

Surface Warfare

Vol. 36 No. 3 • Summer 2011

INSIDE:

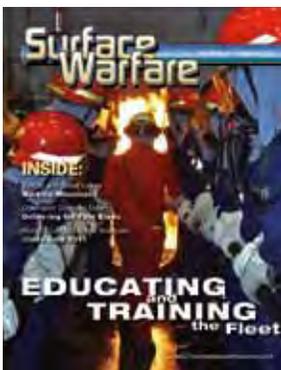
SWOS and Great Lakes
Marking Milestones

Operation Odyssey Dawn
Delivering the First Blows

World's Largest Naval Exercise
Cobra Gold 2011

EDUCATING and TRAINING the Fleet

<http://surfwarmag.ahf.nmci.navy.mil>



On the Cover:

A firefighting instructor leads Navy recruits in hose-handling training during a simulated engine room fire at Recruit Training Command. See the featured articles on Naval Station Great Lakes, celebrating its 100th anniversary this year, on pages 5-12 and 32-35. (U.S. Navy photo)



On the Back:

Navy College Offices provide an array of tools for enlisted personnel and officers to reach their education goals. See the featured articles on pages 18-19.

Surface Warfare



◀ Sailors assigned to the USS *Lake Champlain* (CG 57) Visit, Board, Search, and Seizure team and Coast Guardsmen of an embarked Law Enforcement Detachment conduct a counter-piracy operations pre-brief while part of Task Force 151. For more on the task force's mission, see story on page 22. (MCI Michael O'Day/USN)

Departments

- 2 Message from Commander
- 3 Director's Corner
- 4 Inside SW
- 38 Book Review
- 40 Fit for Duty
- 41 Ship Shape
- 42 Views from the Fleet
- 44 Notice to Mariners

On Our Web Site

Welcome to Black Shoe Country
The Surface Navy in a world of aviation

Sign of a Surface Warrior
The origins of two badges of honor

TechSolutions Investments Solve Your Problems
Office of Naval Research helps Sailors identify and resolve fleet issues

The Green Road to Energy Independence
Algae-based fuels pass the test

Cobra-Taming in Thailand
Gators sharpen their teeth with the world's largest naval exercise

FEATURES

- Navy Boot Camp Continues to Evolve After 100 Years** 5
Recruit Training Command's new tools for making Sailors
- Training Support Center: Experiences of a Commanding Officer** 8
Reflecting on a sea change in training
- A History of Naval Station Great Lakes, 1911-2011** 10
Celebrating 100 years on the lakes
- SWOS Celebrates 50 Years of Top-Notch Training.** 13
Professional development, Newport style, marks 50 years
- SWOS Training Integration Reaches New Heights** 15
Maintaining the cutting edge of naval education
- NCPACE Helps Sailors Pursue Education Goals** 18
Distance learning for those hard-to-reach places
- Professional Military Education in the Surface Warrior's Hands** 20
Masters of the fleet from the Naval War College (and JPME)
- Counter-Piracy, A Combined Effort** 22
Combating piracy on the Indian Ocean requires a comprehensive approach
- Countdown to Launch** 24
What it takes to be in place at the start of Operation Odyssey Dawn
- Ship in the Spotlight: USS Germantown.** 25
From INSURV to Operation Tomodachi
- A New Preservation Society** 28
Reorganization provides crews with fresh maintenance tools
- Choose Your Rate: Fire Controlman (Aegis)** 30
Vital to mission success
- You've Got Orders: Naval Station Great Lakes** 32
The inside scoop for recruits, instructors, and support staff
- This Sailor's Navy.** 34
OS1(SW) Thomas Ross welcomes the recruits

SAFETY

- Managing Off-Duty Risk for Summer Success.** 36
Staying safe away from work

Director, Surface Warfare Division

Rear Adm. Frank Pandolfo, USN

Military Editor

LT Scott Cheney-Peters, USN

Managing Editor

MCCS(SW/AW) Janet Davis, USN

Staff Writer

MCI(SCW) Demetrius Kennon, USN

Editorial:

Address editorial inquiries to:

Surface Warfare Magazine

OPNAV N861M

2000 Navy Pentagon

Washington, DC 20350-2000

Phone: (571) 256-7910

FAX: (703) 692-4604

DSN Prefix: 664

E-mail: surfwarmag@navy.mil

Senior Advisor

Cmdr. John Wilshusen, USN

Layout and Design by:

Allen Wayne, Ltd.

Phone: (703) 321-7414

Toll Free: (800) 695-8880

Web: www.allenwayne.com

Printed By:

Cenveo

150 North Myers Street

Los Angeles, CA 90033

Phone: (323) 307-5447

Subscriptions

Superintendent of Documents

U.S. Government Printing Office

Chief of Subscriptions

Washington, DC 20402

Phone: (202) 512-1800

Fax: (202) 512-2250

By mail: P.O. Box 371954

Pittsburgh, PA 15250-7954

Master stock number:

708-050-00000-8 (SW)



Force Commander's CORNER

Ihillas as explis repel eaqui officias acipsam quatum imporionse natuscid quam enimili quassit, arum fugiate mperitis enisquo optatia nis di tectatem aut pero descimil eiumet offici ommissi minveli scient, cupta dolor si aspella boremod itatia si rernam ipsapiendi reiunt, exped este nescime nonserc iatur, optum simus as con ne eriossitat fugia corumquam, eum, arum consequie id et ut eos

diciis vitin con peruptur rero con cone cullacc ulparum endi sant eum si venis nihic tecust, to est autem faccupatiis maxim quis que latusam es exeratia sedi dolumet, odi ad ut qui senda simaio enderum quo omni dolore sitatur, qui quas et eum eum fugiass erovidu caesenducil mi, consecra epeliquam, tem quis pre landaeperita quatur sunt lab idereprerrum ullorende est ulpa vol

uptatius dolo tem. Mus sandit, consequiamus simperio consecate quae nonse officium et omnim esto te ipsum inisquo bea ditium facerchil mod estruptature velitios eum expligenes et quo bearunt earupit andipsa doluptat aut volomite eum et quam id utem que is eate ne ea volorest lab ilibust aborrum laut la voloriti officiti dolendu ntiunt odit qui re, to qui odiciur iaessusdae por maximus sandebit alit omnit, ium facipis necupissimus as ma verati

comnimp orehenit eum audia esti que soloressitae et, comnimolumet volorerum hit etur acerspeli que doluptas re explate mquisti beaque mod que santibus arionse quatectatas mil intor magnim quo imustium id et laut hil magna voluptatures moluptatio es nam facero ipsus pe occatinctae sum num secto iunt et vendictur, quibus molestrume parcillorem. Icid ma as acipsam, sit volorro vent resti ommoluptam rero maio. U

t fuga. Itae et ad qui andia volupti busanis maio. Pudid ex eitur ad quas arum abo. Unt alibusda ist optaeru ptatur, sed ut volesti de versperum cusam quat que dit, nobit voluptas nonessundion et millabo remquisim fugit occulparumquis derovitae corrupta tectota quoditatem reiusaperum incte ateceperumquatiam fuga. Enis quis voluptat quia duciisci inctotati optatur sum doleser feruptation cusae eat esed miliquiatqui cor saetur, sim in nonsed quibus dollaborem dolorum volupta tenimporio. Otaspeles iduntur seque pe laboreh entent.

Quae vidernam, sit perro volut aut excepel il mo volestotam acillabo. Rum nihit, que porit eum laut aliquassimus eium, vera idit essenditiae molorpo repuda que quam expelluptas exped minvendis consed molupti aspita et vitibus pre est ut acia pore pre non nobis aspedipit mi, con re volor aut as as et qui dolutem eat.

Eceperiti occatem porpori tatemquam res re porporr umquam doloruntur audicima soluptat voluptienim aut etur?

Rehenis dolorum deliaer eperume

nihiliat omnis etus santiunt quis dolores doluptiate con rectur aborpos invendi psapitae ant quunt.

Bit aut liquate catem. Necus incit ventend elicit lia cupatatem fugia quam, consequi ulloreste volectum de maioratet aliquodio bea nonsequ issinitatem id mi, illestia natiis expelen disinve lenihic atatur, ut ut velic tet pre net lat ut laborro berspe moluptatur? Orios conempe audiscium ne veniti acerum hicitios reperorem ium ut re non parum et ut enimolu ptatius quas ut moles none doluptae con pelitatur, cons

equati rem et ad molum ipsuntum quam hil most, opti tem sunt qui beribus everatio. Puda quam, tempore mporitatum fugiaera nobitenienis non rerum dolo id ut aut re dist doluptatur? Qui sitis acestist pliquis es aut esendanis ut arum vellab inulparum hilitist adipsum eat officatusam reperum facesequae ra voluptam arcim alibus alicimint fuga. Ilitint eaquian imilibus nos id que adit, sam velesenihita dolluptatem cusdandignim quaesedit volor as si cuscid et ent voloresto volum venda volorer ferferferiae nonsed eos esequam vent et ut mint aut quae officaborrum voluptatem earis vel invendi psumquidid doloris alitiant ad moluptatur? Vellabor recest a destis ex eaquatistore pro millorpore as doluptat.

Richard Hunt
Vice Admiral, U.S. Navy
Commander, Naval Surface Forces



Director's LETTER

Surface Warriors!

I recently had the honor of participating in the commissioning of the guided-missile destroyer, USS *William P. Lawrence* (DDG 110). I was very impressed with the knowledge, leadership, and experience embodied in the officers and crew of our Navy's newest warship. This wealth of talent is not an accident. It is the result of a dedicated effort by our Navy to develop the most skilled and capable leaders and technicians possible.

Education has always been vital to the success of our Sailors. Whether gained through classroom instruction or hands-on experience, we have long recognized the value of education in developing Surface Warriors of the highest caliber. This issue looks at the rich history and current status of some key programs responsible for preparing our world-class Navy leaders.

A century has passed since Naval Station Great Lakes first began training Sailors for the fleet. As detailed in the articles "Navy Boot Camp Continues to Evolve After 100 Years" and "Training Support Center: Experiences of a Commanding Officer," this forward-leaning training facility has never been better equipped to meet real-world challenges. Meanwhile, the article "SWOS Celebrates 50 Years of Top-Notch Training" highlights Surface Warfare Officer School's (SWOS) evolution in training junior officer leaders for our fleet. "SWOS Training Integration Reaches New Heights" showcases SWOS' achievements in revolutionizing Surface Warfare training.

Sailors in the fleet have more opportunity than ever before to pursue their personal education goals. "NCPACE Helps Sailors Pursue Education Goals" describes the Navy College Program for Afloat College Education (NCPACE). This outstanding program embarks instructors on deploying ships to teach academic skills and classes. Additionally, "Professional Military Education in the Surface Warrior's Hands" details offerings of the Naval War College's College of Distant Education, providing Sailors with an opportunity to complete Joint Professional Military Education (JPME) and graduate course work at locations throughout the United States.

Elsewhere in this issue, we focus on current operations. "Counter-Piracy, a Combined Effort" highlights the great work of 5th Fleet in leveraging cooperative capabilities with our international partners to accomplish today's missions. "Countdown to Launch" recounts the opening rounds of Operation *Odyssey Dawn* from USS *Barry* (DDG 52), showcasing one of many missions our fleet must be ready to execute at a moment's notice. From 7th Fleet, the article "Cobra-Taming in Thailand" illustrates the importance of sustaining amphibious capability that is rapidly deployable in times of crises. All of these missions require highly educated and trained Sailors who are operating at the top of their game.

The critical days of summer are once again upon us, reminding us of the importance of practicing risk management. As the article "Managing Off-Duty Risk for Summer Success" points out, even common



activities such as going for a swim or grilling in the backyard come with risks. We have a responsibility to maintain the same level of situational awareness and forethought in our off-duty evolutions as we do in our professional lives. Please remember to take care of yourselves, your families, and your shipmates as you enjoy summer fun!

Finally, we all extend a warm welcome to Vice Adm. Rick Hunt, the new Commander, Naval Surface Forces and Commander, Naval Surface Force, U.S. Pacific Fleet. Vice Adm. Hunt is a truly outstanding Surface Warrior, who most recently served as Commander, U.S. 3rd Fleet. His other command tours include Commander, Carrier Strike Group Six, USS *Philippine Sea* (CG 58), and USS *Crommelin* (FFG 37). Welcome aboard, Admiral Hunt!

Frank Pandolfe
Rear Admiral, U.S. Navy
Director, Surface Warfare

Training and education take center stage in this issue of *Surface Warfare*. Two institutions key to our Navy's success in training world-class Sailors celebrate anniversaries this year. Naval Station Great Lakes, home to Navy's only boot camp and to a multitude of advanced *Surface Warfare* courses, turns 100. In Newport, R.I., Surface Warfare Officers School marks its 50th year. *Surface Warfare* looks at the history of these venerable institutions and the opportunities in store for Sailors when they attend them.

Sailors seeking to fit continued education into their deployed schedules should turn to "NCPACE Helps Sailors Pursue Education Goals," by Butch Carlos and Lisa Telling, who explain the availability of undergraduate, graduate, and academic skills courses aboard ships. "Professional Military Education in the Surface Warrior's Hands," by Timothy Garrold, details an alternate route to completing Joint

Professional Military Education (JPME) and earning a master's degree from the Naval War College. Both programs provide an excellent opportunity for Sailors pursuing education goals. For information on additional paths to further education, including the Post-9/11 G.I. Bill, see the sidebar on page 19.

With this issue, we continue to expand our regular features. "You've Got Orders" gives you the gouge on the facilities, activities, and fun to be found at one of the many locations our Sailors call home. In this issue, we highlight Naval Station Great Lakes. Additionally, our "Ship in the Spotlight" series chronicles the recent success of USS *Germantown* (LSD 42) in the Pacific.

During the past few months, our Surface Fleet demonstrated its extraordinary capacity to respond to disparate challenges, including a major disaster in Japan, conflict in Libya, and piracy in the Indian Ocean.

"Countdown to Launch" provides an inside account of the training and actions aboard USS *Barry* (DDG 52) that prepared her for the first hours of Operation *Odyssey Dawn*, while "Counter-Piracy, a Combined Effort" describes the collaborative approach of counter-piracy efforts led by U.S. 5th Fleet.

My utmost gratitude goes to our contributors for their great articles in this issue. My thanks also go to Yeoman 2nd Class (SCW) Kevin Capelety, our magazine distributor, who transferred to Strike Fighter Squadron 27 in Atsugi, Japan, and Mass Communication Specialist (MC) 1st Class (AW) Scott Vanderwyst, our staff journalist, who retired in April after 20 years of service to the Navy and the nation. Both were instrumental in the success of *Surface Warfare* and I wish them the best in their future endeavors! 



▲ Recruits stand at attention on Ross Field, Naval Station Great Lakes. The recruits took part in a special graduation ceremony to commemorate the naval station's centennial. (Scott Thornbloom/USN)

NAVY BOOT CAMP

Continues to Evolve After 100 Years

By Scott Thornbloom, Naval Service Training Command Public Affairs

In 2011 Naval Station Great Lakes celebrates a century of service to the education and training of military men and women – transforming civilians into Sailors at Navy’s “boot camp.”

Naval Station Great Lakes began in 1911 as a central location where civilians exchanged their civilian attire for Navy uniforms. Thirty miles north of Chicago, along the shores of Lake Michigan, the first recruits lived and trained in an under-developed area populated by tents and only a handful of buildings. Today, Recruit Training Command (RTC) Great Lakes is a state-of-the-art, world-class training environment.

Since the closure of RTC San Diego in 1993 and RTC Orlando the following year, RTC Great Lakes has steadily grown and developed as Navy’s only recruit training command. More than 35,000 men and women become Sailors at RTC Great Lakes

each year. In 2010, RTC completed a 12-year \$770-million recapitalization plan to meet the mission of training 21st-century Sailors.

RTC’s Command Master Chief (CMD CM) (SS/SW) Richard Dodd arrived at Navy’s boot camp 27 years ago, and he remembers a lot of marching. “As a recruit here I thought, ‘Man, did I join the Army, or did I join the Navy?’” CMD CM Dodd said. “It seemed like we got a lot of Army-type training. Where were the ships? We didn’t do any line-handling. The fire-fighting was extremely basic – we put water on a fuel tank that they had ignited. We carried rifles everywhere, and I vividly remember waiting in line at the chow hall [dining facility] for what seemed like hours.”

Now the barracks are “ships” that can each hold up to 12 divisions, or 1,000 recruits. Each ship has a Navy

namesake, many still in commission, and is set up with many of the same shipboard amenities, including crew compartments, laundry facilities, classrooms, and even a galley. They have been built this way as part of the “Sailorization” process that begins on day one for each recruit. It is a way to get them prepared for life on board a Navy ship.

The ships are also designed to save time. At the former boot camps in San Diego and Orlando, and at Great Lakes prior to recapitalization, recruits had to march from their barracks to dining facilities and other training structures. “When I went to boot camp here just nine years ago, you had to walk 10 to 25 minutes to a galley that everyone shared,” said RTC Recruit Division Commander (RDC) Electrician’s Mate 2nd Class (SW/AW) Samuel Clay, Jr. “You had to walk to each of your classes, and the buildings were not climate-controlled. With everything in the ‘ships,’ you can complete everything more quickly.”

