ Frank Hoffman, "How Marines are preparing for hybrid wars," *Armed Forces Journal International*, March 2006. Access at: <http://www.afji.com/2006/03/1813952>.

² Lieutenant Colonel F.G. Hoffman, USMCR (ret.), "Preparing for Hybrid Wars," *Marine Corps Gazette*, March 2007, 57-61.

Dr. Robert J. Bunker is CEO of the Counter-OPFOR Corporation and was the 2006-2007 futurist in residence at the FBI Academy, Quantico, Va. He has more than 150 publications in academic, military and law-enforcement venues, including the edited works Non-State Threats and Future Wars; Networks, Terrorism and Global Insurgency; and Criminal-States and Criminal-Soldiers. Earlier perceptions and notes concerning this reconceptualization were originally presented in congressional testimony to the U.S.-China Economic and Security Review Commission.



**World's
Foremost
Unconventional
Warfare Exercise
Turns 35**

**FREE PINELAND
FOREVER**



▲ **DISTRICT MEETING** SF students face grueling questions from a guerrilla chief under the watchful eye of the district leader, Charlie Williams (center), and his brother Mike (far right). The meeting is held in a bunker at Williams' home in Ellerbe. Williams has been participating in Robin Sage since its inception. *U.S. Army photo.*

The “a-ha moment.” It’s the moment of clarity that brings something into sharp focus. For many Special Forces Soldiers, the “a-ha moment” may be a when a Soldier understands that the rigorous training he went through to earn his Green Beret really served a purpose.

Charlie Williams, a retired SF Soldier, had many such moments throughout his career, although one moment stands out in his memory.

“I was in Kenya doing a VETCAP,” recalled Williams, who was assigned to the 96th Civil Affairs Battalion at the time. “We were traveling throughout the country vaccinating the herds. We would be in one village one day and in another the next. We showed up to this village, and there were only 60 camels and a couple of head of cattle and goats. We had expected a lot more than that. Come to find out, the local vet who was supposed to let the village leaders know hadn’t told them.”

What Williams and his team found, in addition to the small herd, was a very angry district chief. The village had recently been attacked by bandits, and the herd was spread out. The chief was mad because no one had told him about the Soldiers’ visit, and his people could not be gathered.

The team went to talk with the chief. Williams, who spoke Swahili, was standing by while his team’s officers spoke through an interpreter. “The chief asked, ‘Are you here to help my people or are you here to tell me you are going to help my people?’ Then he said the answer better be the right one. At that moment, it hit me — this is Robin Sage. I had heard that same question asked by a G-chief, and the team gave the wrong answer, and he made them leave. I knew our team leader better have the right answer,” said Williams.

In that instance, the team leader had the right answer, and Williams’ ability to communicate effectively in the chief’s native tongue built the rapport necessary to ease the chief’s concerns and bring him around to welcoming the team into his village.

“That was a typical scenario in the Robin Sage exercise: rapport building and understanding culture,” said Williams. “If I hadn’t have been aware of the need to do those things, we could have reacted wrong, and he could have thrown us out.”

Williams knows what he’s talking about. Robin Sage, the culminating exercise of the Special Forces Qualification Course, is turning 35 this year. Williams was participating in the exercise as a member of the auxiliary when it was still

Gobbler's Woods, and he has friends who were participating when it was Cherokee Trail.

The exercise is the foremost unconventional-warfare exercise in the world. It tests a Soldier's ability to put into practice all of the training he has received during his time at the John F. Kennedy Special Warfare Center and School. It prepares the Soldier for the real world and for encounters with tribal leaders on the savannas of Kenya, the deserts of Iraq, the jungles of South America and the mountains of Afghanistan. But it starts in the small towns of central North Carolina — towns with names like Eldorado, Uwharrie, Robbins, Bennett, Black Ankle and Ellerbe.

Key to the success of the exercise is the participation by civilians who make up the auxiliary force of the Pineland resistance. Williams, a Pineland native who resides in Ellerbe, began participating in the exercise with his brother at the age of 6. His brother, Mike, a detective with the Richmond County Sheriff's Department, was 8.

"We got involved because we were surrounded by it," said Charlie. "We woke up one morning, and our yard was full of jeeps, tanks and trucks. They were going to have a major battle in our front yard. There was a machine gun on the corner of our back porch."

"I remember we begged momma not to make us go to church that morning," said Mike. "We wanted to see what was going to happen."

Their begging worked, and the two little boys watched the battle unfold. That was the start of their 40 year association with the exercise, an association that continues today.

Charlie remembers two SF students being dropped off at their farm for a week. The two students, who were doing reconnaissance of the area, stayed in his family's tobacco barn. "They would come over, and we would make homemade ice cream or eat watermelons," he said. "Or we would just go over and talk to them."

That visit made a big impact on the Williams brothers and their friends. They formed their own guerrilla gang to help fight the insurgency. "There were about six of us," Charley said. "We put together a mixture of civilian and military clothing and put on a red arm band, which showed we were the good guys. We would use firecrackers as weapons because none of us had guns, but late at night when you threw them, they sounded like machine guns. We would ambush tanks and jeeps. They would call in helicopters to chase us down."

Mike recalls one such event with great clarity. "We were trying to distract them away from the SF students, so we would run out of the woods so they could see us, and the helicopter would come zooming down, and then we would run back in the woods. They would offload and run into the

woods to try and find us."

Sometimes, if it was the only way to keep the real guerrillas and their SF trainers safe, the boys would allow themselves to be caught. It wouldn't do for one of the SF students to be caught.

"They made a big deal out of that," said J.B. Carriker, a local farmer who began working with the training in the early '60s. "They would tie them up and bring them into the jail in town."

And sometimes, it would fall to the auxiliary to break them out — although neither Williams would confess to taking part in the jail breaks.

"Sometimes they would fill the jail up, and then they would have them tied up on the streets," said Charlie. "We would do what we could to divert attention away from them."

That was during the heyday of the exercise, or what locals call "back in the day." At that time it was more robust, and more people participated. Psychological Operations played a big role in the exercise, with propaganda films being shown on the wall of the town's only grocery store and wanted posters dotting the landscape. Charley remembers one iteration of the exercise when the PSYOP element created giant billboards of tanks and lined them along the highway. To the students, riding in the back of a truck and taking a quick peek out, it looked like a column of tanks advancing.