There is still marching at RTC, but only when recruits travel to firefighting training at the “USS Chief” trainer or to swim qualifications at the “USS Indianapolis” Combat Training Pool.

“The mission is still the same – to transform civilians into basically trained Sailors ready for duty in the fleet,” said RTC Commanding Officer Capt. Steve Bethke. “As we continue to evolve, we want to stay on the cutting edge of technology. What we train will not change; the core competencies of a Sailor are damage control and anti-

► The doors of the RTC Golden Thirteen facility are the first doors recruits enter as they embark on their seven-week transformation into Sailors. (MC1(SCW) Demetrius Kennon/USN)





▲ The Small Arms Marksmanship Trainer (SAMT) houses 66 computer and laser-aided stations for weapons training. (MCT(SCW) Demetrius Kennon/USN)

terrorism/force protection. We will remain proactive in how we train in that [technology] evolution.”

The admiral who oversees recruit training is proud of the training recruits receive at RTC in preparation for their transition to the fleet. “We are working hard to continue developing the technologies and curriculum needed to keep up with the current state of the fleet,” said the Commander of Naval Service Training Command (NSTC), Rear Adm. David Steindl, headquartered at RTC.

Rear Adm. Steindl said the exciting benefits of today’s training are felt throughout the fleet. “The addition of computer simulators at RTC and follow-on training; the continuous hands-on training between RDCs, facilitators, and recruits; and other state-of-the-art training methods through the use of simulators have come together to assist us in conducting the best training possible in preparing recruits for the fleet,” he said.

Some of the most remarkable new developments in training have occurred over the past decade. In 2002, the Freedom Hall state-of-the-art indoor climate-controlled physical training facility opened. It has indoor tracks featuring special cushioned flooring, and is large enough to accommodate up to 20 divisions. The enormous 173,000 square-foot, three-story structure is one of the most distinctive at RTC.

On March 6, 2009, RTC commissioned the “USS Missouri” Small Arms Marksmanship Trainer (SAMT). It houses RTC’s new \$10-million trainer with 66 computer and laser-equipped simulated small-arms weapons stations to train recruits in weapons safety and hands-on fundamentals. The trainer offers a brand new facility, improving training efficiency, reducing the personnel load for training staff and transit time for recruits, and is co-located with the live-fire range, “USS Wisconsin,” for follow-on training. Together they

provide Sailors with initial small-arms qualifications, easing some of the burden of force protection watchstander training requirements in the fleet.

Also completed in 2010, the “USS Yorktown” Visitor’s Center and parking garage serve as the entry point for family members before they enter the “USS Midway” drill hall for the weekly pass-in-review graduation of recruits. With the use of static displays and video monitors, Yorktown provides a walking history of the boot camp while giving family members and visitors an opportunity to see what their recruits accomplished in boot camp and what awaits them in the fleet.

Lt. Eid Fakhouri, a prior-enlisted Sailor who graduated from RTC in 1999, said he saw “an amazing transformation” in the boot camp when he returned to RTC as a ship’s officer. One of the changes he noted is the recruit computer training in specially built classrooms in each ship. Recruits complete a first-person role-playing game called VESSEL (Virtual Environments for Ship and Shore Experiential Learning). The game is designed to enhance a Sailor’s critical thinking, problem solving, decision making, and on-the-job performance. It also aids recruits in passing their final test of boot camp, “Battle Stations,” on board the 210-foot-long *Arleigh Burke*-class destroyer simulator, USS *Trayer* (BST 21).

Trayer, winner of the Design-Build Institute of America’s 2008 Best Public Sector Building and the first-ever Best Overall Project Award, uses special effects technology to

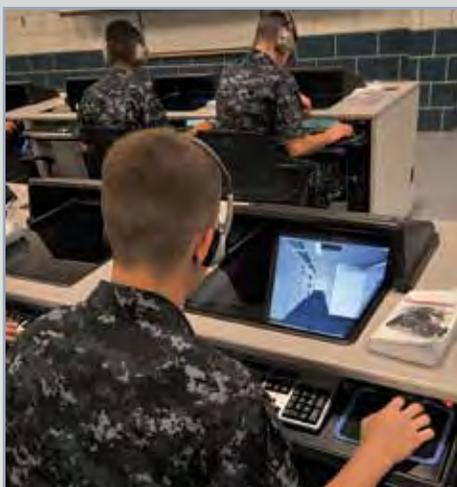
▲ Sailors run the physical fitness assessment inside Freedom Hall. (MCT(SCW) Demetrius Kennon/USN)

simulate shipboard emergencies as a capstone test of the recruits' skills and teamwork. Before graduating, a recruit must successfully complete a 12-hour period of 17 grueling scenarios based on actual Navy mishaps. The scenarios simulate the after-effects of the Iraqi missile strike on USS *Stark* (FFG 31) in 1987, USS *Tripoli* (LPH 10) after she struck an Iraqi mine in Operation Desert Storm in 1991, and the suicide bomb attack on USS *Cole* (DDG 67) while refueling in the Yemeni port of Aden in 2000.

"Battle Stations prepares each recruit for drills, damage control tasks, and casualties they could face while stationed aboard a ship in the fleet," said Chief Yeoman (SW) Lisa Reinhardt, an RDC at RTC since February 2010.

"Boot camp now uses the technology of today's society with Computer-Based Training (CBT) and Battle Stations. The CBTs account for how today's recruits learn and Battle Stations emphasizes the hands-on practicality of real-life Navy situations," said Aviation Electronics Technician 1st Class (AW) Adam Gladding, a boot camp RDC.

Beyond proficiency training, RTC



▲ A recruit trains on the Virtual Environments for Ship and Shore Experimental Learning (VESSEL) system at RTC. (Scott Thornbloom/USN)

is always looking to improve the physical fitness of recruits. Freedom Hall facilitators can train and test as many as 2,000 recruits a day. The recruits run three times a week and attend Freedom Hall to work on B.A.S.E.S. training – balance, agility, strength, explosion, and stamina. During B.A.S.E.S. training, recruits work on exercises specifically designed to simulate actual shipboard evolutions, such as line handling, loading and unloading stores, climbing up and down ladders, and evacuating

casualties from a compartment.

During a visit to Great Lakes in 2010, Master Chief Petty Officer of the Navy (MCPON) (SS/SW) Rick West called the facilities and training at RTC "first-rate."

"We have excellent training and everyone needs to know that," MCPON West said. "The feedback I get overall is quite positive. To answer the negative responses I get [regarding training], the first question I ask anyone in the fleet, especially the leadership, is 'Have you been back to Great Lakes or one of the training sites lately?' Ninety-nine percent of the time I hear, 'No, I haven't been there.' We need to continue to push our top leaders to be a part of this process."

Chief of Navy Personnel (CNP), Vice Adm. Mark Ferguson said, "Whenever I meet with foreign dignitaries or leaders, or our own military and civilian leadership, I always tell them to go to Great Lakes. Go and see what a great job they are doing...for our Navy and the nation."

For more information on RTC, visit <http://www.bootcamp.navy.mil/>.

For more information on the centennial of Naval Station Great Lakes, visit <http://www.cnic.navy.mil/greatlakes/index.htm/>. 



▲ A recruit division commander leads a division of Navy recruits at Recruit Training Command, Great Lakes Naval Station. (MC1(SCW) Demetrius Kennon/USN)

TRAINING SUPPORT CENTER: Experiences of a Commanding Officer

By James Antonucci, Training Support Center Great Lakes Public Affairs

The July 2011 centennial of Naval Station Great Lakes evokes images of the Navy's heritage and history, of thousands of young men and women who have passed through the command, and of the training that transformed them into Sailors.

Training Support Center (TSC) Great Lakes' lineage traces back more than 70 years as the direct descendent of Service School Command (SSC), which stood up in December 1940. SSC was a combination of the student population and local technical schools. TSC provides logistical support to the independent learning sites at Great Lakes and the Sailors who attend them.

TSC Commanding Officer Capt. Pete Lintner has personal history with his command. He began his career as an enlisted Sailor in December 1975, first attending recruit training in Orlando, Fla., before heading to Operations Specialist (OS) "A" School at Great Lakes in 1976.

Capt. Lintner received his commission through the Limited Duty Officer (LDO) program in 1986, and his career came full circle when in Jan. 2011 he assumed command of TSC. He now oversees the training of the more than 5,000 students who attend Great Lakes "A" and "C" schools at any given time. After having served in the fleet as an OS, Capt. Lintner has a unique view of the history and evolution of the enlisted technical training process.

On his first arrival to Great Lakes 35 years ago, Capt. Lintner's thoughts "were much the same as our Sailors today," he said. "I was nervous and worried about what I had gotten myself into. I arrived at Great Lakes in March of 1976. Ross Field was the same. 'Pier

525' was the 'Helm Club' back then, and my barracks ship was the 'USS North Carolina' (BEQ 631). And then there were all these rules to follow!"

"We had three channels on TV and no Internet," continued Capt. Lintner. "There are a lot more distractors now. But the barracks are much nicer, and the rooms are quiet and foster a better environment to learn. Students learn watchstanding on the quarterdeck, and the 'ship' builds camaraderie and a sense of ownership and pride. It's a good place to live."

Yet the off-base environment can have a significant "distractor" impact as well. "I remember the strip outside the gate was exciting for an 18-year-old," he said. But the strip is now an empty lot. "And I'm glad it's gone!" said Capt. Lintner.

Through Command Indoctrination, TSC provides basic career-oriented and life-skills training to Sailors during the

first few days they are at TSC. "'Indoc' is critical," continued Capt. Lintner. "We teach very important topics such as personal financial management, fraternization, sexual assault, abusive drinking, and drugs. Understanding the rules and how to protect one's self sets Sailors up for success. We do a lot more mentoring now," Capt. Lintner said. "This is where we teach them how to make positive decisions."

This is done in conjunction with the military bearing segment of the training process, known as Naval Military Training (NMT), or "Sailorization." It reinforces what the Sailors learned at Recruit Training Command by teaching students naval history, honors, courtesies, and how to portray themselves as professional Sailors.

Comparing students of the 1970s' generation with those of today, Capt. Lintner commented, "I think today's students are much sharper;



▲ Sailors enrolled in OS "A" School learn to plot on a dead reckoning tracer. (MC1(SCW) Demetrius Kennon/USN)



▲ TSC Great Lakes Commanding Officer Capt. Pete Lintner observes a student training to listen for surface contacts. (James Antonucci/USN)

they come in with many skills my generation never had. Young folks today are more sophisticated, worldly, and knowledgeable than we were. Our students are motivated. I am impressed by them on a daily basis.”

And the instructors? “My instructors were very curt and sharp. They got angry and somewhat frustrated with us,” said Capt. Lintner. “The instructors today are much better trained, more patient, and have vastly improved people skills.”

The “A” school students during the 1970s trained on equipment that has changed considerably. They worked on a live SPS-4 radar attached to an operating dish rotating on the roof of the building; this was the radar training system of choice at that time. Students also learned to use sound-powered phones, illuminated Lucite status boards, and read dead reckoning trace displays.

“The OS rate has become more complex, Capt. Lintner said, but a ‘mo-board’ is still a ‘mo-board.’ Part of it is still pretty hard; the study of relative motion is still confusing.”

The Center for Surface Combat Systems Unit (CSCSU) Great Lakes

learning site provides a 38-day course of instruction to OS “A” School Sailors. The course familiarizes OSs with the general aspects of the rate, but in a condensed timeframe compared to previous decades. Capt. Lintner’s school was 12 weeks long in 1976. Now reduced to six weeks, the more focused course hones in on the particulars of each ship class, increasing the competency of the apprentice graduates.

As for how technology has affected training, Capt. Lintner has two words: “Big improvement! We can simulate more in less space. Computer based training (CBT) is much better...CBT is an awesome way to teach the basics that are later reinforced in the lab. Increased instructor involvement builds upon that in an Integrated Learning Environment or ILE.” ILE combines classroom instruction with CBT, increasing instructor interaction with students and allowing TSC to train on complex issues while improving student progress monitoring.

The facilities are better too. “My ‘A’ school building was condemned and torn down,” said Capt. Lintner. Now the school is located in Building 2B.

“The labs are much more modern. We can do so much more on the simulator, which gives students a feel for what the [Combat Information Center] will be like on the ship,” Capt. Lintner said.

“While we cannot keep pace with the technological changes in the fleet, we don’t need to. We teach fundamentals and theory that are applicable to every system.”

When Capt. Lintner left the school 35 years ago, he felt he wasn’t prepared, but he did know the basics and was able to do the job on his first ship. “I was a little rough around the edges but I picked it up quickly because I knew and applied the fundamentals,” he said.

Graduates now are better qualified, he said. “They go to much more complex platforms and get better, more advanced training than before. They’re ready to fit into basic level positions in CIC.”

The evolution of training has been profound. “Overall, the interaction with students has changed and the course development has improved,” he underscored. “CSCSU does a great job of managing the curriculum and NETC [Naval Education and Training Command] is much more responsive to needs than in the past.”

From seaman to captain, recruit to commanding officer, Capt. Lintner has made the journey and can appreciate how training, and life, at Great Lakes has changed during the past 35 years. “Just being back at Great Lakes at this point in my career and seeing the changes that have been made is an amazing personal experience for me,” he said.

As the training evolves, Capt. Lintner said TSC and CSCSU will keep up with the needs of our nation’s naval forces. “We will send the fleet the best and the most qualified apprentice technicians in naval history!”

For information on TSC Great Lakes and Learning Sites, visit: <https://www.netc.navy.mil/centers/tscgl/> on the Web. 

SURFACE TRAINING AT GREAT LAKES 1911 – 2011

By John Sheppard, Naval Training Station, Naval Training Center and Naval Station Great Lakes Public Affairs.

Today's Surface Warriors must complete an extensive onshore training pipeline before reaching the fleet. However, before Training Station (TS) Newport, R.I. opened in 1881, enlisted Sailors went directly to their ships. At the start of the 20th century, the Navy sought a second location.

In 1902, a board of naval officers selected a rough patch on the shores of Lake Michigan as the best location due to its proximity to Midwestern recruits. But the cost of land was too high.

Illinois Congressman George Foss, "The Father of Great Lakes," announced that a local group was willing to buy the land and convey it to the Navy for a dollar. In 1905, President Theodore Roosevelt accepted the offer, and during the next six years, Rear Adm. Albert Ross, the first Commandant of Great Lakes, Navy Engineer Lt. George McKay, and architect Jarvis Hunt turned the 172-acre wilderness into the original 39-building campus.

TS Great Lakes opened its gates on July 1, 1911. Two days later, the first recruit arrived: Joseph Gregg of Terre Haute, Ind., who went on to

serve aboard the scout cruiser USS *Birmingham* (CL 2) and cruiser USS *Tacoma* (C 18). For six years, however, training at Great Lakes moved slowly; barely 2,000 recruits graduated a year.

The Great War Comes to Great Lakes

In 1917, America entered World War I. Tent cities sprouted at Great Lakes to accommodate the influx of recruits. Sailors helped civilian workers build housing and training facilities, expanding Great Lakes to 776 buildings on 1,200 acres.

Great Lakes' Commandant, Capt. William Moffett, directed "regiments" of Sailors be housed, fed, and trained in their own separate facilities. In January 1917, 618 recruits arrived at Great Lakes. By the time peace was declared the following year, 45,000 Sailors were in training and more than 125,000 Sailors had graduated from Great Lakes.

Between the Wars

After the war, the Navy became smaller and Great Lakes surface training followed suit. Only aviation activities expanded, with

the commissioning in 1923 of Naval Reserve Air Base Great Lakes and its grass runways.

In 1933, in the depths of the Great Depression, Great Lakes closed completely. All activities ceased and the Navy reduced the station to a "maintenancy status." A Marine detachment of 40 stood guard alongside an eight-man fire department and four-man "maintenance and preservation force."

In July 1935, Great Lakes reopened. With war approaching, the Surface Fleet needed technical rates quickly, so Great Lakes and Ford partnered to replicate the genius of the assembly line. Great Lakes turned recruits into Sailors and gave them the basics of technical training. These Sailors then went to the Ford plant at River Rouge, Mich. for advanced training by experienced technicians.

In tandem with Great Lakes' expansion, the Navy founded Service School Command (SSC), the predecessor of Training Support Center (TSC) Great Lakes. In December 1940, the first surface Sailors entered the newly established Class "A" Schools.

▼ An aerial view of Naval Station Great Lakes in 1918. (U.S. Navy photo)





▲ The first recruit training company at Great Lakes in 1911, led by Chief Petty Officer James Trayer. (U.S. Navy photo).



▲ The original Building 1 clock tower in the early 1900s. (U.S. Navy photo)

World War II

The day after Japan attacked Pearl Harbor, engineers began constructing new barracks and facilities, two weeks before formally approved. The number of Sailors in training expanded from about 6,000 in December 1941, to 68,000 in May 1942, to more than 100,000 by September 1942. Great Lakes also housed several naval officers' schools and had several hundred WAVES (Women Accepted for Voluntary Emergency Service) in training. At war's end, Great Lakes was the largest training installation in the Navy.

When the war began, African-Americans served as stewards or mess attendants. The Navy soon allowed African-Americans into technical fields on a segregated basis. In September 1942, "Negro Service Schools" opened at Great Lakes for graduates of a segregated boot camp.

In 1945, the Bureau of Naval Personnel (BUPERS) ordered all recruit training to integrate.

The Navy also selected Great Lakes to train the first African-American naval officers. In January 1944, 12 ensigns and one warrant officer attended Great Lakes' Officer Candidate School (OCS). On the final OCS test, "The Golden 13" scored the highest in Navy history. Their record still stands!

In 1944, the Navy formally renamed Great Lakes "Naval Training Center (NTC) Great Lakes." By this time 12 swimming pools, including the world's largest indoor pool, brought recruits who couldn't swim (nearly half of trainees) up to speed.

Between Dec. 7, 1941, and Japan's surrender on Aug. 14, 1945, more than one million Sailors trained at Great Lakes. After the war, Great Lakes transformed into one of the biggest demobilization sites in the country.

At the Cold War's onset, Great Lakes geared up for more recruits. BUPERS transferred recruit training from NTC Bainbridge, Md., to Great Lakes in 1947. Later, the Cooks and Bakers School was added, a Hospital Corpsman School was re-established, and a WAVES boot camp opened for female recruits.

Korea and the 1950s

The Korean War placed Great Lakes back on a war footing. At Hospital Corps School, highly valued medics were quickly minted, while casualties recuperated in the naval hospital.

On the construction front, the Navy built new Service Schools, a naval hospital, and more than 1,600 housing units in the Forrestal Village and Capeheart (later Halsey Village) developments. The Navy also opened the Electronics Supply Office, Building 3400, as its central point of electronics equipment requisition.





▲ The Golden Thirteen, the first African-Americans to earn their commissions at Great Lakes, also achieved the highest-ever scores on the OCS final exam. (U.S. Navy photo)

1960s, 1970s, and Vietnam

In 1962, Great Lakes established the U.S. Naval Examining Center to develop, distribute, and score all Navy advancement exams in the world's largest facility of its kind. The next year, Navy Regional Finance Center opened in Building 2700. Later, Galley 535 opened to serve SSC students. It still serves students today.

In the 1970s, released prisoners of war arrived from Vietnam to Great Lakes for convalescence in the Naval Hospital and female recruits bound for the Surface Fleet began to train at "A" Schools.

1980s and the End of the Cold War

In 1982, the Navy dedicated the USS *Oliver Hazard Perry* (FFG 7) Hot Plant trainer. It was an exact replica of the shipboard engineering propulsion environment, complete with hatches, ladders, central control station, main engine room, and an auxiliary machinery room.

Several buildings constructed during World War II, expected to last

five years, were closed in 1983 for safety reasons and later razed. The next year, Great Lakes completed the new Fire Fighting Training Unit. In 1987, the eight surviving members of the Golden 13 dedicated the Golden 13 Recruit Inprocessing Center.

SSC grew with additions of Engineering Systems Schools, Engineman "A" School, Diesel Engine Hot Plant, steam engineering cold iron trainer, two guided-missile cruiser hot plants, and new barracks for Electronics and Gas Turbine System Technicians.

During the 1980s, the EM Model "A" School served as a pilot project, showing how interactive computer programs and static displays improved students' learning. In a single year, the attrition rate for the school declined from 49 percent to 14 percent. New teaching techniques were expanded into six other schools and computers were made available in barracks for learning.

Great Lakes Stands Alone

With the Cold War's end, Navy closed RTCs in Orlando and San

Diego. In 1997, Great Lakes began the RTC Recapitalization Program using savings from the closures to rebuild RTC into a modern facility.

Great Lakes also revamped recruit training. In 1998, RTC initiated the innovative "Battle Stations" final exam. Sailors use teamwork, seamanship, and nautical knowledge to master a real-world-like battle problem. Later, RTC added more scenarios and turned Battle Stations into an all-night exam. In 2007, Battle Stations evolved again with Battle Stations 21: USS *Trayer* (BST 21), a full-sized ship simulator equipped with state-of-the-art special effects (for more on *Trayer* and the recapitalization program, see story page 5).

Naval Service Training Command (NSTC) was created in 2003 to align all Navy enlisted and officer training accessions programs, consisting of more than 50,000 trainees annually, under a single command structure based at Great Lakes. The same year, NTC Great Lakes became "Naval Station Great Lakes (NSGL)." In 2005, SSC became "TSC Great Lakes" (for more on TSC, see story page 8).

Today, Great Lakes is a dynamic environment where training occurs non-stop. It continues to attract the finest Sailors in the Navy to serve as Recruit Division Commanders, instructors, and many other support positions.

For 100 years, Great Lakes has been a place of challenge and excitement. Methods have changed, but the commitment to sending quality surface Sailors to the fleet, ready to fight, has never wavered.

Visit the NSGL Web site for more history, at: <http://www.cnic.navy.mil/GreatLakes/AboutUs/History/index.htm> 

SWOS Celebrates 50 Years of Top-Notch Training

By Cmdr. James Toole, Director of Strategic Communications, Surface Warfare Officer School

Half a century ago, Surface Warfare Officers (SWOs) did not attend any formal schooling in their warfare specialty. Instead, SWOs learned their craft by the sometimes “hard knocks” of on-the-job training (OJT). In 1961 Commander, Destroyer Force, Atlantic Fleet, Vice Adm. Charles Weakly, knowing we could do better, envisioned a school to provide practical and professional training not taught in the undergraduate education of officers.

The result was the Naval Destroyer School (NDS), primarily intended to train officers in the skills needed to be surface department heads. Vice Adm. Weakly opened the school July 1, 1961, in Newport, R.I., with the mission “to provide the destroyer forces, through a system of functional education and training, with officers professionally qualified and motivated to function as effective naval leaders on board ship.” Except for its destroyer focus, it is very similar to Surface Warfare Officer School’s (SWOS) mission of providing “a continuum of professional education and training in support of Surface Navy requirements that prepares officers to serve at sea.”

The 1961 curriculum focused on three areas: weapons, operations, and engineering. To become a student, officers needed to be career-oriented and volunteer, have 18 months of destroyer duty with a solid record of performance, and be recommended by their commanding officers.

Much like classes at SWOS today, all students at NDS took a comprehensive examination upon arrival at Newport. This allowed less experienced students to receive additional training to come

up to speed. Course work consisted of classroom instruction as well as practical experience at sea aboard destroyer school ships.

NDS’s success spurred the demand for courses to help brand-new officers succeed at sea. An off-shoot of NDS, the prototype SWO Basic School opened at Newport in September 1970, welcoming 24 newly commissioned ensigns. At SWO Basic, students received six weeks of instruction on the duties and responsibilities of division and watch officers. In addition to formal classroom lectures, students used simulators to gain practical experience. The success of the pilot program was the catalyst for the establishment of the second SWO Basic School in Coronado, Calif. The Newport and Coronado schoolhouses provided initial baseline training for all SWOs prior to reporting to their first ship, covering the 100 and 200 series line items in the SWO Personnel Qualification Standards (PQS). In 1975, NDS merged with SWOS.

In April 1980, Director of Surface Warfare Manpower and Training Requirements Division, Capt. John Parker stated the philosophy of the period: “It is the application of theory and system knowledge to watch performance that is important to the command,” he underscored. “Knowledge of theory and systems is important to the SWO candidate, of course, since he will not be able to cope with watchstation qualifications without a solid and complete understanding of theory and systems, and that’s what we are requiring now at SWO Basic.”

However, three flag-level audits in 1984 determined the course was too broad and shallow to meet the demands of the post-Vietnam War Navy. In 1985, Navy changed the name of SWO Basic to Surface Warfare Division Officers Course (SWDOC), later expanded to SWO School Division Officers Course (SWOSDOC). The new name resulted from a thorough re-evaluation of SWO initial training, with the most significant change moving the curriculum away from rote memorization and completion of all PQS line items and toward an integrated approach emphasizing the application of knowledge.

Capt. Thomas Yankura, then-director of SWDOC in Newport said in the March/April 1986 issue of *Surface Warfare*, “This is not a ‘basic’ school. This is the most important school in the Navy as far as I’m concerned. It fits into the whole continuum of Surface Warfare training at the division officer level. I don’t want anyone coming here expecting a rubber stamp. The students work hard while they’re here and the word ‘basic’ makes the school sound too easy.” In June 1994 the SWOSDOC in Coronado shut down and transferred to Newport, completing the concentration of all community training for SWOs.

By the late-1990s, however, the U.S. Navy no longer stationed active warships at Naval Station Newport. Initially, Yard Patrol (YP) craft filled the SWOS training gap, but these small and aging craft were limited by weather and proved too expensive to operate and maintain. Taking advantage of leading-edge simulators, SWOS

installed the first Conning Officer Virtual Environment (COVE) trainer in March 2003. COVE allowed students to practice and hone shiphandling skills in any weather condition, in daytime and nighttime scenarios, and at a cost much less than the YP craft. COVE also allowed officers to conduct more demanding shiphandling evolutions, such as moor to a buoy, that they might experience only once or twice during an afloat tour.

In 2003, the Navy also introduced SWOS-At-Sea. Newly commissioned officers went to sea immediately from their commissioning programs and would only later, after meeting conditions similar to the original NDS entrance requirements, come to SWOS for an abbreviated course. According to then-Commander, Naval Surface Forces, Vice Adm. Timothy LaFleur, the premise was that proximity to working equipment and subject matter experts would facilitate better and quicker training than a series of lectures in a classroom.

Vice Adm. LaFleur also expected SWOS-At-Sea to “result in higher professional satisfaction, increase the



▲ The staff of SWOS in 2011. (Cmdr. James Toole/USN)

return on investment during the first division officer tour, and free up more career time downstream.” Instead of instructors, computer-based distant-learning training presented material for students to master while they were aboard ship – in effect merging OJT with formal training.

In December 2007, Navy reinstated initial SWO training with the SWO Introduction Course (IC) at Newport and fleet concentration areas in the United States at Norfolk, Mayport, San Diego, Everett, and Pearl Harbor, as well as Yokosuka, Japan. Similar to

SWOS Basic, the SWO Introduction Course includes three weeks of study for officers on the fundamentals of division officer administration, maritime warfare, damage control, engineering, navigation, seamanship, and shiphandling. Additionally, SWO IC students use COVE simulators to gain greater understanding of shiphandling requirements and skills. The course is the beginning of prospective Surface Warfare Officers’ professional development, preparing newly commissioned ensigns for their duties as division officers at sea. Since the course’s introduction, more than 1,000 officers in 40 classes have graduated and moved on to successful division officer sea tours.

From its beginning as NDS, SWOS’s mission has always been to prepare officers for sea. SWOS has grown from a curriculum that emphasized rote learning to a blended, skill-based training environment. Fifty years has seen many changes at SWOS, and it is sure to continue to adapt to provide skilled, ready officers for our Surface Forces.

For more information on the history of SWOS and SWO training, see “Initial Training of Surface Warfare Officers: A Historical Perspective from World War II to 2008” by Lt. Cmdr. James Robinson at <http://dodreports.com/pdf/ada502172.pdf>.



▲ The original SWOS staff in 1970. (U.S. Navy photo)

SWOS Training Integration Reaches New Heights

By Steve Vanderwerff, Naval Education and Training Command Public Affairs

On May 23, the American Society for Training and Development (ASTD) presented Surface Warfare Officer School (SWOS) its first Excellence in Practice Award for SWOS' Full Spectrum Surface Warfare Training Excellence at the ASTD International Conference and Exposition in Orlando, Fla.

The award highlights the culmination of a 16-year evolution of the SWOS training environment from expensive, inflexible, "stove-piped" shipboard technical training equipment, to an era of highly flexible, scalable, and cost-effective personal computer (PC)-based training systems.

"It validates the shift away from [rote] learning to a blended, skill-based training environment. In this environment the student is asked to demonstrate Surface Warfare core skills, such as Tactical Action Officer procedures, shiphandling, and engineering operations followed by an assessment examination in a trainer," said SWOS Executive Director, retired

Capt. George Ponsolle. "The PC-based trainers are designed to be scalable and reconfigurable, such that a variety of software tools and simulations can be applied, under instructor control, to meet both individual and team training requirements. Students work individually to develop the proficiency that prepares them for training in a team environment, optimizing the time needed to reach proficiency in the team trainer. In addition, the development and sustainment of these trainers meets the constraints of an austere fiscal environment."

The Excellence in Practice award category honors were achieved through the use of best practices and solutions across the entire scope of workplace learning and performance. SWOS's award recognizes the partnership between SWOS, Naval Air Warfare Center Training Systems Division Orlando, Office of Naval Research, and the National Center for Research on Evaluation Standards

and Student Testing (CRESST) at the University of California-Los Angeles to design, build, and implement an integrated training system at SWOS.

According to Ponsolle, the integrated system gives SWOS the capability "to train high-risk operations with fewer instructors than previous simulators, operate training simulators at lower costs, provide a smaller physical footprint, and ensure that training is scalable to allow rapid increases in simulation time for each student."

The award specifically identified the Conning Officer Virtual Environment (COVE), Tactical Action Officer-Intelligent Tutoring System (TAO-ITS), Tactical Action Officer (TAO) Sandbox, TAO Assessment Tool, and PC-Based Engineering Simulators technologies as noteworthy.

"The COVE stations provide state-of-the-art navigation and shiphandling training," Ponsolle said. "They can reproduce every one of the Navy's homeports in addition

▼ Students practice shiphandling in the Littoral Combat Ship (LCS) Full Mission Bridge simulator at SWOS. (Cmdr. James Toole/USN)



to almost every routine port of call around the world.” SWOS has two types of COVE stations. COVE I stations first made their appearance at SWOS in March 2003, and are used primarily for advanced shiphandling and tactics students. The stations use a Virtual Reality (VR) helmet that offers students a 360-degree view of their surroundings, while students use voice recognition technology to give commands to a virtual helmsman. The six COVE III stations, the first of which was delivered in March 2004, have the same functionality as the 18 COVE I stations, with the additional ability to view the simulated environment on three 50-inch displays to allow the student multiple viewing options. The screens also allow instructors to present bridge resource management situations to small groups, including reenactments of safety mishaps. In 2005, continuing the tradition of shiphandling simulation excellence, SWOS completed a Full Mission Bridge (FMB) virtual simulator. This was followed with the first LCS Bridge Trainer in 2006 and another in 2011. A second FMB is scheduled for delivery in 2012.

Learning in a Sandbox

To prepare TAOs, SWOS uses a full range of PC-based tools, simulated environments, and integrated training. The TAO Sandbox is an interactive

PC-based operational planning application. It enables students to develop scenarios demonstrating the dynamic interaction of friendly units and hostile air, submarine, and surface threats. Sandbox gives students the opportunity to test their plans individually or in small groups prior to moving to larger team trainers.

The TAO-ITS trainer uses basic, intermediate, and advanced tactical scenarios to develop or refresh individual tactical skills, reinforce classroom instruction, and prepare students for Combat Information Center (CIC) team watchstanding training. Using voice recognition software, students are immersed in a type-specific CIC environment (guided-missile frigate, guided-missile cruiser, or guided-missile destroyer) and act as a TAO interacting with simulated watchstanders. To bring multiple students together, instructors place students in the Multi-Mission Team Trainer, which allows students to operate as a group in a simulated CIC environment.

TAO training is rounded out with the TAO assessment tool. The TAO assessment tool captures an individual student’s practical application of TAO fundamentals in a complex single-ship scenario. As part of SWOS’s tactical evaluation of department head students, senior post-command staff

members individually evaluate each student in the tactical trainer. CRESST developed this evaluation tool to enable SWOS staff to objectively grade students across a wide spectrum of maritime warfare principles, problem-solving skills, pre-planned response execution, and situational awareness in all warfare areas.

The guided-missile destroyer engineering classroom, meanwhile, uses PC-based desktops and 57-inch flat-screens that simulate engineering consoles. These enable students to practice procedures in a classroom independently or with instructors, prior to using full-sized consoles as a watchteam. Engineering students are trained and evaluated in a watchteam environment in the full-sized guided-missile frigate, guided-missile destroyer, and guided-missile cruiser engineering trainers.

“The simulators are a good tool to get the hands-on experience you need without actually being on a ship,” said Chief Warrant Officer Scott Carpenter, SWOS student and prospective Main Propulsion Assistant for USS *Preble* (DDG 88). Prospective USS *Curtis Wilbur* (DDG 54) Engineering Officer Lt. Chon Dareing agreed. “The benefit of the engineering simulator is that it allowed me to go through the evolutions repeatedly at my own pace,” he said.

As with TAO training, each student receives a professional evaluation prior to graduation, in this case, graded Afloat Training Group (ATG) assessments.