"The exercise has changed over the years, just like what's going on operationally has changed," said Charlie.

But that doesn't mean the heart of the exercise has changed — it is still directed at all things unconventional. Charlie has seen just about every possible scenario played out in the exercise and has seen it from a lot of different perspectives — those of a child, a teen and an SF student.

"I knew when I joined the Army that I wanted to be an SF Soldier," he said. The training came easy to him — he had lived it his whole life. When he showed up at Robin Sage, it was a bit of a surprise to the cadre and the G-chiefs.

"Because I had continued to support Robin Sage after I joined the Army, I knew a lot of instructors, so when I came to Robin Sage, it was interesting."

At that time, there were two cadre members assigned to every team. One stayed with the team throughout the exercise, the other was the G-chief, and the team didn't meet him until they had infiltrated into Pineland. Today the G-chiefs are contractors who are usually retired SF Soldiers.

"My team was down in the Derby area (which isn't far from Ellerbe), the G-chief was Larry Rivers," said Charlie. "It was a typical G-chief meeting. He had us lined up and was giving us his speech, and then he came to me. He said, 'Damn, everybody gather round. You can thank Charlie Wil-

liams for this — and then he made us all give our classes and go ahead with our missions. He knew that I knew everything about Robin Sage.”

And knowing everything about Robin Sage, Charlie is able to recognize the way the exercise has transformed over the years.

“It’s scaled back some, but there is still a lot of civilian interaction. It has changed from what it was back in the day. It’s a lot better training environment. Back in the day, there was a lot more going on, and it was good for that time, but what we’re doing now is good for now.”

He pointed out that in the pre-9/11 days, Robin Sage was as much of a training event for the conventional Army as it was for the Special Forces students. The conventional Soldiers would be red-cycled — tasked to play the enemy and some of the guerrilla forces — so they were able to train in their tactics, techniques and procedures at the same time. With the current operations tempo, there are fewer G-forces, but the training is as intensive.

“We are constantly re-evaluating what we’re doing, making sure what we are training isn’t just doctrine, it is also relevant to what is going on around the world,” Charlie said, “because most of these guys will leave this exercise, go to a group and then deploy to the front line. Everything we do is to make sure that these guys are ready.”

One key element that has changed since the Williams’ early participation is the use of technology. “When I was a child, there were no computers used on the team level, so we have to work very hard to incorporate technology into our scenarios,” he continued. “The students tend to forget they have the technology available to them and don’t use it in the scenarios. I tell them it’s like a carpenter going to build something and forgetting his tool box — I tell them to open up their tool box.”

He related one such instance concerning the signing of the Pineland loyalty oath. The oath is carried into Pineland by the SF students, who are required to get the local citizenry and G-forces to sign it. They then have to transmit the signed oaths back to headquarters. Williams questioned the Soldiers as to how they would secure the oaths, because if the names of the families who signed it were found by the enemy, their lives would be in danger.

“They told me they were going to have an airplane fly in and fly it out. I had to bring them back to reality a bit and explained that once the oath left their hands, it was unsecure. The plane could be shot down. I asked them about taking a picture and sending it back through the airwaves. They were forgetting the basics,” he continued. “We have to push them in that direction, because when they get downrange, they are

going to have to use that technology.”

The students were and still are tested with scenarios that deal with the human element: How do you treat civilians in your area of operations? When the Williams boys were still children, they participated in a scenario that dealt with that question.

“Me and Charlie were little, and they took us down into the camp and told the team that our house had burned down, and our parents were killed, and we were refugees that they needed to protect,” recalled Mike. “They left us with the team all day to see how they would interact with us and treat us. At the same time, they told us to try and get everything we could from them. We left there with a sack full of stuff — we had everything from canteen cups to ammo.”

Later Charlie would use his own children in just that kind of test. “My little boy was four or five, and I took him out to the camp. I pointed out a Soldier and had him go up to him. My little boy had a grenade in his hand. We wanted to see how the Soldier would react, because not only was the little boy in danger, but the whole camp was in danger,” he explained. “The Soldier was pretty squared away. He asked my boy what he had, and my son said, ‘A ball.’ He then asked if he could hold it, and my little boy let him. He asked him where he got it, and if there was any more. Not only did he secure the grenade, he also gathered intelligence.”

As his son grew, he took a more active role in the scenarios. During one of those scenarios, Charlie, who was acting as a G-chief, was overwhelmed by the amount of thought one of the students put into the situation. “That was one of the days when I was really proud of a student. I knew he would be a great SF Soldier,” he said.

The student in question was a medic who was the acting intelligence sergeant. When Williams’ son volunteered to go on a mission, the Soldier, who was not slated to go on the mission, went along.

“My son came back, and I asked him how it went, and he was mad. He said he couldn’t do anything because that Soldier had kept him pinned down to the earth until the shooting stopped. The Soldier thought protecting my son was part of the scenario. He didn’t want to have to face me, if he let something happen to my son,” he continued. “That’s something that happens in the real world all the time. That wasn’t part of the scenario, but the fact that the Soldier was thinking strategically told me he would be a good SF Soldier.”

Some of the scenarios are complex to set up. Take the scenario surrounding a prisoner snatch as an example. The prisoner-snatch scenario requires the cooperation and full interaction of a host of local officials. The fire department, the rescue squad and the police department all participate.



▲ **ON DUTY** Gina Elbertson, a native of Denton, N.C., is one of many civilians who are part of the Robin Sage auxiliary. Elbertson spends the entire two weeks of the exercise in a camper at the cadre camp so that she can drive the students where they need to go. *U.S. Army photo.*

The G-force comes up with a plan to snatch an important enemy target. The SF students have to coordinate, plan and ultimately carry out the plan. Sometimes it works. Sometimes it doesn't, but the participation by local officials makes the scenario more realistic.