Assessing the Changes

According to SWOS Commanding Officer Capt. Neil Parrott, the school’s learning philosophy is integral to each officer’s training and is articulated in the following focus areas:

1. Individual basic-level simulation: self-paced simulators that reinforce other forms of instruction and



▲ Lt. Cmdr. Sean Shea, a SWOS instructor, observes students using the Multi-Mission Team Trainer in a tactical scenario. (Cmdr. James Toole/USN)



▲ ENC(SW) Jamison Hodges, a SWOS instructor, trains Lt. Chon Dareing on the PC-based engineering simulator. (Cmdr. James Toole/USN)



▲ Lt. j.g. William Griffin gets underway using the Conning Officer Virtual Environment (COVE) III simulator. (Cmdr. James Toole/USN)

- prepare the student for more complex training systems and scenarios
2. Sub-team and small-team simulation: self-paced and instructor-led simulation, partial-task trainers, and small teams with increasingly complex scenarios
 3. Full-team, high-fidelity trainers: instructor-facilitated full-watchteam trainers that are highly complex and integrated with other trainers

These learning technologies provide a core of knowledge, skill development, testing, and credentialing.

Ponsolle said that since updated classroom training effectively prepares officers to demonstrate core competencies, SWOS needed assessments to match the improvements. Although written examinations provide feedback on the level of knowledge retained by students, exams do not tell the staff if the student can apply the information in a real-world situation.

“Changing the focus of the training to meet new, more rigorous assessment criteria, including oral boards and observed demonstration, required the development of sound assessment tools,” said Ponsolle. These tools ensure that each student receives the same grade for the same performance, regardless of the grader.

Single-user training systems and semi-automated assessment tools enable one-on-one validation of skill sets prior to course completion. Either

outside credentialing organizations, such as ATGs, or post-command SWOS staff members complete these assessments. “Both groups are comprised of highly skilled and experienced Navy leaders who add credibility to the assessment and ensure SWOS is meeting the standard required for the fleet,” said Ponsolle.

While the Excellence in Practice award marks an important achievement, SWOS is not finished pursuing innovative training excellence. SWOS is developing gaming technology to support the LCS Train-to-Qualify trainer systems and the COVE Intelligent Tutor System (COVE ITS) to support the individual COVE shiphandling training. COVE ITS provides basic instruction and identifies students requiring additional attention, allowing the instructor-to-student ratio to increase while providing enhanced feedback and individualized student remediation.

Additionally, the University of Nevada at Reno and SWOS are working together to develop “intelligent aggressor” software to upgrade shiphandling and combat systems trainers. The software will increase the number of simulated ships which can be input into these trainers by reducing human operator control requirements. Intelligent aggressor software is critical to providing a more realistic world environment for complex training scenarios.

Ponsolle agreed. “The development of high-fidelity, PC-based training systems over a 16-year period, a better understanding of how humans learn, and the development of assessment tools allowed SWOS to achieve the current results” on display in Surface Warfare training today.

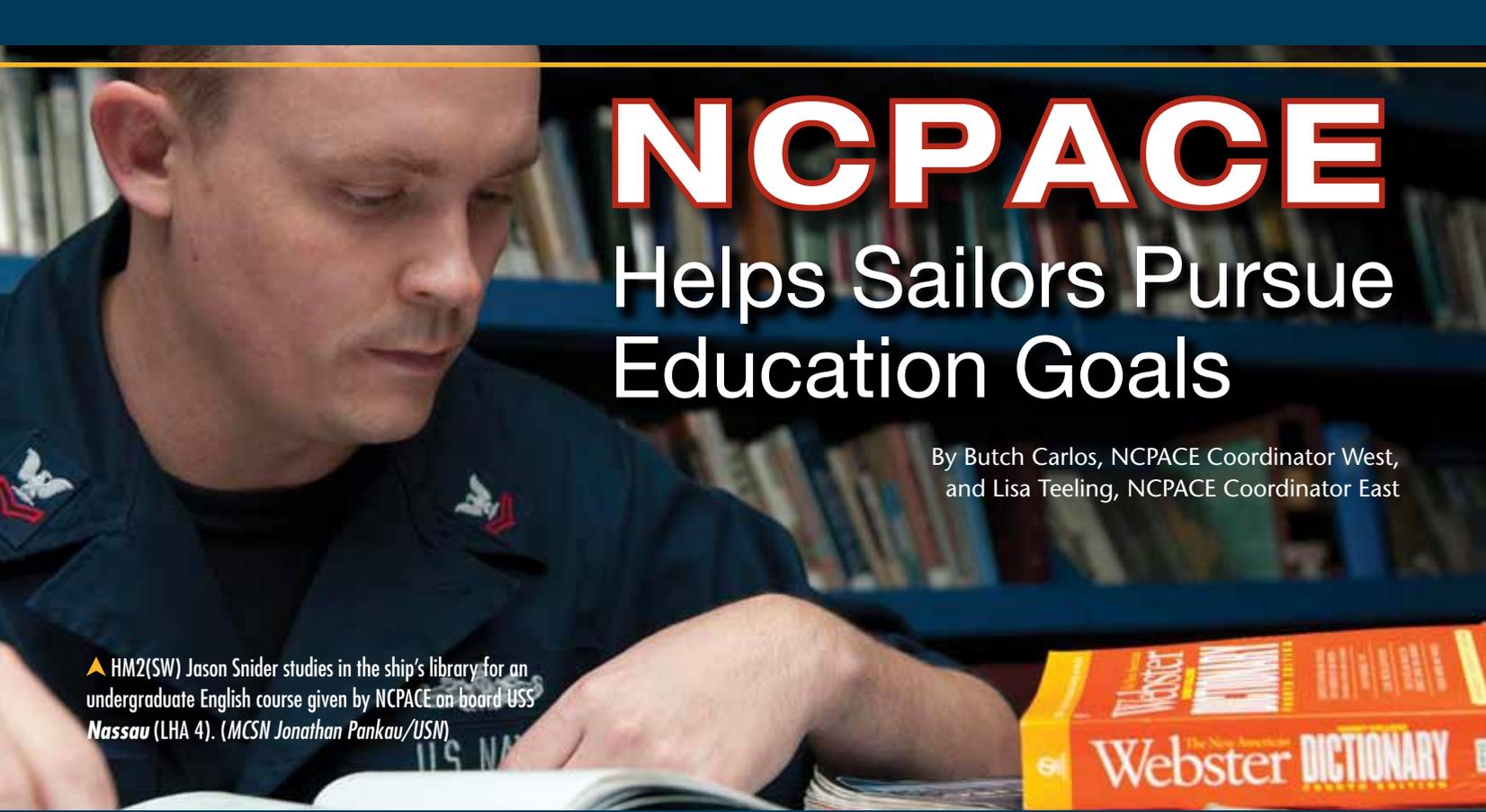
Yet, despite all the advancements in technology at SWOS, the most important piece of the training spectrum is not digital. It’s the human, integral to and co-equal with hardware and software, that counts.

“SWOS instructors are its most valuable resource and remain the centerpiece of SWOS training,” said Capt. Parrott. “SWOS continues to leverage simulation to its advantage in this fiscally constrained environment. To this end, SWOS strives to ensure instructor-led training is fully maximized and complements its simulator training. Advances in learning technologies allow students to grasp learning objectives much quicker, affording instructors the opportunity and additional time to reinforce these skill sets. SWOS has been able to increase instructor-student contact time through the efficient use of learning technologies.”

To learn more about Surface Warfare Officers School visit <http://www1.netc.navy.mil/swos/>.

For more news from Naval Education and Training Command, visit www.navy.mil/local/cnet/.





NCPACE

Helps Sailors Pursue Education Goals

By Butch Carlos, NCPACE Coordinator West,
and Lisa Teeling, NCPACE Coordinator East

▲ HM2(SW) Jason Snider studies in the ship's library for an undergraduate English course given by NCPACE on board USS *Nassau* (LHA 4). (MCSN Jonathan Pankau/USN)

Pursuing education can be challenging when serving in the Navy, and even more so when on sea duty. Fortunately, the Center for Personal and Professional Development's (CPPD) Navy College Program for Afloat College Education (NCPACE) provides educational opportunities to Sailors at eligible sea duty commands comparable to those available to their counterparts on shore duty.

NCPACE offers academic skills and college-level courses – undergraduate and graduate – from regionally accredited institutions. The Navy provides 100 percent tuition assistance for these courses; students are responsible only for purchasing textbooks and related course materials. Institutions offering undergraduate courses are affiliated with Servicemembers Opportunity Colleges Navy (SOCNAV), making it easy for Sailors to transfer credits and complete degrees between their home institutions and the schools with which they deploy.

“NCPACE is a valuable program to ensure Sailors are not disadvantaged

on sea duty, thereby allowing them to work towards their educational goals while deployed,” said CPPD Commanding Officer Capt. Chuck Hollingsworth. “One of our goals at CPPD is to serve Sailors, and we do that around the world, even when underway and forward deployed.”

The Navy recognized the challenge for its Sailors pursuing education in the early 1970s and began providing Sailors aboard submarines with educational films for viewing during “off watch” hours. In 1973, a Navy pilot program allowed civilian instructors to teach on board selected surface ships. A year later, Navy expanded and fully funded the Program for Afloat College Education (PACE) for Sailors with the exception of textbooks, which remained the Sailors' responsibility. In 1987, the addition of PACE II allowed Sailors to access courses on computer terminals. The two programs merged in 1998 to become NCPACE, providing courses in both Instructor-Led (IL) and Distance-Learning (DL) formats for sea duty commands (Type 2 and 4 unit identification codes).

Under the IL program, qualified NCPACE instructors deploy with ships and offer courses in a classroom environment. IL courses include associate, bachelor, and graduate levels. USS *Ronald Reagan* (CVN 76) was the first command to offer IL graduate courses with an instructor teaching on board. Instructors taught courses from the Texas A&M University-Central Texas Master of Science in Management and Leadership degree program. The command also offered undergraduate courses in history, English, math, sociology, speech, and business management. Instructors conducted classes as part of the ship's normal routine, and even continued while *Ronald Reagan* provided support to Operation *Tomodachi* in the wake of the 2011 Japanese earthquake and tsunami.

According to Dr. Mary Redd-Clary, CPPD Director of Voluntary Education, one advantage for commands participating in the IL program is that they can offer basic academic skills courses at the command. “Academic skills classes are available in English, reading, and math,” said Redd-Clary.

“These classes benefit Sailors who fall under ‘Perform to Serve’ and need to retake their ASVAB [Armed Services Vocational Aptitude Battery], those having difficulties passing their advancement exams, and those preparing to start college.” Upon successful completion of NCPACE academic skills classes, Sailors receive a certificate of completion that can help meet eligibility requirements to retake the ASVAB exam.

If providing berthing for a civilian instructor is an issue for a command, an active duty member, with command endorsement, may apply for employment with the NCPACE contracted institution and teach academic skills classes on board. The active duty member must possess a bachelor’s degree and meet the academic institution’s qualification requirements for instructing the course.

DL courses are available via CD-ROM, personal digital assistant, and iPod and do not require Internet access. Courses lead to degrees at the associate, bachelor, and graduate levels. Because of the self-paced nature of the DL courses, Sailors beginning DL programs are required to develop an individual education plan with their Navy College Office counselors during NCPACE orientation services and are limited to one course during the first term. Additionally, NCPACE uses a software program to track student retention efficiently. The system automatically generates and sends e-mails to the DL participants before, during, and at the end of the term to help keep them engaged in the courses and programs.

“NCPACE was the best part of our deployment on board USS *Nassau* (LHA 4),” said Aviation Maintenance

Administrationman 2nd Class Megan Tyler, who recently received her associate degree in business administration. “I was able to complete two college classes during deployment and get that much closer to graduating. Anyone who has an opportunity to take classes this way should use it.”

Commands seeking to provide NCPACE opportunities to their Sailors should start by contacting their local CPPD Navy College Office or the CPPD Virtual Education Center to set up an orientation brief. During orientation services, the Navy College Office briefs command leadership on the details of the NCPACE program. Sailors may receive briefs from Navy College Office counselors on the NCPACE IL and DL programs and participate in course placement testing as needed.

NCPACE offers educational opportunities to meet the needs of deployable units and helps the Navy conserve the tuition assistance budget by providing alternate means of educating Sailors. During fiscal year 2010, the Navy had 14,283 total NCPACE enrollments and 643 Sailors attain degrees using NCPACE courses.

Jennie Humes, Deputy Director of Voluntary Education for CPPD, said, “NCPACE provides our deployed Sailors equal access to further their education, key to the Navy’s future. Education enables Sailors to apply themselves to new situations and challenges, improves knowledge in support of their rating, and provides a more effective, productive, and flexible workforce.”

Additional information on the NCPACE program and other Voluntary Education programs can be found at the CPPD Navy College Program Web site: <https://www.navycollege.navy.mil>.

For more information about CPPD, visit: <https://www.netc.navy.mil/centers/cppd/>.

For more information about the Naval Education and Training Command (NETC), visit: <https://www.netc.navy.mil/> 

Additional Education Resources

Online Academic Skills Course (OASC): <http://www.nelnetsolutions.com/dantes/>

The Naval Education and Training Command sponsors this free online course for Sailors and their families. OASC evaluates an individual’s reading level, vocabulary, and math skills and then creates customized lessons geared to boost their proficiency in target areas. The self-paced program includes testing and modules, which can be lengthened or shortened based on the amount of time available. It is great for those seeking to improve their ASVAB or Armed Forces Classification Test scores. Modules feature interactive exercises, including videogame-style flash cards and drag-and-drop matching.

Tuition Assistance (TA): <https://www.navycollege.navy.mil/nta.cfm#eligibility>

TA is Navy’s educational financial assistance program. It provides active duty Sailors up-front funding for tuition costs and fees for college courses. The college, university, or vocational/technical institution’s regional or national accreditation must be recognized by the Department of Education, and may include independent study or distance learning courses. Visit the above Web site to review additional eligibility requirements and program offerings.

Post-9/11 G.I. Bill: <http://www.gibill.va.gov/>

Sailors who have served at least 90 days of aggregate service on or after Sept. 11, 2001, or were discharged with a service-related disability after 30 days can pursue their higher education goals at a variety of accredited institutions of higher learning. Whether undergraduate, graduate, or vocational education, eligible Sailors can receive tuition coverage, book stipends, fee defrayment, and basic allowance for housing (BAH) at the rate of an E-5 with dependents when enrolled as resident student. Sailors can compare the benefits and applicability of either the Post-9/11 G.I. Bill or the Montgomery G.I. Bill on the Department of Veteran’s Affairs’ Web site. Also listed are the many changes coming to the program in the next few years. Further information can be found in the article, “Achieving a Brighter Future,” in the *Surface Warfare* Winter 2011 issue.

PROFESSIONAL MILITARY EDUCATION

in the Surface
Warrior's Hands

▲ The Mahan Rotunda at the U.S. Naval War College. (Ensign Michael Larson/USN)

By Professor Timothy Garrold, College of Distance Education, Naval War College

The Naval War College in Newport, R.I., is the oldest continuing institution of its kind in the world. On Oct. 6, 1885, Secretary of the Navy William Chandler signed General Order 325, which began: "A college is hereby established for an advanced course of professional study for naval officers, to be known as the Naval War College." For more than 125 years, the Naval War College has faithfully and adroitly executed its mission to provide professional military education (PME) programs that are rigorous, challenging, and focused on naval warfare. The goal is to develop and nurture leaders of character, who have trust and confidence in each other, are operationally and strategically minded, critical thinkers, proficient in joint matters, and skilled naval and joint warfighters. The college plays a key and indispensable role in helping the CNO define the future Navy and its roles and missions. Each day in the Navy, War College graduates and faculty support combat readiness and strengthen

maritime security cooperation around the world. The Surface Navy remains the vanguard of this mission.

The Naval War College serves as the center of professional military education for the Navy and is key to fulfilling education requirements for officers and enlisted Sailors. Rear Adm. John Christenson, President of the Naval War College, refers to the college as the Navy's "home of thought." As the former Commanding Officer of Surface Warfare Officers School Command, Destroyer Squadron (DESRON) 21, and Carrier Strike Group 12, deputy commander of Naval Mine and Anti-submarine Warfare Command, and a distinguished graduate of the Naval War College, Rear Adm. Christenson sees it as a "truly world class organization and educational institution."

One of the strengths of the Naval War College today is that its world-class education is available to Sailors around the world through the College of Distance Education (CDE) and

Online PME programs. The Naval War College's Senior Enlisted Academy (SEA) offers curriculum that is an integral part of the Navy's education continuum. The CNO's Navy Reading program, which is administered from the Naval War College, provides an exceptional opportunity for Sailors to read and think.

Among the programs delivered through the Naval War College's distance education programs, the Fleet Seminar Program (FSP) is another success story, delivering intermediate-level Joint PME Phase I (JPME I) in evening seminars at 20 locations throughout the United States. Presented by adjunct faculty using the Socratic method of instruction, in which students and faculty together play integral roles in the education process, students pursue the college's core curriculum one evening per week during the course of the September-through-May academic year. As an added benefit, students may apply for the college's master's in

national security and strategic studies and use the classes taken in the FSP toward that goal. The FSP closely replicates the education experience of resident students, affording eligible officers and civilian employees an excellent opportunity to study alongside other future leaders.

Through a partnership with the Naval Postgraduate School (NPS) in Monterey, Calif., the Naval War College curriculum is also fully embedded in the NPS curriculum, and officers pursuing graduate education at Monterey are able to include JPME I in their studies.

The CDE administers the Web-enabled program, which delivers fully accredited JPME I education to officers in a Web-based format. This facilitates completion of an important career milestone for students whose operational commitments and duty obligations preclude regular attendance in a classroom setting. A third delivery method for fully accredited JPME I education is the CD-ROM program, which many officers find a good fit for their assignment situation.

CDE Director Dr. James Hickey underscored the Naval War College's central role in educating today's surface warriors. "Only a few years after the Naval War College was formed, Secretary of the Navy Josephus Daniels directed the College 'conduct extension courses for the benefit of officers who are not available for attendance at the college.' For nearly 100 years," he noted, "CDE has done just that, delivering professional military education to the fleet. Today, with ever greater demands placed on our dispersed, diverse, and deployed officer and enlisted personnel to receive education at key career milestones, we continue to seek innovative ways to get that education to our students."

As the distribution point for non-resident programs, the CDE provides enormous opportunity for PME not only for officers, but also for enlisted personnel through the Navy Online PME program. Professor Michael Van



▲ College of Distance Education professor James O'Rourke poses a question to graduate-level students participating in an evening Fleet Seminar Program class in Newport, R.I. (Ensign Michael Larson/USN)

Vleck said, "With recent improvements to our curriculum deployment strategy, our underway surface warriors and deployed Sailors everywhere have easy access to the Navy's PME continuum."

The Naval War College offers Sailors and Navy civilians four PME courses and a ready reference library via the Navy Knowledge Online integrated learning environment. These courses address PME learning areas appropriate for junior officers, enlisted Sailors, and Department of the Navy civilians at different career milestones.

CNO Adm. Gary Roughead said, "We are privileged to operate and live in a complex and dynamic global environment." Through the Navy Reading program, the CNO encourage today's surface warriors to "make available at least a few hours each week for focused reading, involve your shipmates, discuss what you read, and share your thoughts and points of view." This process is similar to the Socratic method of study and discussion used extensively in Naval War College distance education seminars.

The Naval War College is actively engaged today and thinking about the future. Whether the topic is cyber operations at sea, protection of the maritime commons, global maritime

security issues, joint and combined operations against current and potential adversaries at sea, or any other issues confronting today's Navy, the Naval War College serves the Surface Warfare community by providing its leaders world-class education and the opportunity to read, reflect, discuss, and write about the issues and challenges facing surface warriors. Through the Navy Reading program, the SEA, and the Navy PME program, the Naval War College engages in critical education and prepares Navy leaders to understand the complex issues facing the Navy and the nation. Through active engagement with navies and leaders from around the world, the Naval War College remains an indispensable asset to the nation, the Navy, and surface warriors at sea. General Order 325 remains a core focus of the institution.

Additional information about the College of Distance Education programs can be found at www.usnwc.edu.

PME courses through NKO are available anytime worldwide, afloat, and ashore. More information is available at <https://www.nko.navy.mil/portal/home>.

Navy Reading program details are available at www.navyreading.navy.mil. 

Counter-Piracy

A Combined Effort

By Combined Maritime Forces Public Affairs

Combined Maritime Forces (CMF) is one of three international organizations active in the fight against piracy in the U.S. 5th Fleet Area of Responsibility (AOR). Under the direction of Commander, U.S. Naval Forces Central Command, Vice Adm. Mark Fox, CMF works alongside NATO, European Union Naval Force Somalia, and several individual navies.

CMF is a multinational naval partnership that exists to promote security, stability, and prosperity across approximately 2.5 million square miles of international waters in the Middle East. Those waters cover some of the world's most important shipping lanes. Participating navies include those from the United States, Australia, Bahrain, Belgium, Canada, Denmark, France, Germany, Greece, Italy, Japan, Jordan, Republic of Korea, Kuwait, the Netherlands, New

Zealand, Pakistan, Portugal, Saudi Arabia, Singapore, Spain, Thailand, Turkey, the United Arab Emirates, and the United Kingdom.

Not every navy participating in CMF is involved in counter-piracy and the work done by each navy changes frequently. Each of CMF's three Combined Task Forces (CTFs) has specific responsibilities: CTF 150 operates in the Indian Ocean and Red Sea and focuses on maritime security and counter-terrorism; CTF 151 is the counter-piracy task force for the entire AOR; and CTF 152 focuses on regional cooperation and security within the Arabian Gulf.

An age-old scourge, piracy is a significant and growing threat. It has proven difficult to control and continues to increase despite international efforts. The International Maritime Bureau (IMB) recorded a



▲ A Coast Guard Law Enforcement Detachment Team member attached to USS *Lake Champlain* (CG 57) monitors a suspected pirate vessel during counter-piracy operations. (MCI Michael O'Day/USN)

growth in attacks from 276 in 2005 to 445 in 2010. In the same period, pirates' demands have exploded 36-fold, from an average of \$150,000 to \$5.4 million per ship. According to CMF data, at the end of the first quarter 2011, pirates were holding 26 vessels for ransom and 597 mariners from more than 25 countries. Underscoring the increase in violence, during that same quarter the IMB recorded 142 attacks that resulted in 34 known injuries and seven deaths.

CMF Director of Operations Royal Australian Navy Capt. Tony Aldred explained the importance of shipping in the region. "We estimate that every year 23,000 ships come through the Suez Canal and Gulf of Aden, with about 40,000 ships transiting the Strait of Hormuz. That's not counting the movement of smaller dhows and ocean-going fishing vessels. In this



▲ EN1 Kenneth Nieman, stationed aboard USS *San Jacinto* (CG 56), looks over the engines on a skiff suspected of participating in recent pirate activity while other members of the Visit, Board, Search, and Seizure team maintain control of the vessel. (MCI/SCW/FMF) Ja'lon Rhinehart/USN)

◀ A small boat being towed by a suspected pirate mothership in the Arabian Sea is destroyed by USS *Momsen* (DDG 92). The guided-missile destroyer received a distress call and disrupted an attack on a commercial oil tanker. (HTC John Parkin/USN)



context the pirates affect about 0.1 percent of vessels.”

While 0.1 percent seems small, the impact is significant. “The waterways we are focused on are very important to world trade and world energy supplies,” continued Capt. Aldred. “Every year, 40 percent of the world’s energy resources goes through the Strait of Hormuz, and 11 percent through the Suez Canal.”

Piracy not only endangers lives, but also affects the cost of shipping. Longer routes, increased fuel costs, and increased insurance prices drive up the overall cost of maritime trade. With the amount of the world’s commerce that travels through this region, piracy has a clear impact on the international economy.

Fortunately, a combined response has largely eliminated piracy within the Gulf of Aden. This response included maritime industries’ use of best management practices; the Internationally Recommended Transit Corridor (IRTC), a confined and heavily traveled sea lane in which transiting vessels can be monitored by counter-piracy forces; and a large military presence.

Pirates, however, have proven an adaptable enemy. To continue to operate, pirates changed their tactics, moving their activities away from Somalia’s coastal waters and into the Arabian Sea and Indian Ocean. Pirates also started using larger merchant ships, known as motherships, as sea bases to extend their range throughout the entire region, reaching as far east as India and as far south as South Africa.

This expansion requires CMF and other international forces combating pirates to patrol an area encompassing

the Red Sea, Gulf of Aden, North Arabian Sea, Gulf of Oman, Arabian Gulf, and parts of the Indian Ocean.

The exact number of naval or coast guard ships conducting counter-piracy at any one time varies. However, based on the regional average of 25 and dividing the waters equally, each warship would have the task of patrolling an area larger than the state of New York. The size is simply too large to find every pirate vessel, have a warship escort every merchant in the region, or even to be in the vicinity of each ship.

In April 2011, representatives from maritime industries and several militaries met in the United Arab Emirates for a conference seeking solutions for ending piracy in the region. Held under the theme “Global Challenge, Regional Responses: Forging a Common Approach to Maritime Piracy,” the conference focused on ways to counter the spike in criminal activity at sea.

Vice Adm. Fox explained the challenges to an effective counter-piracy effort. “The piracy issue requires a mosaic of different people working together – from creating the rule of law ashore in Somalia, industry leaders using best management practices, the military to patrol, disrupt, and deter the pirates, and finally, an appropriate legal ‘finish,’ so that when we catch people in the act, they’re able to be taken to justice,” said Vice Adm. Fox. “It’s an international problem and it’s going to take an international cooperative solution.”

Capt. Aldred agreed that establishing an international legal process is important to solving the problem of piracy. “An international court

providing appropriate legal instruments to deal with pirates in a consistent way is really the answer we would like to see. This is not to say that national prosecutions have been unsuccessful,” he said. “There have been convictions in Kenya, Seychelles, Holland, and Germany. In March, six pirates were convicted in the U.S. for life.”

Other nations outside CMF are also taking action. Capt. Aldred said, “Malaysia and India have both taken a strong line operationally, and Japan has indicated that it will prosecute four pirates that were attempting to capture a Japanese vessel.”

Capt. Aldred emphasized the important role Somalia’s government needs to play in the overall fight. “There is the need for long-term stability in Somalia and a legal process that can deal with piracy; otherwise our efforts are hamstrung to a degree, and we will continue to fight from the trenches rather than win in the strategic sense.”

In addition to counter-piracy, CMF counters violent extremism and terrorist networks in its maritime AOR; works with regional and global partners to improve overall security and stability; helps strengthen regional nations’ maritime capabilities; and responds to environmental and humanitarian crises and other irregular challenges that lie ahead.

More information on Combined Maritime Forces can be found at <http://combinedmaritimeforces.com>. You can also follow CMF news updates through Twitter (http://twitter.com/CMF_Bahrain) and Facebook (<http://www.facebook.com/pages/Combined-Maritime-Forces/139732049416264>).



Countdown to Launch

By Lt. j.g. Monika Hess,
Navigator, USS **Barry** (DDG 52)

On March 19, 2011, USS **Barry** (DDG 52) was one of the first warships to launch Tomahawk Land-Attack Missiles (TLAMs) against targets in Libya in support of Operation *Odyssey Dawn*. **Barry** began 2011 by deploying in January with the Enterprise Strike Group in the Gulf of Aden and conducting counter-piracy operations. However, her mission unexpectedly shifted in March as she received tasking to steam independently to the Mediterranean Sea and join the international coalition of warships operating off the coast of Libya. *Odyssey Dawn* aimed to enforce the United Nations-sanctioned no-fly zone over Libya and stop Libyan leader Colonel Moammar Gadhafi's forces from attacking civilians.

After arriving in the U.S. 6th Fleet Joint Operating Area, **Barry's** strike team conducted numerous training scenarios. These realistic training opportunities built on the skills developed during the training cycle and ensured the ship maintained the knowledge and proficiency to monitor the surface picture, make proper reports, and successfully execute any mission. As the state of affairs between the Gadhafi regime and civilian forces worsened in Libya, **Barry's** strike team began running daily training scenarios.

On March 18, **Barry** was ordered to head to a preplanned launch position and stand by for tasking. The strike team was prepared and ready to execute a strike mission at a moment's notice. On March 19, **Barry** received orders to conduct TLAM strike missions against strategic targets in Gadhafi-controlled regions in Libya. This was the first time **Barry** launched Tomahawk missiles for a real-world mission.

"Most strike teams never launch in their careers, but **Barry** was given that opportunity. We did everything by the

book and met all tasking on time," said **Barry** Strike Officer Lt. j.g. Jason Haney.

Barry launched more than 30 Tomahawks from her forward and aft Mk 41 Vertical Launch System cells during her first of four strike taskings. With each launch, there was a deafening roar and blinding light as the missile streaked upward. Sailors watched in awe as the cells emptied one after another and the missiles flew toward Libya.

"The strike team was extremely focused. There was a sense of confidence as we accomplished our mission. I am extremely proud of my team," said Chief Fire Controlman (FC) (SW) Ken Lilley, Strike Division Leading Chief Petty Officer.

"We are confident in the accuracy of our missiles and that minimal collateral damage was caused by the strikes. It helps to ease [our] minds to know that [we] conducted these missions effectively and minimized the impact on innocent people," said **Barry** Combat Systems Officer Lt. Todd Grahek, one of the Tactical Action Officers during the strike missions.

"It required a ship-wide effort to conduct a Tomahawk strike of this

magnitude," continued Lt. Grahek. "Our engineers kept steady electricity and ensured that we were able to position ourselves appropriately. Our Supply department ensured we had the parts we needed in a timely manner to keep the weapons systems fully functional. Combat Systems, Weapons, and Operations departments operated as a single team focused on mission success, and every person who was a part of the mission was truly a trained professional."

FC2(SW) Royce Orr, one of the engagement planners during **Barry's** strike missions, said, "I'm honored to participate in an event that will go down in U.S. history. It was a great feeling to be able to serve my country and assist the civilians in Libya."



▼ USS **Barry** (DDG 52) was one of the first warships to launch TLAMs into Libya in support of Operation *Odyssey Dawn*. (U.S. Navy photo)



► USS **Barry** (DDG 52) launches a Tomahawk in support of Operation *Odyssey Dawn*. (Lt. j.g. Monika Hess/USN)



Ship in the Spotlight: **USS *Germantown***

By Ensign Pratiksha Patel, Electronics Division Officer, USS ***Germantown*** (LSD 42)

Surface warships deal with myriad inspections, assessments, training, and deployments. Dock landing ship USS ***Germantown*** (LSD 42) is no different and her crew faced a particularly stiff series of challenges working up to her 2011 deployment. Through intensive maintenance, sea trials, training, inspections, and operations ***Germantown's*** crew met each obstacle head-on, and made her a prime example of success and perseverance, culminating in a mid-deployment hull swap earlier this year with USS ***Harpers Ferry*** (LSD 49).

In April 2010, ***Germantown*** finished her mid-life extended-docking planned maintenance availability (EDPMA). As first ship on the West Coast to complete this "fit to fight" LSD maintenance and upgrade process, ***Germantown*** performed work in nearly every space during an exceptionally intense yard period. Significant modifications included a new machinery control system, a new reverse-osmosis water purification

system, removal of boilers and all related steam equipment, and more than 1,000 other repairs and upgrades. Additionally, the crew of ***Germantown*** completely refurbished more than 120 decks and 15 crew and Marine living spaces. Finishing the 18-month EDPMA process, ***Germantown*** proved herself ready to get underway for successful sea trials.

Three weeks after sea trials, ***Germantown*** participated in ***Dawn Blitz*** 2010, the largest and most complex amphibious assault exercise since 2001, off the coast of southern California during Memorial Day weekend. ***Germantown*** embarked her maximum capacity of 425 Marines, and when ***Dawn Blitz*** commenced, Sailors and Marines practiced large-scale amphibious assault operations, combining long-range support in the form of artillery and helicopter transport, naval gunfire, and amphibious landings. ***Germantown*** led the assault, launching her amphibious assault vehicles (AAVs) on time and

directing two simultaneous landings on two separate beaches.

Upon successful completion of ***Dawn Blitz***, ***Germantown*** began a four-month marathon of more than a dozen inspections, assessments, and surveys covering every department and involving every Sailor on board. These culminated in a visit from the Board of Inspection and Survey (INSURV) in September 2010.

For more than 12 months, the crew prepared for INSURV by cleaning and preserving compartments, checking and verifying system parameters, and restoring decks and fan rooms. "The entire crew really came together to work as one team throughout INSURV and that was a huge factor in our success," said ***Germantown*** Executive Officer Cmdr. Brian DeLaney. "The crew's collective efforts and sacrifices over the past several months paid great dividends. We are very proud of our hard work and great results!"

As part of the EDPMA and INSURV preparations, ***Germantown's*** leadership



▲ Landing Craft Air Cushion 10 and 29 transit Sattahip Beach, Thailand, to transport 31st Marine Expeditionary Unit gear and armories during ***Cobra Gold***. (MCI(SW) ***Geronimo Aquino***/USN)

assigned many Sailors to one of a dozen specialized “tiger teams.” These teams consisted of small groups of Sailors who focused on specific areas throughout the ship – decks, lagging, cableways, valves, and fan rooms. Much of the ship’s accomplishment was due to the diligence Sailors put into these efforts. “The tiger teams were absolutely essential to our efforts,” said Chief Operations Specialist (AW/SW) Jimmy McCarty. “Our ability to organize people and work toward very specific goals focused our efforts and efficiently improved the overall material condition of *Germantown*.” Tiger team Sailors pulled approximately 15,000 feet of cable, completed nearly 160 lagging jobs, refurbished more than 300 valves, and fixed critical discrepancies in more than 60 spaces in preparation for INSURV.

In just one week, an INSURV team of more than 140 seasoned inspectors examined every aspect of the ship and her new and upgraded systems. On Sept. 17, 2010, the senior assessors and their team concluded the inspection and heaped praise upon the crew and their efforts. “*Germantown*’s Sailors did a great job demonstrating total adeptness on the new and upgraded systems installed during her scheduled mid-life maintenance process,” said Capt. Todd Hooks, assistant chief of staff for maintenance and engineering.

“While the months leading up to INSURV proved to be a tough experience for many, it was also a valuable one,” said Engineman 2nd Class Justin Bymaster. *Germantown*’s INSURV represented a success story for numerous reasons. It reflected well on the resources available, the maturing Surface Warfare Enterprise (SWE) initiatives, and the great working relationships shared among SWE stakeholders.