On a recent iteration, the scenario didn't play out the way it should have. The students were supposed to snatch a high-value target from the general store in Norman. They made it to the store and were waiting for the target to arrive. Instead, Mike, who plays a double agent in the exercise, showed up. He was there to support the team, but his presence threw them off their game.

"I walked by and said 'Hey' at least three times," said Mike. "I had sat across from them in the meeting the night before, planning the take-down. All they had to do was talk to me. But they got scared and left. So I took the target down myself and carried him into the camp."

It was what they call "a learning moment" for the stu-

dents. "They knew I worked both sides of the fence so I could funnel the guerrillas intelligence," he explained. "I'm Mike the intel guy. My being there totally freaked them out, but really I was there to help them."

For Gina Elbertson, a Denton native who has been working with the exercise for the past six years, there are many learning lessons. Elbertson's main role is as a driver who helps get the students where they need to be. But she has been known to wear other hats. Sometimes she goes and spies for the students. Other times she picks up a weapon and defends them. She noted that the skills of the Soldiers in the classes vary from class to class, and that it is hard to watch students struggle with a scenario.

"I really want to help them and point them in the right direction," she explained. "But I know they have to figure this out for themselves. When they are overseas in Iraq and Afghanistan, nobody is going to be looking out for them like that."



^ COMMITTED ROLE PLAYER J.B. Carriker began working with the exercise when he was in his teens. His father used to send him to pick up Soldiers after they jumped into Pineland. *U.S. Army photo.*

Elberson became involved in the exercise after she met some of the cadre and G-chiefs at the Eldorado Outpost. “I asked them what they were doing and they explained,” she continued. “My sons love the Army, so they let me bring them up and see the camp.”

She was so impressed by what she saw that she volunteered to help out. In fact, prior to being laid off from her job, she would take vacation days to come out and help. Elberson, like many members of the auxiliary, believes in giving her all to the exercise. She brings her camper down and camps out at the cadre camp for the duration of the exercise. She’s available to run missions morning, noon or night. “It doesn’t matter if it’s 3 a.m. or freezing, if they need to go, I’m going to get them there,” she said.

And sometimes, that 20-minute mission may turn into a four- or five-hour mission, because the students have to use their skills to tell Elberson where they need to go. A recent district meeting that should have taken 45 minutes wound

up taking several hours because the students couldn’t find their way. Sitting on a rock at the opening of the Coggins Gold Mine, Elberson was philosophical about the wait. “I brought enough clothes to stay warm and snacks to eat,” she said. “They’ll get here when they can.”

Another member of the auxiliary, Bill “ZZ” Lowder, was also on hand at that meeting. Lowder, of Stanly County, has been working with the exercise for the past 10 years. He, like many who are involved in the support of the exercise, sees his involvement as a way to do his part for his nation. “I had a brother in the military, but I never was,” he said. “I see this as a way to serve my country.”

That sense of patriotism is one of the reasons the exercise has endured in central North Carolina. Local residents, who sometimes find the sound of gunfire annoying and who may get surprised by armed men darting across the road, are, for the most part, very supportive of the exercise — even though they might not really understand what is going on.

Bruce Reeves, a resident of Eldorado in Montgomery County, has been involved in the exercise for more than 25 years. He is constantly amazed by the people who question what the military is doing. “It’s in the newspaper and on the radio, and it’s been going on for years,” he said. “But people don’t understand what happens. It’s pretty weird. I try to explain it to them, but you still have those people who get upset because they lost a night’s sleep because of the gunfire. I tell them that if they want to be free and sleep in their beds, then this is what it’s going to take.

“A lot people scream about the fact that we need to do more for the Soldiers, well, we have this great opportunity. We don’t have to scream about it, we can just come out here and support them,” he continued. “Because everything we do here is aimed at making sure they make it home. I’ve been around these guys since I was a teenager, and I can tell you, they are my heroes.”

For the students, it might not always seem that way. Reeves and a band of about 18 others are the opposing force, or OPFOR, for the exercise. In short, they are the enemy, called Cobra, that the SF students are trying to defeat. In Reeves current role as the Cobra commander, he doesn’t get to develop the personal relationship with the students that many in the auxiliary do. “My job is to frustrate them — to challenge them,” he said.

But that wasn’t always the case. In the early ’80s when Reeves was just a kid, he and his friends would go camping in the woods that straddle the Montgomery/Randolph county line. “We’d be going through the woods and run up on these guys. We thought it was cool,” he said. “So whenever the Army came back into town, we’d go out and bring them food



^ **COBRA LEADER** Bruce Reeves (left) is the COBRA commander. Reeves and a band of 18 volunteers serve as the opposing force for the Robin Sage exercise. Reeves has been involved in the exercise for more than 25 years. *U.S. Army photo.*

or check out bridges for them and bring back information. We spied for them and helped them out when we could.”

Throughout his teen years, Reeves had that one-on-one relationship with the students. He stopped working with the exercise for a couple of years, but since he started back, he’s been going full blast.

The Cobra unit Reeves heads up is a unique civilian organization. The 18 members meet regularly to drill. They learn tactics and techniques and study the way SF fights. By having the civilian OPFOR, the Robin Sage cadre doesn’t have to pull red-cycle Soldiers from the G-camps to serve with Cobra. That allows the SF students to spend more time training a larger G-force, and training is one of an SF Soldier’s primary functions.

“We are just another tool in the training,” said Reeves. “We work hard to make it more challenging for the students. We’re not here to make it easy for them. We challenge them as much as we can, and we make it as realistic as we can, because maybe something we do here will help them come back home.