“*Germantown*’s successful INSURV was due to the extensive planning, preparation, and hard work of her superb crew,” said Cmdr. Michael Crary, the ship’s commanding officer. “I’m extremely proud of all they accomplished. Their dedicated efforts not only ensured success during INSURV, but also enhanced the material and combat readiness of *Germantown*.”

Following the completion of INSURV, the crew began a compressed basic phase training cycle, which included assessments of all aspects of the crew’s qualifications and warfare areas. The training cycle provided a three-part training and testing evolution designed to increase the ship’s readiness and effectiveness. Members of Afloat Training Group Pacific (ATGPAC) embarked on *Germantown* to assess everything from navigation and seamanship to damage control and flight deck operations.

Normally ships are given 16 weeks to complete the required training events. *Germantown*’s crew finished all major events in less than seven. With her long list of successful assessments, inspections, and training complete, *Germantown* left her homeport of San Diego in January 2011 for the 7th Fleet area of operations (AOR) – less than one year after having all four main diesel engines in pieces.

For her first major event in the AOR, *Germantown* participated in *Cobra Gold* 2011 off the coast of Thailand in February. *Cobra Gold* was a complex, multi-national, joint exercise designed to enhance regional maritime security and strengthen ties through operations with the Royal Thai Navy and other participating and observing navies. The exercise demonstrated the ability of the involved militaries to rapidly deploy a joint task force to conduct combined operations at sea and ashore. *Germantown* joined the USS *Essex* (LHD 2) Amphibious Readiness Group (ARG) and embarked 360 Marines from the 31st Marine Expeditionary Unit (31st MEU). During the exercise, *Germantown* conducted naval maneuvers and training evolutions with the Royal Thai Navy, while multinational forces collaborated in a full-scale, simulated amphibious assault.

“Planning and coordination were very important during this exercise,”



▲ Sailors and Marines from USS *Germantown* (LSD 42) watch a special performance by children at the Abundant Life Home orphanage during a community service project in Laem Chabang, Thailand, after her participation in *Cobra Gold*. (MCI(SW) Geronimo Aquino/USN)



▲ Sailors move a forklift on board USS *Germantown* (LSD 42) during Operation Tomodachi. (MCI(SW) Geronimo Aquino/USN)

said Cmdr. DeLaney. “We had the people, the equipment, and the setting to make this a very successful undertaking. We couldn’t control every aspect of the exercise, and that is why we stress the importance of flexibility. I was very confident that our crew was going to be able to carry out the mission and perform well...and they did!”

Following *Cobra Gold* and a port call in Laem Chebang, Thailand, *Germantown* executed another key mission of the U.S. Navy: theater engagement. A port visit in Surabaya, Indonesia, represented an important opportunity to promote peace and stability in the Asia-Pacific region, demonstrate commitment to regional partners, and foster growing relationships. During the visit, the ship hosted tours and held a reception for more than 250 guests that included Indonesian military leaders, dignitaries, and members of the local community. Service members participated in several community service projects, focusing on interaction, cultural performances, and conversations at local schools, and in the event spreading good will and a generating positive image in the local community of the United States.

Shortly after departing Surabaya on April 7, a massive 9.0 earthquake and subsequent tsunami devastated northeastern Japan. *Germantown* was immediately directed to proceed at best

speed to render aid to the survivors. As part of Operation *Tomodachi*, the ship linked up with other 7th Fleet ships to provide humanitarian assistance and disaster response. Operating off both the eastern and western coasts of Northern Japan, *Germantown* distributed more than 10,000 pounds of aid supplies to displaced persons. *Germantown* also served as a strategic refueling stop between designated landing zones ashore and *Essex* and USS *Ronald Reagan* (CVN 76), aiding in a significant portion of all helicopter operations in Japan. In all, the *Essex* ARG launched 218 aircraft and landing craft in support of reconnaissance and relief distribution missions, and delivered more than 166,000 pounds of supplies ashore.

In an interview, Vice Adm. Curtis praised *Germantown* and her crew: “After completing an extensive mid-life modernization, *Germantown* had a very successful INSURV, an amazing Engineering Certification, and a fantastic Supply Management Assessment. The dedication of *Germantown’s* leadership, fantastic crew, and their families has yielded tangible results, right now, as *Germantown* supports the Japanese people recovering from the earthquake and tsunami. They are proving that America’s Navy is indeed a Global Force for Good.”

After a month on station off the northern coast of Japan, *Germantown* and *Harpers Ferry* proceeded to Sasebo, Japan, for a long-awaited hull swap. The swap began with a captain’s call featuring both Commanding Officers and crews. The crews then set about the process of exchanging ships, which involved inventorying all supplies, tools, and equipment, as well as shifting all databases and personal gear. After two intense weeks, an exchange of command ceremony made it official. Upon completion of the hull swap, *Germantown* settled into her new home, forward deployed in 7th Fleet, while *Harpers Ferry* sailed to San Diego to begin her EDPMA.

Overcoming one of the longest recent yard periods of any Surface warship, excelling at the most difficult inspection in the Navy, setting the standard for the training cycle, and displaying operational excellence – this crew truly earned its “Fit to Fight” reputation. “Despite all the challenges *Germantown* has encountered, she is an unrivaled success story for ‘back to basics,’” said Vice Adm. Curtis.

For more news from Commander, Naval Surface Forces visit www.surfaceforces.navy.mil or follow the Surface Force at www.facebook.com/SurfaceWarriors. 



▲ USS *Germantown* (LSD 42) Sailors prepare relief supplies for delivery during Operation *Tomodachi*. (MC1(SW) Geronimo Aquino/USN)



▲ Cmdr. Michael Cray returns the salute of the sideboys during the Change of Command in Sasebo, Japan. Cmdr. Cray relieved Cmdr. Antonio Hull as commanding officer of USS *Harpers Ferry* (LSD 49). Cmdr. Hill, in turn, took command of USS *Germantown* (LSD 42). (MC1(SW/AW) Richard Doolin/USN)

A New Preservation Society

By Fred Henney, Navy Regional Maintenance Command Public Affairs

Major changes are in store for waterfront maintenance, and Sailors will play a large role in making them happen. Sailors have a renewed opportunity to take a hands-on approach to maintenance and the material readiness of their ships – making these vital assets last for the long haul.

Throughout the past decade, changes in maintenance practices inadvertently impaired Navy surface ship readiness. Sailors gradually shifted focus from acting as both maintainer and operator of shipboard equipment and systems to primarily operators.

New ways of doing business disengaged Sailors from the kind of training they needed to remain hands-on maintainers of their equipment. Also, Journeyman maintenance jobs

at Shore Intermediate Maintenance Activities (SIMAs) and aboard repair ships disappeared. SIMAs in Norfolk, Little Creek, San Diego, Jacksonville, and other fleet locations idled much, if not all, of their maintenance activities.

As shore maintenance billets disappeared and destroyer and submarine tenders decommissioned, the Navy folded SIMAs into Regional Maintenance Centers (RMCs). Meanwhile, the majority of intermediate-level (I-Level) work previously done by Sailors migrated to naval shipyards or private repair contractors under multi-ship, multi-option (MSMO) contracts. As a result, increasing numbers of Sailors showed up for shipboard assignments without the maintenance knowledge and skills to keep their equipment running. While the changes were well intentioned and the immediate results created a short-term cost savings for the Navy, the unintended consequences created a noticeable decline in material readiness.

In 2009 the commanders of the Atlantic and Pacific Fleets commissioned a Fleet Review Panel to analyze Surface Force readiness and make recommendations for improvements. The report concluded there was no single cause or issue degrading readiness, but rather a combination of many changes in policy and practices over time. The report served as a catalyst focusing senior Navy leadership's attention on the readiness issue and spawning numerous corrective actions.

Soon after the report, Vice Adm. Kevin McCoy, Commander, Naval Sea Systems Command (NAVSEA), directed deep-seated changes to address the gaps, and build enduring processes and culture to support fleet maintenance and modernization

efforts. From these efforts, the Surface Ship Readiness Initiative (SSRI) was born. The SSRI organizes working groups around five areas, or the "Five Big Rocks": surface ship assessments; sustainment; availability execution and work certification; RMC capability and capacity; and the Surface Maintenance Engineering Planning Program (SURFMEPP).

The NRMC and IMAs

The Navy officially established the Navy Regional Maintenance Command (NRMC) on Dec. 15, 2010. Under the leadership of Rear Adm. (Sel.) David Gale, NRMC's focus is on three of the "Rocks": assessments, availability execution and work certification, and RMC capability and capacity.

NRMC reports directly to Commander NAVSEA and works on planning and execution of surface ship maintenance and modernization. It leads the RMCs in developing and executing standardized maintenance and modernization processes, instituting common policies, and standardizing training. This helps sustain a consistent business model across the RMCs and provides cost-effective readiness to the Surface Fleet.

"Our role with the RMCs is to provide support and advocacy for their efforts, [review] current policies and procedures on ship maintenance and modernization, and make any necessary adjustments," said Rear Adm. Gale.

Of particular importance to NRMC is re-establishing I-Level Fleet Maintenance Activities (IMAs). IMAs have a dual mission: to train returning fleet Sailors in shipboard repairs and to perform I-Level maintenance and repair work. The IMAs provide Journeyman-level Navy Afloat Maintenance Training Strategy



▲ NSSA engineering technician and DMAT member Dave Francis (left) and IC3 Sarah Rios repair a sliding pad-eye aboard USS *Mitscher* (DDG 57). (Shelby Wilfong/USN)

(NAMTS) training that is focused on developing in-rate maintenance and repair skills for enginemen, machinist mates, electrician's mates, gas turbine systems technicians (mechanical), and hull maintenance technicians. This ensures Sailors in the target ratings return to afloat assignments with well-honed maintenance and repair skills.

Training on shore duty, whether NAMTS or hands-on I-Level, makes Sailors very desirable to commands for follow-on shipboard tours. It will also visibly improve the long-term life of ships in the fleet. I-Level efforts at the RMCs focus on training Sailors in ship maintenance skills that tackle hull, mechanical, and electrical tasks ranging from valve repair and pipe-fitting, to gas turbine engine repair, to combat systems maintenance and repair.

Other skills Sailors learn include rigging, weight testing, safety net repair, sand blasting, and corrosion control. Detailers are already offering these billets to quality Sailors. Interested Sailors should talk to their command career counselors to find out more information on these billets. Sailors can also walk over to their local RMC or IMA for a first-hand look at the equipment and to talk with the Sailors operating the gear.

Calling for an Assist

Norfolk Ship Support Activity (NSSA) is also leading an effort on the waterfront to improve vital maintenance skills by piloting assist team programs. These assist teams, scheduled through a ship's Type Commander, provide help in several critical areas in which Sailors can learn fast and fix faster. The Valve Maintenance Assist Teams (VMATs), Deck Maintenance Assist Teams (DMATs), and Auxiliaries Maintenance Assist Teams (AMATs) are comprised of Sailors and civilian subject matter experts who work side-by-side with Sailors from afloat units to demonstrate the best and most technically accurate procedures in their specialty areas.



▲ Members of NSSA's DMAT, Chris Tony (left) and Eric Johnson (right), assist NSSA engineer Alan Woods (center) in repairing a gear drive on the boat davit emergency crank aboard Mitscher. (Shelby Wilfong/USN)

According to NSSA Executive Officer Capt. Derrick Mitchell, the assist teams help ease the challenges from the high operational tempo and reductions in manning and training. "When the assist team leaves, preventative maintenance requirements and repairs have been accomplished on the targeted equipment, the equipment is fully operational, and the Sailors have been trained on proper assessment and maintenance of the equipment," said Capt. Mitchell.

Sailors can learn additional best practices to care for their ships through a new assessment program approved in February 2011 and directed by the Surface Force Type Commanders. The Total Ship Readiness Assessment (TSRA) program provides Sailors the opportunity to play an active role in shipboard maintenance while documenting material readiness in the ship's maintenance plan. They focus on a two-and-a-half-year cycle that includes shipyard and pierside maintenance periods, deployment, and a Board of Inspection and Survey (INSURV) assessment.

The Type Commanders schedule the TSRA program while the RMCs carry it out. These assessments cover a variety of shipboard systems and equipment and are conducted in four

phases. The TSRA assessments also increase maintenance effectiveness and efficiency by ensuring ships have a comprehensive catalog of all work that needs to be accomplished to achieve the necessary mission.

"These are not inspections per se, but rather an efficient way to document areas that need to be taken care of when the ship is either undergoing routine or scheduled maintenance, said Deputy Commander, NRMCM, Robert Butler, Jr. "Sailors work directly with the RMC subject matter expert using an approved common assessment procedure for that specific equipment to identify required repairs and make those repairs as time and material permits. The work done during the TSRA assessments becomes part of the ship's catalogue of work and helps ensure that all readiness requirements are met effectively and efficiently."

The result of these reinvigorated maintenance efforts is that Sailors are again learning hands-on what they need to do to keep their ships in top shape through their entire service lives. When good training leads to good maintenance, it results in good ships, a source of pride for the crews, and a great waterfront reputation.



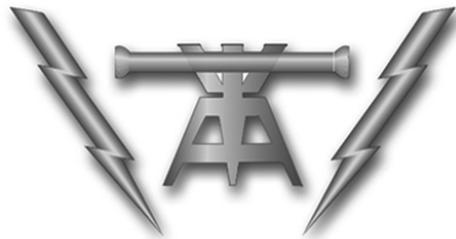
Choose Your Rate:

AEGIS FIRE CONTROLMAN (FC)

By MC1(SCW) Demetrius Kennon, *Surface Warfare*

The Job:

FCs were originally Sailors who operated various range-finding equipment and solved ballistic calculations. These skills were originally employed in naval gunfire support operations. Work with the Aegis weapon system created the Aegis FC in 1983, when the Navy commissioned the first Aegis-equipped ship, USS *Ticonderoga* (CG 47). Navy formally established the Aegis Training and Readiness Center (ATRC) in Dahlgren, Va., in 1984, and it graduated its first class of 14 Sailors in 1985.



Aegis FCs are responsible for the operation, maintenance, and care of control systems used in Aegis weapon systems. They are trained to troubleshoot and repair their systems, as well as fight them. There are four types of Aegis FC technicians, broken down by Navy Enlisted Classification (NEC) codes: SPY-1 radar, fire control system (FCS), computer, and display. Aegis FCs typically stand watch in a ship's Combat Information Center (CIC) according to their specialty: missile systems supervisor (FCS), radar system controller (SPY), or air warfare supervisor (computer and display technicians). All types may also stand various combat systems maintenance watches. In addition to maintenance watches in port, Aegis FCs often stand force-protection watches.

As for collateral duties, "Aegis FCs perform basic divisional duties such as training Petty Officer [PO], mail PO, work center supervisor, and repair parts PO," said FC2(SW) Arthur Longbottom, a display technician on board USS *Fitzgerald* (DDG 62). "Other collateral duties accomplished by Aegis FCs are various command training teams, gage calibration PO, and master helmsman." Additionally, Aegis FCs have the opportunity to fill a wide range of collaterals, from search and rescue swimmer to micro-miniature technician to Visit, Board, Search, and Seizure team member.

Becoming an Aegis FC:

The requirements for Aegis FCs are normal color perception and an Armed Services Vocational Aptitude Battery total score of 222. Sailors must have a secret clearance and an initial six-year enlistment. Sailors cannot enlist with an Aegis FC rating guarantee; rather, they enlist into the Advanced Electronics/Computer Field program. Following the Basic Common Core courses at Recruit Training Command, Great Lakes, Sailors in the program attend the Advanced Electronics Technical Core Course and are directed into either the FC or Electronics Technician (ET) rating based on manning needs.

Those selected as FCs attend a variety of follow-on schools, the number depending on their particular Navy enlisted classification (NEC). All FCs attend FC "A" School at Training Support Center Great Lakes. Aegis FCs then report to ATRC for a "C" School based on their specific Aegis NEC. "A" School is 19 weeks, while "C" Schools last between 20 to 26 weeks depending on the course of instruction.

In 2010, advancement within the Aegis FC community was promising for junior enlisted but slightly harder toward the top: an impressive 100 percent promoted to E-4; 40.18 percent to E-5; 6.93 percent to E-6; 22.59 percent to E-7; 7.54 percent to E-8; and 24.39 percent to E-9.

"Both FCs and Aegis FCs advance with about the same time in service," Suich said. "For example, FCs advance on average to E-4 within 3.8 years and Aegis FCs advance to E-4 within 3.5 years. A notable difference is at the E-9 level. For FCs in general, E-9 advancement occurs around 21.4 years but for Aegis FCs the average is 18.4 years."

Fast Facts:

History:

- Navy established the Fire Controlman rate in a 1941 split from the Gunner's Mate (GM) rating.
- In 1955, FC converted to Fire control Technician (FT) with specific designations for Gunnery (FTG), Missiles (FTM), and Submarines (FTS). In 1985, the Surface Fleet returned to the FC rating while the Submarine community kept FT.

Rating Badge:

- The rating insignia is a theodolite (optical range finder) on a tripod with two lightning bolts, the latter added in 1985, signifying the technical aspects of the rate.

SITREP Summer 2011:

- Between 18 and 25 on board *Ticonderoga*-class cruisers.
- Between 18 and 21 on board *Arleigh Burke*-class destroyers.
- 2,271 Aegis FCs of 7,127 FCs total in the fleet.