He noted that when he first started, the exercise and the training were geared more toward a big war, but the train-

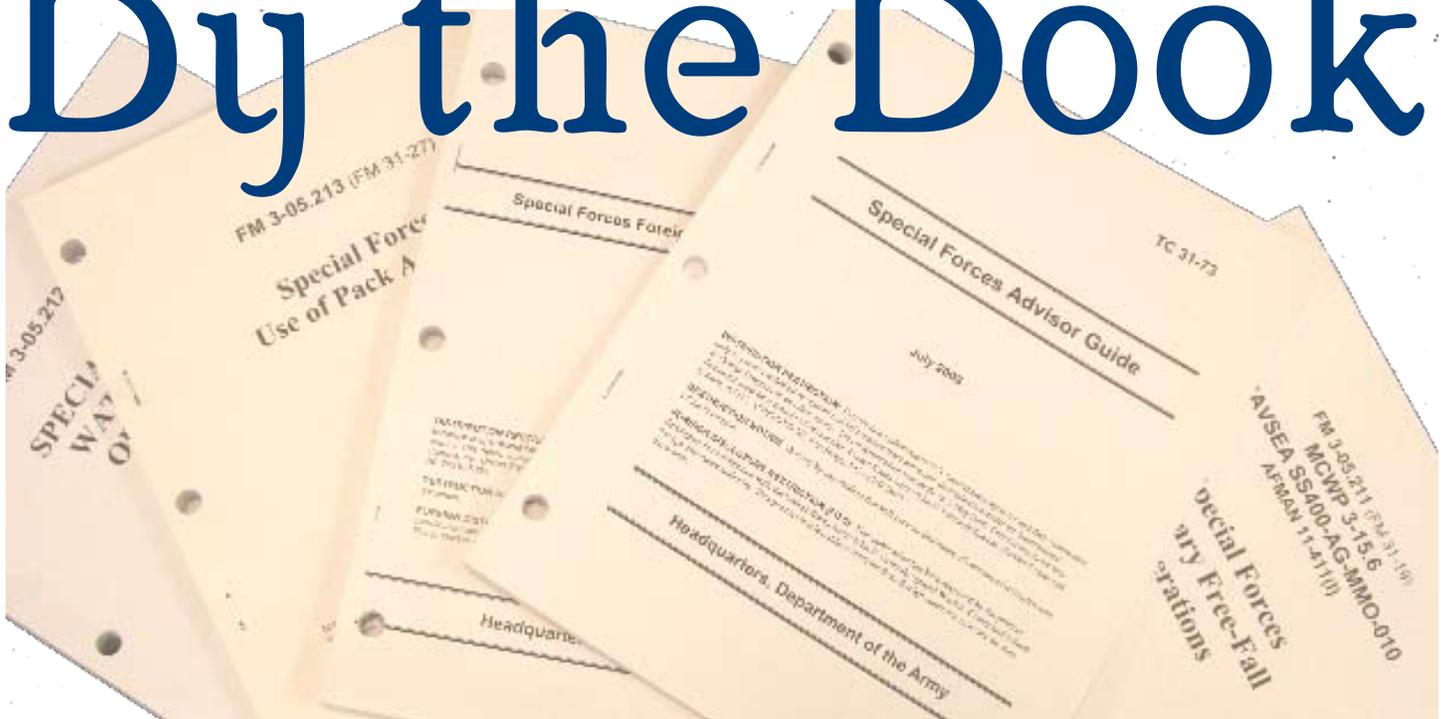
ing now reflects the current fighting environment, and the students are focused on the unconventional aspects of fighting insurgents. “The exercise has really gotten better in that respect,” he said.

He noted that often the SF students have to talk the guerrillas out of committing war crimes. “I was captured one time down near the Coast Guard station,” he said. “It was a big deal because I am the Cobra commander. ZZ wanted to shoot me, and the students had to talk him out of it. For the guerrillas, killing a captured prisoner wasn’t a big deal, but the SF students had to get them to understand that it was. These are the kinds of things they run into all the time in the real world.”

Both Reeves and Elberson have had the chance to talk with students who have deployed and come back to Robin Sage. “Sometimes they just stop by,” said Elberson. “They have come back and said they remember when something we did here helped them over there. And that makes it all worthwhile.”

Janice Burton is the associate editor of *Special Warfare* and a Pineland native.

By the Book



Special Forces Doctrine: A Regimental Effort

by Chief Warrant Officer 3 Thomas W. Morris

To some Soldiers, doctrine is a manual that collects dust waiting for the next command inspection and perhaps shows its greatest usefulness in holding open the door of the team room during load-outs. But those Soldiers are unaware of the profound influence doctrine has on all aspects of the day-to-day and long-term efforts of Special Forces units and Soldiers.

For the professional SF Soldier, learning is constant, and doctrinal publications are an effective source of information for establishing, as well as reinforcing, the foundations of operational and tactical knowledge. Doctrine outlines the approach that SF will take to accomplish the planning and execution of its assigned missions. It is an important

means of informing other elements in the Department of Defense, as well as SF Soldiers, who we are and what purpose we serve in the larger, joint picture.

For SF, the overarching capstone manual is FM 3-0, *Operations*, and the keystone manual is FM 3-05.20, *Special Forces Operations*. These manuals provide the primary guidance and basis for all operations that SF units conduct. All SF manuals must be aligned with these two manuals in order to maintain operational continuity.

SF's primary missions haven't changed much over time, but the techniques used to conduct those missions have changed significantly. Mission, collective and individual

tasks will continue to change in the extremely fluid environment in which U.S. forces are operating, and doctrine should have input from all levels if it is to serve its purpose.

There are points within the doctrinal review process at which doctrine writers routinely solicit input from the force. By accurately identifying new or evolving mission subsets, doctrine writers document those changes, providing necessary commonality to emerging subsets as well as ensuring that SF retains the ability to conduct these missions in the future.

The doctrine writer's role is to be a conduit, documenting the information and disseminating it uniformly in a timely manner. That ensures that all SF units have the most complete and

current information in order to more efficiently and effectively conduct their operations.

SF doctrine performs several other important functions. The first is providing operational or tactical mission clarification to those elements in pre-mission or pre-exercise training. By definition, SF conducts missions that general-purpose forces are neither trained nor equipped to conduct. A review of doctrinal publications relative to a given mission by junior leaders or by junior detachment members should be part of prudent and responsible pre-event training.

Another function of doctrine is promoting cross-pollination within the area of responsibility. There is a significant amount of communication between personnel in the SF groups, but occasionally the information exchanged is incomplete or inconsistent. The information is often expressed from the perspective of the individual and may come with the associated geographic and cultural biases that accompany their experiences.

Other mission-enhancing issues that doctrine assists in resolving are the needs for mission-specific equipment and schooling. Many of today's missions can be enhanced through the use of technology. Clearly defined doctrine and associated tactics, techniques and procedures that involve the use of select equipment are instrumental in securing the funding for that equipment. Although equipment can be obtained through other methods, its availability will be temporary unless it has command approval and is supported by doctrine.

The same consideration applies to schools and courses associated with new equipment, as well as other mission-specific training. Equipment and schools are usually high on the list

of priorities of most detachment- and company-level SF personnel, primarily because they are the most tangible factors that contribute to the accomplishment of the mission. Doctrine that clearly indicates the need for additional equipment and training assists in the justification for the acquisition of those necessary items.

The process of reviewing and rewriting doctrine is a lengthy one. Even though the Special Warfare Center and School's Directorate of Doctrine and Training, or DOTD, usually reviews, amends and rewrites doctrine much faster and much more often than the conventional Army, the process is still relatively time-consuming, taking 19 months to develop a doctrine manual.

But once they have been developed, SF doctrine manuals are reviewed frequently. During the review process, the doctrine writer's goal is to ascertain whether there has been enough change in the doctrine to warrant a rewrite. Normally, at least 25 percent of a manual's information must have changed in order to justify a rewrite, but occasionally, because of the importance of the information or a change in either the keystone or capstone manual, the manual may require a rewrite with much less change.

The SF Division in DOTD is broken down into doctrine writing teams, and each team is responsible for a given number of training circulars, training manuals and field manuals, or FMs. To ensure that any one team isn't overwhelmed, the workload is spread evenly throughout the division. That means that at any time, each of the doctrine teams is either in the formal rewrite process or the review process.

Most missions and mission subsets are born of battlefield neces-

sity, not immaculately conceived in doctrine. That fact is not lost on the majority of doctrine writers; they realize that input from the force is absolutely critical to maintaining quality doctrine. Without sufficient input from SF units, doctrine writers are forced to write doctrine using only capstone and keystone manuals, as well as their own experience. The result could be inaccurate doctrine that misrepresents the capabilities of SF and performs a disservice to the regiment.

There are a number of methods available to the doctrine writer for obtaining relevant information during the time allotted, not the least of which is talking to the operational SF Soldier. The review portion of the doctrine cycle is normally the first opportunity the doctrine writer will have to personally contact members of operational units to solicit their input. The value of being able to sit and talk with a Soldier cannot be stressed enough. The interviews are largely informal, and the information gained in that type of setting is invaluable, but just as with every operation that SF conducts, timing is everything.

The doctrine writer should make every effort to obtain current information by meeting with personnel just after they have returned from an operational deployment. That is the most opportune time for the doctrine writer to gain the information required for review and evaluation process, but during that time, returning elements are often conducting inventories, preparing for leave, or either planning for or entering their next pre-mission training cycle. If it is too difficult to arrange a meeting, the doctrine writer may have to rely on the less satisfactory methods of e-mails and phone calls.

Another opportunity for personal interviews comes during the conduct

of a doctrine review and assessment group, or DRAG. The DRAG is conducted to determine the validity of current doctrine, but it can also be used to answer specific doctrinal questions that have arisen or to afford those with differing opinions the opportunity to meet and work through those issues. The DRAG is a formal process, and those identified to participate are notified through a tasking. DRAGs for the SF Division are normally conducted at SWCS, where all of the personnel in the chain of approval are able to either attend or have immediate access to the information.

The DRAG is not only more formal than the meetings that doctrine writers often conduct but also gives attendees the opportunity to present their information more completely. The DRAG is an invaluable tool in developing doctrine, as it offers DOTD the ability to bring several personnel with different perspectives and experiences together in one room. The scheduling of the DRAG is crucial — it must make it possible for the right people to attend and must facilitate timely publication of the manual. If the personnel in DOTD feel there is a need, a DRAG may be conducted at any point during the development cycle in order to maintain the integrity of the manual.

After the inclusion of the force's pertinent comments, but prior to the posting of the initial draft, DOTD subjects the manual to several levels

of internal scrutiny, culminating in its review and approval by the SWCS leadership. Once the manual has passed those gates, it is edited into the final electronic file and prepared for publication and distribution to SF operational elements, as well as other authorized administrative and operational commands.

The final input from the force comes in the form of comments made during the posting of the initial and final drafts. The manual is posted on the Web and is accompanied by a comment matrix and instructions. DOTD will task certain organizations to review the manual and submit comments, but the entire force is encouraged to conduct a review. The more information that is received at this point, the better. This is the last opportunity the doctrine writer will have to query the force to ensure that the manual is accurate and complete. After this point, any issues that SF personnel might have with the manual will be put on hold until the manual is in its next review cycle, although doctrine writers will record the comments and suggestions at any time.

Comments received from the matrix are normally brief and to-the-point on most issues, but some of the comments may require clarification and follow-up. Occasionally a comment or suggestion will conflict with FM 3-05.20, *Special Forces Operations*, or other SF doctrine and will require more correspondence to explain the contradiction.

SF has, since its inception, been our nation's leader in unconventional warfare and very often in counterinsurgency. On the battlefields of today, we continue to earn our keep, proving that we are the premier force of choice in an unconventional- or irregular-warfare environment. We remain relevant because the force has direct input into our doctrine, ensuring that lessons learned on the battlefield will be documented for the benefit of the entire regiment.

Given the rate of deployments of most SF units, reviewing doctrine is usually low on the list of a group's, battalion's or detachment's priorities. The next time a Soldier from DOTD drops by the team room or sends an e-mail looking for some information, SF members should take time to contribute what information they have. Taking the time to speak to a doctrine writer may seem like an inconvenience, but the effort will benefit the regiment as a whole.

It's easy to think of doctrine as being written by an enigmatic group of people known as "they," but it is truly a regimental effort, and eventually, we will all have to operate within the doctrine that we have either helped build or failed to contribute to.

Chief Warrant Officer 3 Thomas W. Morris is assigned to the SWCS Directorate of Training and Doctrine. He wrote this article while a student in the SF Warrant Officer Advanced Course.