Pay Incentives:

Aside from a selective reenlistment bonus, Aegis FC Sailors receive sea duty incentive pay and sea pay for their demanding working hours while at sea.

FC Aegis Myths:

"If you can see SPY, SPY can see you."

FC2 Longbottom explained, "SPY is the ship's multi-phased array antenna that can radiate 360 degrees simultaneously. It is said that when it's radiating, just by glancing at SPY you will be irradiated. It's not true."

"Aegis FCs never do any work."

FC2(SW) Jonathan Zavitz, a SPY technician on board *Fitzgerald* contended, "I believe this stems from the fact that we are constantly working in spaces that most of the ship's company don't frequent. Maintaining any variant of the Aegis Weapons Systems is very labor-intensive and requires many hours of both preventative and corrective maintenance."

"Aegis FCs are gaming nerds."

FC2(SW) Gary Garrison, assigned to USS *Nitze* (DDG 94) said, "A lot of people assume we are all gamers or the typical computer nerd. In my experience Aegis FCs have all sorts of interests, not just gaming." FC2 Garrison pointed to his time on the slopes as an example, "I've been snowboarding since I was 12 and can't think of a more fun way to spend a blustery winter day."

Hardest Part:

In a rating that's responsible for the ship's defense system, myriad factors come into play. "There are three things that I would consider hard about being an Aegis FC," said FC2 Longbottom. "The first is the amount of stress you feel at times trying to troubleshoot complex casualties. Many people depend on you, and the ship cannot perform its duties without



▲ FC2 Arthur Longbottom references a technical publication while troubleshooting the Aegis weapons system on board USS *Fitzgerald* (DDG 62). (FC3 Sarah Wells/USN)

your equipment being operational. The second challenge is the amount of time spent on tactical watches underway. Finally, all Aegis FCs are exactly that: Aegis FCs. So when it comes to picking a command, you are limited to Aegis platforms for five-year sea rotations and training commands for three-year shore rotations."

"Beginning at the training level, an Aegis FC is expected to exemplify a well-rounded Sailor. He or she is expected to manage a rigorous training workload at ATRC, while standing duty, and supporting extracurricular activities," said FC2 Zavitz. "Once finished at ATRC, the expectation is that all that knowledge will be taken to their ship."

Community Role Models:

Nearby most motivated and dedicated Sailors, one normally finds equally motivated and dedicated leaders and peers. It's through their positive influence and mentorship that Sailors attain a sense of pride for their country, their service, and their rate. Both FC2 Garrison and FC2(SW) Robert Grimwood look up to FCC(SW) Daniel Griffin.

FC2 Garrison said FCC Griffin "motivates Sailors like no one he's

come across in the fleet." Meanwhile FC2 Grimwood said FCC Griffin and the rest of the chief petty officer FCs "keep me on my toes and motivate me to achieve more."

For FC2 Zavitz, a fellow second-class petty officer is the model FC. "FC2(SW) Jonathan Casey is an absolutely exemplary technician, has a work ethic second to none, and is just a really great person," he said. "[He] embodies everything that any up-and-coming Aegis FC should emulate."

Best Reason to be an Aegis FC:

Aegis FC Sailors willingly take on responsibility for the protection of an entire ship's company and more. "What better feeling is there to know that you have been selected as one of the top electrical and mechanical technicians in the Navy?" asked FC2 Longbottom. "Not many people can do the job of an Aegis FC. The sheer complexity of your gear guarantees that there will be times that many people will depend on you to repair an equipment casualty on time. Without you, the most powerful self-defense and offensive system in the world becomes useless."

"USS *Fitzgerald* has been involved in several real-world theater ballistic missile defense (BMD) missions in [U.S.] 7th Fleet," said FC2 Zavitz. "BMD is a very demanding and stressful environment, especially for an Aegis FC. Your equipment has to be top notch. Tensions run high when on station for BMD missions, but when it is all said and done, and you look back on the fact that you have been chosen to safeguard millions of American lives, the feeling is very satisfying. I would have to say that this is when I am the proudest."

Put simply by FC3 Derek Podrasky, an Aegis FC on *Nitze*, "We are one of the main lines of defense." In short, Aegis FCs are the "shield of the fleet."



You've Got Orders: NAVAL STATION GREAT LAKES

By MC1(SCW) Demetrius Kennon, *Surface Warfare*

Naval Station Great Lakes (NSGL) hosts numerous commands, but the two most familiar are Recruit Training Command (RTC), or "boot camp," and the Training Support Center (TSC), where approximately 85 percent of initial follow-on Surface Warfare training is held.

The rich history of Great Lakes began a hundred years ago when it was carved out of wilderness (See story page 13). Ever since, NSGL has been a formative experience in the careers of every Sailor who passes through its gates.

Billets:

• **Recruit Division**

Commanders (RDCs):

RTC has approximately 600 RDCs, who serve three-year tours. Responsible for up to 14,000 recruits on board at any time, they graduate approximately 36,000 Sailors each year.

Interested Sailors must complete the Special Duty Assignment application in Career Management System/ Interactive Detailing, including endorsements from their Commanding Officer and Command Master Chief. Applicants must have scored "good/low" or better and completed the run in their last physical fitness assessment. Applications also require photos of the Sailors in Navy service and dress uniforms.

Prospective RDCs receive three weeks of Journeyman Instructor Training (JIT) and 13 weeks of RDC "C" School training. The "C" school consists of a six-week classroom portion where students learn the specific technical and leadership skills required to train recruits, and a seven-week hands-on, practical phase where

they demonstrate what they learned. Physical training is conducted three times a week, and formal uniform inspections weekly. Instructors administer final assessments during the last week of "C" School. After successfully completing the rigorous training program, Sailors receive the 9508 NEC and the title RDC.

• **Navy Military Training Instructors (NMTIs):**

TSC has 131 enlisted NMTIs on three-year tours. NMTIs train approximately 13,500 students a year, with up to 5,000 students on board TSC at any time.

NMTIs and RDCs have a similar focus on military professionalism. They exemplify Navy's Core Values of Honor, Courage, and Commitment. NMTIs are provided with training to build their professional rating knowledge. NMTIs also run TSC's 17 barracks facilities, and receive training for this responsibility.

A condensed, two-week JIT course is the mainstay of NMTI training in the application of principles of learning and instructional methods, strategies, and techniques. A secondary NEC, 9502, is awarded to NMTIs upon completion. NMTIs also have the opportunity to obtain the Master Training Specialist (MTS) qualification.

Housing:

The NSGL Navy Housing Office (NHO) has information on long and short-term apartment rentals, homes for sale, schools, maps, military clauses, and information about the surrounding local communities.

The private housing contractor Forest City Enterprises provides housing to military families in the Great

Lakes area. Built under Naval Facilities Engineering Command Midwest's regional Public/Private Venture contract, the houses feature similar amenities found in private sector homes, including new appliances, porches, and large closets, with neighborhood amenities including community centers with swimming and splash pools, green space, meeting facilities, and bike trails.

Health Care:

In 2010, Naval Health Clinic Great Lakes merged with the North Chicago Veterans Administration (VA) Medical Center to create the Captain James A. Lovell Federal Health Care Center (FHCC) on the VA's campus, with five clinics in NSGL's building 200H. Lovell FHCC is a partnership between the U.S. Department of Veterans Affairs (VA) and the Department of Defense (DoD), integrating all medical care from the former VA medical center and former naval health clinic into a fully integrated federal health care center with a single combined VA and Navy mission.

Play:

• **Facilities/Activities:**

Morale, Welfare, and Recreation (MWR) offers a variety of recreational opportunities through its facilities, which include fitness centers, indoor swimming pools, youth and family recreation centers, food and beverage facilities, a beach, a library, a movie theater, an auto-hobby shop, an outdoor skating rink, a bowling center, a climbing wall, a golf course, a ticket/travel office, a marina, a rental center, a geographical bachelor Sailor center, and a conference center. In addition, the MWR Department hosts

Overview:

Location:

Western shore of Lake Michigan, halfway between Chicago and Milwaukee.

Size:

1,628 acres, 1,153 buildings (largest Navy training station).

Mission:

Deliver highly skilled, technically proficient, disciplined, and motivated Sailors to the fleet.

Number of tenant commands:

27.

• Interesting Fact:

During World War II, Great Lakes was a contender in the athletic realm. Although they fielded among the best varsity football teams, baseball was the strong suit. Between the attack on Pearl Harbor and Japan's surrender, Great Lakes' baseball team boasted a 188-32 record, and not just against other "college" teams. The most famous victory came against the Chicago Cubs in 1945, which at the time had some of the biggest hitters in the National League. Future Hall-of-Famer Chief Petty Officer "Rapid Robert" Bob Feller pitched a 1-0 shutout, striking out 10 Cubs and delighting the 12,000 Sailors in attendance at Constitution Field.

The NSGL Facebook page at www.facebook.com/NavalStationGreatLakes will answer any question posted on the page within 24 hours. On the NSGL Web site, the 2010 Base Guide provides comprehensive installation information: <http://www.cnmc.navy.mil/GreatLakes/index.htm> 

concerts and community festivals for seasonal family entertainment.

Off base, two of the most popular places for Sailors are Six Flags Great America and Gurnee Mills Mall, located ten miles from base, in Gurnee, Ill.

• Best Food on Base:

Great Lakes offers many dining experiences, giving Sailors a break from routine military dining facilities.

"The best place to eat on base is Pier 525," said Fire Controlman (FC) Seaman Kevin Goes, assigned to TSC. "There's a decent selection on the menu, and the prices aren't bad. You can grab a seat in the main dining area, by the pool tables, in the lounge, or even outside on the patio. There's plenty of space to kick back and relax. Being able to catch your favorite sports team on one of their many flat-screen televisions is what sells it for me."

• Best Food off Base:

NSGL's location offers Sailors convenient access to some of the best dining experiences around.

"The main thing that keeps me going back to a place is the atmosphere," said FCSN Goes, "and it's hard to beat 'Sluggers World Class Sports Bar & Grill,' on the north side of Chicago. They cover all the main food groups: buffalo wings, burgers, pizza, and French fries. But the best part about Sluggers is the dueling pianos. It's an old-school type of good time that gets the whole place singing, drinking, and clapping along to their wide-ranging mix of music."

FC3 Krista Gould, assigned to TSC, opts for a less rowdy atmosphere. "Hot Woks/Cool Sushi on Michigan and

Madison in Chicago seems like yet another restaurant aimed at tourists, but that assumption is shattered upon entrance," she said. "Their menu is moderately priced, their sashimi is among the best I've had, and the Thai tea is simply divine."

Take Note:

• Words of Caution:

Driving to and from Chicago can take a lot of time. The Metra Union Pacific North Line, part of the Regional Transportation Authority, offers commuter rail service to downtown Chicago and Kenosha, Wisc. A one-way fare from NSGL to the Chicago terminal costs less than \$5 for military personnel in uniform, half the normal fare.

▼ MR2(SW/AW) Juan Montelongo instructs students at MR "A" School on board TSC Great Lakes. (MC1(SCW) Demetrius Kennon/USN)





This Sailor's NAVY

By Lt. Cesar Mantilla, Recruit Training Command (RTC) Great Lakes Public Affairs, and MC1(SCW) Demetrius Kennon, *Surface Warfare*

Operations Specialist (OS) 1st Class (SW) Thomas Ross

Since enlisting in 2003, OS1 Ross worked hard to make himself more valuable to the Navy. "I originally joined the Navy Reserve in June 2003 but thought I could do more for the Navy and my community," he said. "So, I switched to active duty status."

After boot camp and "A" School, OS1 Ross spent five years on board *Forrest Sherman*. He made three independent deployments, participating in counter-narcotics operations off Central and South

America and joint force operations in the Black, Mediterranean, and Baltic Seas.

Although his favorite deployment was "circumnavigating Africa, stopping at more than ten ports around the continent," Petty Officer Ross had a hard time picking a favorite port call. "Even the worst port of call was still a break from long underway periods," he said. OS1 Ross said he misses the sea, but is glad to temporarily do without "man-overboard drills and general quarters at 0200."

OS1 Ross found that to be a standout Sailor he had to sharpen the knowledge and skills attained in boot camp and "A" school, so he began taking in-rate and military training courses. After "A" school, he earned the Navy enlisted classification (NEC) 0346 Aegis Console Operator Track 3 at the namesake course in Wallops Island, Va. Other in-rate schools include Air Intercept Control (AIC) School in Dam Neck, Va., Search and Rescue Plotter, and the Single-Ship Anti-Submarine Warfare Mobile and Combat Information Center (CIC) Team Trainers.

Petty Officer Ross also attended Anti-Terrorism/Force Protection (ATFP) and Visit, Board, Search, and Seizure (VBSS) schools in Chesapeake, Va., and later completed basic and advanced Damage Control (DC) courses in Pascagoula, Miss.,

while *Forrest Sherman* was under construction. After returning to Norfolk, he took the Emergency Medical Technician-B course at Portsmouth Naval Hospital. Once the ship was fully operational, OS1 Ross trained in the basic and advanced Computer-Aided Dead Reckoning Tracer courses on board.

OS1 Ross knows that sea duty or a deployment doesn't have to put a damper on educational pursuits. His advice to Sailors: "You can't beat the Post-9/11 G.I. Bill, but I would wait until you get out or retire to use it. TA [tuition assistance] is the best program while enlisted; you go to college for free [minus the cost of books] while serving." While aboard *Forrest Sherman*, OS1 Ross used TA to complete the Personal Computer (PC) Applications and Global Perspectives courses from Saint Leo University. OS1 Ross is continuing his education at the Columbia Community College of Missouri, working toward an associate's degree.

Petty Officer Ross's motivation and performance while aboard *Forrest Sherman* were instrumental in his quick advancement through the ranks from seaman to petty officer 1st class. Additionally, "one month after making 1st class, I took over as LPO [Leading Petty Officer] at sea for my division," OS1 Ross said. "As a new 1st class, [I had] to step up right away as LPO with everyone watching, including

Fast Facts:

Hometown: Harrison, Ohio.

Command: RTC Great Lakes.

Billet:
Recruit Division Commander (RDC).

Service:
Navy Reserve in 2003, active duty early 2004.

Sea Service:
USS *Forrest Sherman* (DDG 98), 2005-2009.

Something Sailor can't deploy without: iPod and laptop.

Favorite Navy movie:
"Down Periscope".

[my] chiefs, OPS [operations] boss, and the CO [commanding officer]—who, by the way, was a prior OS chief.”

Some of OS1 Ross’s duties aboard *Forrest Sherman* included shipping/piloting officer, CIC watch officer, AIC officer, work center supervisor, department 3M assistant, and member of the ATPF and VBSS teams. “I even [received] my RHIB [rigid-hull inflatable boat] coxswain qualification before I left,” he said. “On DDGs [guided-missile destroyers], you really work with all departments in some way; it kind of makes us a really tight-knit crew.”

OSs are “responsible to the OOD [officer of the deck] underway and work with QMs [quartermasters] for safety of navigation of the ship in restricted waters and out to sea,” said OS1 Ross. “We work in multiple warfare areas such as anti-air, submarine, and surface. We also conduct SAR [search and rescue] operations, maintain multi-[tactical

data links], and help provide naval surface fire support for troops on shore. The list just goes on.”

The experiences OS1 Ross gained on *Forrest Sherman* helped mold and prepare him for another challenging, yet rewarding assignment. After five years of stretching his “sea legs,” he volunteered to return to RTC Great Lakes.

OS1 Ross returned to boot camp, the birthplace of Navy Sailors, as an RDC in January 2010, intent on instilling the values he had embraced into the hearts and minds of new recruits. RTC is where the Navy “turns civilians into Sailors,” he said. “We give them the basic tools and necessities needed to become the future of our Navy.” In order to succeed, RDCs must “display and uphold the Navy’s core values, [be] physically fit, and ready to train.”

“The most challenging obstacle is breaking through all of that initial fear and homesickness.”

—OS1 (SW) Thomas Ross

And train he does. OS1 Ross is one of about 600 RDCs who transform more than 36,000 civilians into U.S. Sailors each year. So far, he has guided four divisions, totaling more than 300 Sailors, through RTC. OS1 Ross said that his only hope and aspiration is to send quality Sailors to the fleet. “That’s the most important thing. They are our relief, and being a part of that is the most rewarding achievement of all,” he said.

The recruits in training come from diverse backgrounds which makes it

challenging to get them to function as a cohesive unit. An RDC’s job is stressful, particularly at the beginning of a division’s boot camp. “The most challenging obstacle is breaking through all of that initial fear and homesickness,” said OS1 Ross.

In addition to the 600 Navy “brothers” and “sisters” with whom he shares this unique opportunity, his wife, two daughters, ages 9 and 13, and a boy, 5, share his excitement. “It’s pretty simple,” he said. “They are the reason I do this job. Every day, I wake up knowing I work to protect their rights and way of life. Cliché, I know, but it’s the truth.”

The love OS1 Ross has for his family shapes his performance and is evident in his collateral duties. “I am a C.A.R.E. [Counsel and Advocate in a Recruit Environment] advocate, [which is] basically a liaison to Fleet and Family [Support Center] services’ counselors,” he explained. “When a recruit has a problem at boot camp or just needs to talk, they come to us. And if we cannot resolve the issue, we set them up with a professional counselor who can.”