Even though Army special-operations forces review their doctrine frequently, lessons learned from current operations will not appear in doctrine instantaneously. A good source for interim information and lessons learned is the Center for Army Lessons Learned (<http://usacac.army.mil/cac2/call/index.asp>). There are links to the CALL Web page on the Web pages of the U.S. Army Special Operations Command and the U.S. Special Operations Command.

Warrant Officer

Assignment opportunities for SF warrant officers at SWCS

The JFK Special Warfare Center and School has assignment opportunities for qualified SF warrant officers to serve as instructors, cadre or staff. The positions are considered key developmental and career-enhancing assignments. SWCS is currently seeking applicants for vacancies in the SF Warrant Officer Institute, the Special Warfare Training Group and the Directorate of Training and Doctrine. CWO3s and CWO4s can share their years of operational experience and be part of the team that shapes and develops SF officers, warrant officers and NCOs. For more information, contact CWO5 T.D. Doyle at (910) 432-1879, DSN 239-1879, or send e-mail to samuel.j.doyle@us.army.mil. Soldiers can also contact CWO4 Kevin Bone, HRC 180A assignment manager, to request assignment. Contact CWO4 Bone at (703) 325-5231, DSN 221-5231, or send e-mail to kevin.bone@us.army.mil.

Special Forces warrant-officer recruiting in full swing

SF NCOs in the active Army and Army National Guard, or ARNG, who are looking for greater opportunities and more responsibility can apply to become SF warrant officers.

To be eligible, Soldiers must meet the following nonwaiverable prerequisites:

- Be a U.S. citizen.
- Have a GT score of at least 110.
- Be a high school graduate or have a GED.
- Possess a secret security clearance.

The following prerequisites must also be met:

- Pass the three-event Army Physical Fitness Test, as specified in FM 21-20, *Physical Fitness Training*, and meet the height and weight standards specified in AR 600-9, *The Army Weight Control Program*.
 - Have at least 12 months remaining on the current enlistment contract.
 - Hold the grade of staff sergeant or higher.
 - Hold an 18-series MOS.
 - Be no older than 46.
 - Have at least 36 months documented experience on an SF operational detachment-alpha.
 - Attain a score of 85 or better on the Defense Language Aptitude Battery or have a current score on the Defense Language Proficiency Test of 1/1 or higher (validated on DA Form 330).
 - Be medically fit for SF duty and able to meet the physical standards for appointment.
 - Have letters of recommendation from current company, battalion and group commanders, and from the unit's senior SF warrant officer.
 - Active-component applications must include a letter of endorsement from the commanding general, U.S. Army Special Forces Command, and the command chief warrant officer.
- The critical-skills accession bonus, or CSAB, is available to Soldiers who complete the SF Warrant Officer Technical and Tactical Certification Course and are awarded the 180A MOS. For eligible active-duty Soldiers, the CSAB is \$20,000;

for eligible National Guard Soldiers, the CSAB is \$10,000.

Applicants may request waivers for certain prerequisites. The SWCS commanding general is the final authority for decisions on waiving MOS prerequisites.

Soldiers may find additional information at www.usarec.army.mil/hq/warrant or <http://www.1800goguard.com/warrantofficer/warrant.html>. ARNG SF NCOs should contact their state command chief warrant officer. Prospective applicants in the active Army may also contact their unit's senior warrant officer. All applicants may call the SWCS Directorate of Special Operations Proponency at (910) 432-7597/7596/1879, DSN 239-7597/7596/1879.

PME and promotion re-linked

Warrant officers who have not yet completed the required professional military education, or PME, for their grade level should schedule PME attendance as soon as possible. The upcoming DA Pam 600-3, *Commissioned Officer Professional Development and Career Development*, will re-emphasize the link between PME and promotion. Active-component warrant officers should attend their advanced course as a CWO2, and they will not be promoted to CWO4 without it. Active-component CWO4s must also have completed the Warrant Officer Staff Course to be promoted to CWO5. Soldiers should forward a DA Form 4187, requesting PME attendance, through the first O5 in their chain of command, to the Army Human Resources Command, Attn: CWO4 Kevin Bone. CWO4 Bone can be reached at (703) 325-5231 or DSN 221-5231.

WE WANT TO HEAR FROM YOU..

The Special Warfare staff needs your help to make this the best publication it can be. Let us know your ideas and opinions about the magazine.

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Include your full name, rank, address and phone number with all submissions. Articles dealing with a specific operation should be reviewed for security through the author's chain of command.

ENLISTED

CIVIL AFFAIRS

Civil Affairs is experiencing unprecedented growth, with proposed increases expected to swell the ranks of the active-duty CA force by 39 companies in the next few years. This anticipated growth reflects the need for added CA forces to support special operations and general-purpose forces.

Civil Affairs is continuing to recruit qualified Soldiers who meet all the prerequisites listed in DA PAM 611-21, *Military Occupational Classification and Structure*. (Using link below, sign in using AKO user ID and password, then go to Chapter 10, 38B) <https://perscomnd04.army.mil/MOSMARTBK.nsf/>. Soldiers who are interested in reclassifying into CA should contact SFC Herring or SFC Pease at the Special Operations Recruiting Battalion, located on Fort Bragg on Macomb Street,

Building 2-1120. They can be contacted at (910) 432-9697, DSN 239-9697. The next Civil Affairs accession board is scheduled to be held this summer.

CA Soldiers eligible for SRB

CA Soldiers in the rank of sergeant are eligible for a selective re-enlistment bonus, or SRB, of as much as \$15,000. Staff sergeants are eligible for up to \$10,000.

For more information on eligibility, contact your local career counselor.

Slots available for CA enlisted advanced schooling

The SWCS NCO Academy has slots available in the Civil Affairs Basic NCO Course, or BNCOC, and the Advanced NCO Course, or ANCO. Soldiers should

contact their chain of command and schools NCO for information regarding class seats and dates.

E9 promotion board set

The 2009 Sergeant Major/Command Sergeant Major Promotion-Selection Board will convene in June. All eligible CA master sergeants should ensure that they update and validate their Enlisted Record Brief and Official Military Personnel Folder for accuracy and make arrangements to have a new DA photo taken.

New assignments available

CA Soldiers who wish to explore new assignments should contact Master Sergeant Butler, the Civil Affairs assignments manager, at (703) 325-8399, DSN 221-8399.

SPECIAL FORCES

On Dec. 15, 2008, Major General Thomas Csrnko, the SWCS commanding general, approved a new design for Special Forces Assessment and Selection. Beginning in March 2009, the course will be restructured into a 19-day program designed to assess Soldiers' trainability and suitability for attendance in the Special Forces Qualification Course, or SFQC, and subsequent assignment to an SF operational detachment.

Under the new 19-day SFAS, Soldiers must pass three "hard" gates to qualify to attend the SFQC:

Gate 1 (APFT): Soldiers must pass the APFT with a minimum score of 240 in their age group and no fewer than 60 points in any event. No retest is allowed.

Gate 2 (physical and mental assessment): Gate 2 will measure the Soldier's physical conditioning, perseverance and intelligence quotient. Soldiers must complete a number of timed runs and rucksack marches, as well as a battery of tests designed to determine their suitability for an SF assignment. The weight of the rucksack will be 45 pounds (dry).

Gate 3 (final selection board): Soldiers will complete land-navigation and team-assessment events. An SFAS selection board will review each Soldier's performance in those events and make a final decision on his selection.

PSYCHOLOGICAL OPERATIONS

The Psychological Operations accessions board was conducted in December 2008 to select the best-qualified enlisted Soldiers to attend the PSYOP Qualification Course, or POQC, and reclassify into MOS 37F, Psychological Operations. The panel consisted of command sergeants major and sergeants major from the Special Warfare Center and School and the 4th Psychological Operations Group. The panel reviewed 89 files to fill 45 training seats for the fiscal year 2009-2010 POQC. The panel sorted the files into three categories: best-qualified, fully qualified and never to reapply.

After reviewing and ranking the files, the panel established an order of merit list. Of the 45 Soldiers whose files were selected, 20 were specialists, 15 were sergeants and 10 were staff sergeants. According to the after-action review, the panel was impressed with the quality of all the files. The selected files were forwarded to the Army Human Resources Command for processing and placing the Soldiers on assignment. It is important to note that even if Soldiers are considered to be best-qualified, their availability to attend the POQC will determine their class date.

The next 37F accessions board is scheduled for April. For more information on a career in PSYOP or to submit a reclassification packet, contact the Special Operations Recruiting Battalion, www.bragg.army.mil/PSYOP, or telephone (910) 396-6533, DSN 236-6533.

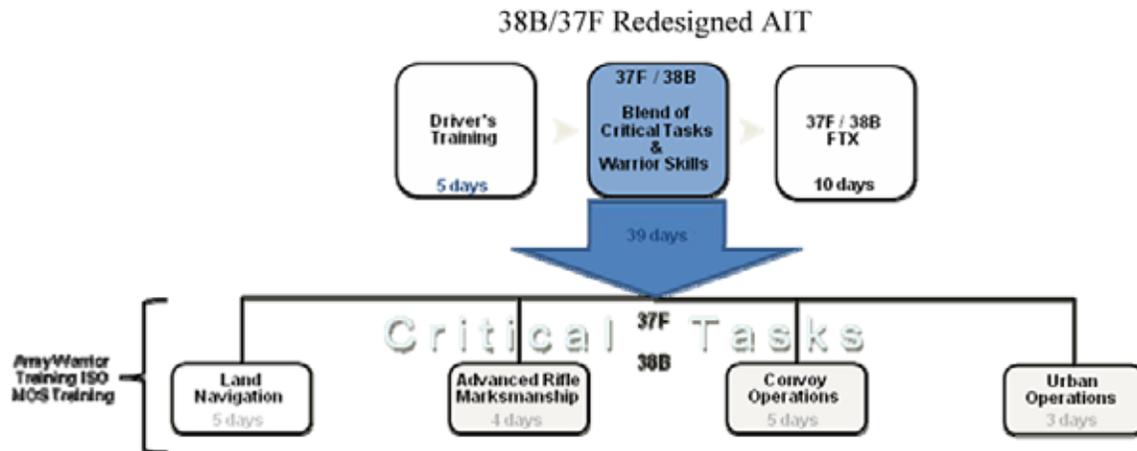
E9 promotion board set

All PSYOP master sergeants in the zone for consideration for the 2009 Sergeant Major/Command Sergeant Major Promotion-Selection Board should ensure that their records are in order and up-to-date. The board is scheduled for June 9-28, with a target release date for the board results of mid-August.

CSRB available for PSYOP

The critical skills retention bonus, or CSRB, became effective Dec. 22, 2008, and will expire Dec. 31, 2009. NCOs in the grade of E8 who have between 19 and 23 years of service are eligible to apply. Refer to MILPER message 08-324 for more information, or contact your retention NCO.

Redesign of CA and PSYOP MOS Qualification Course



The redesign of the qualification courses for the Civil Affairs and Psychological Operations military occupational specialties, or MOSs, has taken another step to improve Soldier education and training.

The JFK Special Warfare Center and School, or SWCS, which conducts both courses, continues to produce Soldiers who are proficient in warrior skills and critical MOS tasks, and who are prepared to contribute to the fight at the apprentice level immediately upon arrival to an

operational unit.

Improving the efficiency and effectiveness of the training program has resulted in a reduction of advanced individual training, or AIT, from 13 weeks to approximately 10 weeks, while blending critical MOS tasks with warrior skills throughout the entire 10 weeks. This methodology qualifies the Soldier in the MOS, emphasizing the importance of being a warrior first, while developing a multifunctional Soldier who will be able

to participate in joint, interagency and coalition environments.

CA and PSYOP AIT now teach and apply critical MOS tasks in practical exercises incorporating mounted and dismounted land navigation, combat marksmanship with individual and crew-served weapons, and convoy and urban operations.

The new program of instruction is scheduled for implementation during the third quarter of 2009.

New PSYOP Training Products In Development

TC will focus on PSYOP planning, execution for leaders

The JFK Special Warfare Center and School's Directorate of Training and Doctrine is developing a training circular that will provide a reference tool to be used by Psychological Operations Soldiers assigned to leadership positions. TC 33-03, *PSYOP Leaders Guide*, will focus on PSYOP planning and execution at the tactical, operational and strategic levels and will include a comprehensive section on current PSYOP equipment. The TC will include a number of tools and techniques, from the basic principles of the military decision-making process and PSYOP planning to procedures for determining PSYOP assessment criteria. The TC will reflect emerging PSYOP trends that are the result of Army transformation initiatives and lessons learned in the war on terror, as well as recent doctrine contained in FM 3-05-301, *Psychological Operations Tactics, Techniques and Procedures* (August 2007); and TC 33-02, (S) *PSYOP Targeting Handbook* (U) (August 2008). The initial draft of TC 33-03 is scheduled to be staffed for review and comment during the fourth quarter of 2009. For more information, contact Major Xavier Colon, project manager, DOTD PSYOP Division, at DSN 236-0295, commercial (910) 396-0295, or send e-mail to: xavier.colon@soc.mil.

STP will provide comprehensive PSYOP training guide

The JFK Special Warfare Center and School's Directorate of Training and Doctrine has announced the development of a new manual designed to provide Psychological Operations leaders, SOF planners, instructors and operators with a comprehensive training guide focused on PSYOP planning and execution. STP 33-37X-ARSOF-SM-TG, *Army Special Operations Forces Psychological Operations*, will contain standardized training objectives in the form of task summaries for training critical ARSOF PSYOP tasks that support ARSOF unit missions. The STP will outline training for PSYOP forces conducting unconventional warfare, foreign internal defense, counterterrorism, counterinsurgency, counternarcotics and noncombatant-evacuation missions. It will reflect the tactics, techniques and procedures contained in FM 3-05.130, *ARSOF Unconventional Warfare*; FM 3-05.104, *ARSOF Noncombatant Evacuation Operations*; FM 3-05.137, *ARSOF Foreign Internal Defense*; FM 3-24, *Counterinsurgency*; FM 3-24.2, *Tactics in Counterinsurgency*; and FM 3-05, *Army Special Operations Forces*. For more information, contact Captain Gregory Seese, project manager, DOTD PSYOP Division, at DSN 236-0295, commercial (910) 396-0295, or send e-mail to: seeseg@soc.mil.

FRY THE BRAIN:

The Art of Urban Sniping and Its Role in Modern Guerrilla Warfare

Fry the Brain is a comprehensive and revealing look at urban guerrilla sniping, one of the most notorious and least understood disciplines of insurgent warfare. Sniping is a precision tool used by insurgents to surgically target individuals without causing collateral damage. As West notes, “the embodiment of urban guerrilla warfare is the sniper, a lone individual who moves among the people.” Snipers use their surroundings to their advantage, taking their shot, then disappearing into the population. Resistance movements and insurgencies of all shades and stripes have made use of the guerrilla sniper.

For many, the quintessential image of a sniper is a young, fit male who is professionally trained, wears a ghillie suit and fires from extreme distances with a high-powered rifle that has an equally high-powered scope. West proves, in case-study after case-study, that not only is this caricature an inaccurate portrayal of the most predominant sniping campaigns and the most prolific snipers, but also that this conventional, rural-centric mindset is often a poor fit and even counter-productive for applications in modern urban guerrilla warfare.

West breaks the mold of the conventionally-minded construct of a sniper and offers a paradigm-shifting perspective on the insurgent tactic of sniping. *Fry the Brain* shows that some of the most effective snipers had no formal equipment or training and were self-taught. Vassili Zaitsev, World War II’s most famous sniper, began his career as a payroll clerk in the Russian navy before he learned how to shoot while fighting the German army in Stalingrad. The French resistance and the Russian army in World War II, Bosnians in Sarajevo, and guerrillas in Chechnya all frequently used women

snipers because they could move about with less scrutiny from security forces. Further breaking the conventional construct, West demonstrates how small-caliber rifles and even modified pistols have been effectively used in urban sniping campaigns at distances much shorter than those in a rural setting — some as close as 50 meters.

West walks the reader through every major sniper campaign, from World War II to present-day Iraq. He also includes detailed accounts of some of the most infamous and sensational one-time sniper events, including the assassination of President Kennedy and the Washington, D.C., snipers.

West contrasts the differences between guerrilla sniping and conventional sniping, including the need for anonymity, the constraints on freedom of movement, the need for absolute secrecy and the requirement for physical dissociation between the sniper and the weapon after taking the shot. *Fry the Brain* also includes a wealth of technical data on classic and modern weapon systems, and on new counter-sniping technology. He also presents an interesting discussion and analysis on the use of forensics as a measure for defeating snipers, as well as how snipers frequently use counter-forensics to maintain deniability and evade suspicion and capture.

West also discusses the psychology behind sniping and sniping’s effect on the enemy. Of particular interest is his assessment that modern armies tend to be extremely vulnerable to this asymmetrical threat. Because conventional militaries are heavily invested in the traditional concept of warfare, West says, there tends to be a basic lack of understanding among leaders and experts in the field about insurgent movements. This often leaves soldiers ill-prepared or -equipped to deal with snipers, leading to clumsy

Fry The Brain



THE ART OF URBAN SNIPING AND ITS ROLE IN MODERN GUERRILLA WARFARE

by John West

DETAILS

By John West

Countryside, Va.:

Spartan Submissions, Inc., 2008.

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Reviewed by:

Major Kirk Windmueller

JFK Special Warfare Center, Fort Bragg

overreactions, collateral damage and, ultimately, alienation of the population the soldiers are trying to protect.

Fry the Brain is both a history lesson and a glimpse into the future. The book demonstrates that urban guerrilla sniping is a dramatic departure from the traditional concepts of sniping. West makes a solid case that formal training and a precision rifle are not prerequisites for effective sniping and that given the right conditions, some innovative thinking and knowledge of unconventional methods of sniping, a self-taught sniper can prove to be just as effective as a formally trained one.

Fry the Brain is a definitive work on guerrilla sniping. It is highly recommended for anyone who wants to study the specific tactics of sniping and to gain a perspective on the inner workings of insurgencies and modern guerrilla warfare.



U.S. Army photo

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