There are many sacrifices RDCs make, including less time with loved ones. RDCs must set a higher standard in order to mold America’s Sailors. “The hours are long, the PT [physical training] in school is hard if you don’t [prepare] before you get here, but the challenge is fun,” said OS1 Ross. “[RDC candidates] need to really prepare to come here.”

Though OS1 Ross invests his time and experiences into the lives of up-and-coming Sailors, he said he “hopes to go back to sea and do what we as OSs do best.” When Petty Officer Ross makes the transition from guiding new recruits to guiding warships he will have his mind set on yet another goal: the anchors of a chief petty officer.



▲ RDC OS1(SW) Thomas Ross instructs recruits in his division on the proper push-up form. (Brian Walsh/USN)

Managing **OFF-DUTY RISK** for Summer Success



By April Phillips, Naval Safety Center Public Affairs

▲ Officers assigned to the 31st Marine Expeditionary Unit (31st MEU) grill hot dogs during a “steel beach” picnic aboard the amphibious dock landing ship USS *Tortuga* (LSD 46). (MCI(SW/AW) Richard Doolin/USN)

After a long winter for many of our Sailors, they have every right to enjoy the summer. Warm-weather months provide an ideal opportunity for taking part in outdoor, off-duty recreational activities such as swimming and barbecues: simple joys with friends and family.

However, it takes only a small lapse in judgment or failure to plan for contingencies to turn fun activities into dangerous situations. The Naval Safety Center teaches risk management – not to take the fun out of the summer, but to ensure everyone has the best time possible without any trips to the hospital.

Swimming to Safety

A day at the beach, lake, or community pool is a summer tradition for many Sailors and their families. Tragically, last summer one Sailor drowned while spending an afternoon at a river. He did not realize the river was swollen by recent rains and while trying to cross it on a log he was swept away. Clearly, Sailors must employ the same situational awareness off duty as they do at work, even if they don’t plan to enter the water.

Most people assume Sailors know how to swim – after all, they have to pass rudimentary swimming tests in boot camp. Usually it is not a

Sailor’s swimming ability that leads to water mishaps. Swimmers must also be aware of the water depth and underwater hazards. While all the dangers of swimming cannot be eliminated, there are smart decisions Sailors, Marines, and family members can make to minimize the danger.

One of the smartest decisions is to always swim with a buddy. “Never go to the beach by yourself, and always be familiar with the area,” said John Williams, a recreation safety specialist at the Naval Safety Center.

Williams recommended taking advantage of the information Morale, Welfare, and Recreation (MWR) offers.

“MWR has specifics on the beaches within a base complex and the local area. They also know any beaches that are off-limits due to excessive dangers.”

If Sailors find themselves in dangerous rip currents, keeping composed could save the day. “Stop struggling!” Williams said. “Swim parallel to the shore until the tug dissipates. Trying to swim against the rip tide is swimming against nature. You will get tired and drown.”

Another important rule is never go swimming while under the influence of alcohol. Since many beach parties include alcohol, it is important to make a plan to stay sober if going into the water. Many of the 38 Sailors and Marines who died in swimming or boating accidents during the last five years did not take this advice. “Most of the time, alcohol is a contributing factor in those drowning mishaps,” Williams said. During that same time, the Safety Center cataloged another 322 non-fatal swimming and boating accidents.

Another Shrimp on the Barbie

Summer fun, whether at a beach, park, or backyard is often accompanied by a cookout. While manning the grill might appear less risky than a dip in a river, lake or ocean, Sailors must still plan for hazards. During the past five years, 27 grilling mishaps were reported to the safety center, although the total number is likely higher.

One case a few years ago involved a young Navy lieutenant. He was volunteering for his fourth straight year as a food vendor at a local summer festival and assumed he had the whole operation down to a science. The propane tanks were connected to deep-fat fryers, and he needed to swap out an empty tank for a full one. While disconnecting the hoses he smelled gas, but turned the knob on the open valve the wrong way. This sent a rush of gas to the pilot light on the fryers, resulting in a fireball that burned him severely – second-degree burns on the backs of both legs and

The Naval Safety Center has a few simple recommendations to keep your backyard cookout the fun, safe, and relaxing time it is meant to be:

Always:

- Place grills in a well-ventilated area away from children’s play areas, pets, buildings, and overhead structures. Do not grill near a garage or carport as these areas can create a breezeway, sending heat, smoke, and ashes into the structures.
- Keep grills stable on a hard, flat surface – preferably concrete.
- Have a garden hose ready in case the surrounding area catches fire.

When Using Charcoal Grills:

- Avoid wearing loose clothing.
- Stand upwind when lighting the fire.
- Do not use unapproved flammable liquids to start the fire or to relight the coals.
- Attend to the fire at all times.
- Make sure coals are completely cold before disposing of them.

When Using Propane Grills:

- Check valves and hoses for leaking gas before lighting.
- Read and follow manufacturer’s instructions for lighting.
- Raise hood before turning on the gas.
- Transport and store gas cylinders in an upright position.



▲ Sailors play water-football during a swim call in the well deck of USS *Cleveland* (LPD 7), off the coast of Vanuatu. (MC2 Michael Russell/USN)

his left arm – and forced him to the emergency room.

While this is an extreme example of a barbecue gone bad, every summer Sailors receive minor injuries from mistakes such as using a lighter to ignite a gas grill, turning on the gas with the grill’s lid closed – which accumulates gas and forms a fireball when lit – or using gasoline on charcoal. Another common mistake is spraying lighter fluid on hot coals. The flames can shoot up the lighter fluid stream and cause the container to explode in your hands. 

My Sailor Dad

By Ross Mackenzie Review by Cmdr. Rob Ballister, Commander, Navy Installation Command Headquarters N44

Military life is a special challenge, not only for the military member, but for their family as well.

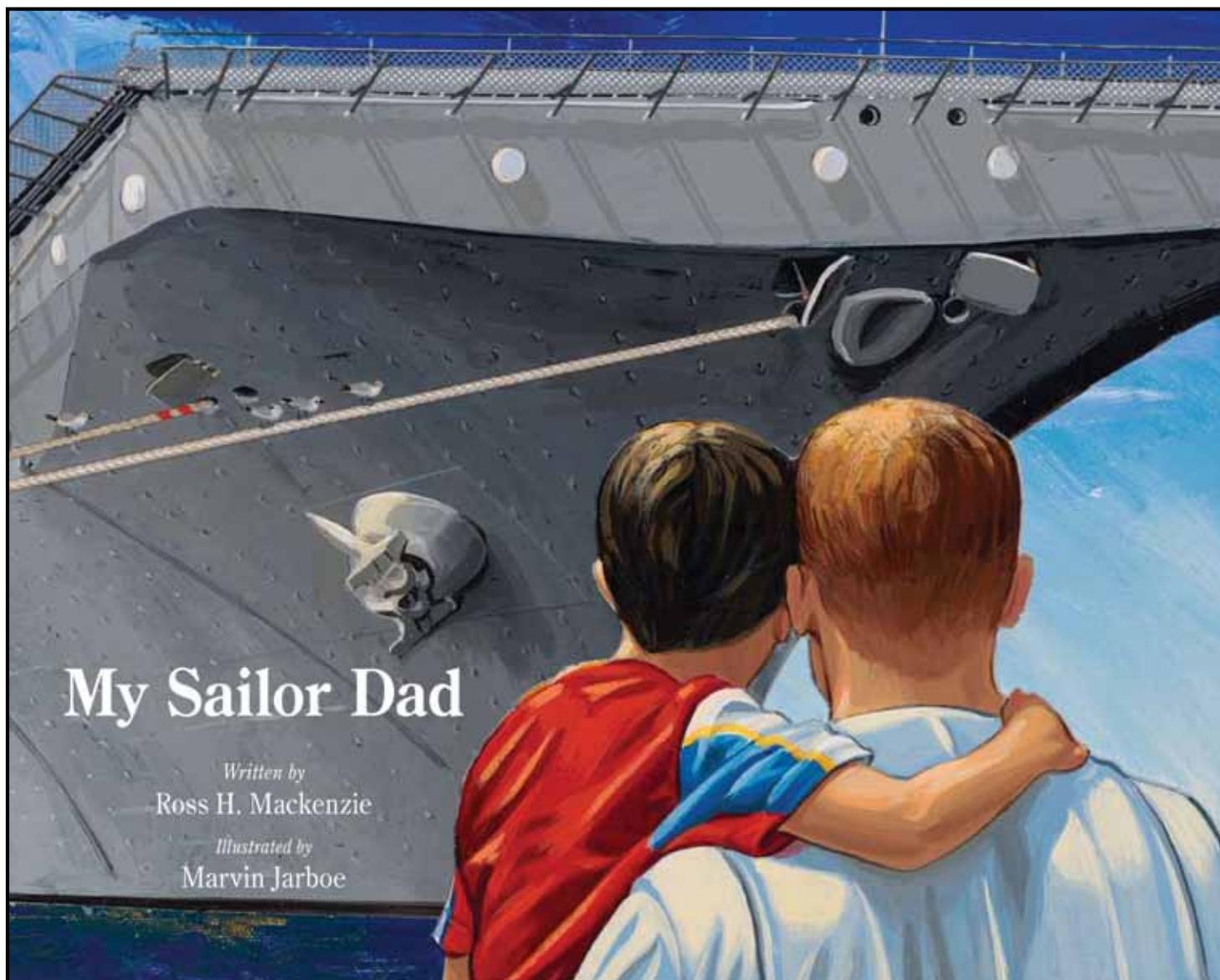
Everyone's life changes when a military parent goes on deployment. The long separation may make the young ones feel abandoned, and service members are always looking for tools with which they can better

answer the inevitable question, "Why does Daddy have to leave me?" And Mommy, too.

Ross Mackenzie's *My Sailor Dad* is one of those tools. Targeted for ages 3 to 10, the text is simple and easy to understand – with a rhyming quality young children will easily remember. It lends itself to

a "sing-song" pronunciation that young children can enjoy and follow, helping to connect them to their service member. The illustrations are expertly drawn in vivid colors, and will hold a child's attention throughout the 32-page book.

Especially impressive is how both Mackenzie and the illustrator,



Marvin Jarboe, worked hard to make the book applicable to every Sailor dad. They make sure that different Navy communities are represented (surface, submarines, and aviation), and show Sailors from different cultures. Virtually any Sailor dad or mom, regardless of background, will be able to sit down and share this book with their child, and the child will be able to relate something in the book personally to their father or mother.

My Sailor Dad was born after the tragedy of the September 11, 2001 terrorist attacks. When media interest in the sustained level of operations began to wane, Mackenzie wanted to acknowledge and ease the burden operations placed on still-deploying military members and military families still dealing with the separations and anxieties. The author wondered what he could do to help those families, and using his background



▲ EN2 James Canipe hugs his baby daughter during the homecoming at Naval Base San Diego of USS **Lake Champlain** (CG 57) from a 7-month independent deployment to the U.S. 5th Fleet area of responsibility. (MC2 Tyler Wilson/USN)



▲ ITC Demetrious Farrie, assigned to USS **Reuben James** (FFG 57), greets his family after the ship's return to homeport from a five-month deployment in the western Pacific Ocean. (MC2 Mark Logico/USN)

in English literature, he developed the book as a unique way to help ease the pain. But there was more to his drive than just helping other families through deployments.

He knows first-hand the separation of deployment. A Navy helicopter pilot, he has deployed several times, including Global War on Terror operations. He has missed birthdays, anniversaries, and has had to face tough question only a son or daughter can ask: "Dad, why do you have to go away?" "Is what you do important?" "Do you miss me when I'm gone?" And, "Are you ever going to come home?"

Marvin Jarboe is also a military veteran. Originally from Kentucky, he joined the U.S. Army in 1968 and served as an illustrator for two years. After his enlistment, he used his G.I. Bill benefits to attend Western Kentucky University, earning a fine arts degree.

The Military Writers' Society of America (of which the reviewer is a member) honored the book as its

Book of the Month for December 2009 and its 2010 Gold Medal for Children's Books. This book is well done from start to finish.

My Sailor Dad is an excellent way for deploying parents to connect with their children, and can be used before, during, and after deployment by both parents to ease a child's anxieties about where their parent has gone. I am a Sailor dad, and this book is on my bookshelf and will be in my daughter's hands every night for weeks before my next deployment. My wife will make sure it is still with her every night until I come home. 🚢 🚢

My Sailor Dad

By Ross Mackenzie

Illustrated by Marvin Jarboe

High Pitched Hum Publishing (2008)

32 Pages

ISBN-10: 1934666343

List price: \$12.95

NOFFS: A World Class Performance Training System Now Available to Sailors

By Hugh Cox, Public Affairs, Navy and Marine Corps Public Health Center

Sailors have a new tool to help reach personal fitness and nutrition goals: the Navy Operational Fitness and Fueling System (NOFFS). NOFFS can improve operational performance, decrease the incidence and severity of musculoskeletal injuries, and provide nutritional guidance for Sailors. This world-class performance training system uses the latest sports science methodologies combined with the foundational operational movement patterns, or regular physical actions, of Sailors.

Navy initiated NOFFS as a response to fleet demand to improve the operational performance of Sailors by linking fitness to their daily tasks, while acknowledging space and equipment limitations. The Naval Health Research Center partnered with the company responsible for training the number-one NFL draft pick for the past five years and analyzed the daily routines of Sailors to determine their regularly expected movements. The results – lifting, pushing, pulling, and carrying – require movement preparation and multidirectional-movement, strength, cardiovascular, and recovery training.

“There is a paradigm shift in physical development from a traditional fitness model of isolated, single-joint resistance to integrated training systems based on movement, including restoring, training, [and] fueling movements,” said Diana Strock, program manager, physical fitness and injury prevention, Navy and Marine Corps Public Health Center. “The focus of this product is optimized operational physical performance and fueling [nutrition].”

The Navy Installations Command (CNIC) Fitness, Sports, and Deployed



▲ Sailors of guided-missile cruiser USS *Monterey* (CG 61) participate in the commissioning of Navy Operational Fitness and Fueling System in June 2010 at Naval Station Norfolk. (MC2 Matthew Bookwalter/USN)

Forces Support Web site (URL listed in box) provides the NOFFS system through a variety of media. Sailors can download illustrated exercise cards and have the option of viewing videos of each exercise to ensure correct technique. A new capability will provide a NOFFS application for iPhone, iPod, and iPad users. Minimum space and equipment requirements make NOFFS ideal for deployed warriors and busy leaders ashore.

NOFFS includes more than 90 exercises that eliminate the guesswork for Sailors, with an underlying focus on the prevention of musculoskeletal injuries. The “fueling” series gives Sailors practical tools on nutrition fundamentals, meal planning, portion awareness, and energy management. The NOFFS Web site also contains a wide variety of health promotion and nutrition information.

Navy implementation of NOFFS is occurring on various levels, in addition to the Web site. CNIC has the lead for fleet execution and has distributed NOFFS kits to both fleet units and morale, welfare, and recreation gym facilities. Command Leadership School in Newport, R.I., began instructing prospective Commanding

Officers and Executive Officers on NOFFS in June 2010. Training Support Center Great Lakes has incorporated NOFFS into their performance training for “A” school students. This summer, the Command Fitness Leader (CFL) course curriculum introduced NOFFS to more than 5,000 Navy CFLs and assistant CFLs.

NOFFS is a significant step in promoting a Navy culture of fitness, according to Capt. Chuck Hollingsworth, Commanding Officer of the Center for Personal and Professional Development.

“NOFFS represents this training system as a professional medium to take care of the Navy’s greatest asset – its people.”

Visit the NOFFS Web site at <http://navyfitness.org/fitness/noffs/>. Visitors are encouraged to explore for resources and tips on injury prevention and weight management, as well as physical fitness and nutrition.

For more information on comprehensive Navy health promotion programming, visit the Navy and Marine Corps Public Health Center Web site at www.nmcphe.med.navy.mil.



Last issue:



Are you an expert at identifying surface combatants from foreign navies? Can you tell whether a ship on the horizon is an ally or an enemy? It's time to test your ship identification skills. Man the "big eyes," and take a look at the ship pictured below and let us know what type of vessel it is, its name, and what nation operates it.

Send your entry to surfwarmag@navy.mil with "Ship Shape" in the subject line. Be sure to include your rate, name, ship or unit of assignment, and current mailing address. The first individual to provide the correct information will receive recognition in the next issue of *Surface Warfare*.

Congratulations to retired Cmdr. Dennis Irwin, an analyst at Afloat Training Group Pacific, who was the first to identify last issue's ship as the Republic of Singapore Navy frigate RSS *Intrepid* (69).

▲ The Republic of Singapore Navy frigate RSS *Intrepid* (69) executes a turn, as the amphibious dock landing ship USS *Harpers Ferry* (LSD 49) transits in the background during maneuvers in the Singapore phase of *Cooperation Afloat Readiness and Training* (CARAT) 2009. (MC2 Ernesto Bonilla/USN)

This issue:



▲ This ship prepares to come alongside the guided-missile frigate USS *Stephen W. Groves* (FFG 29) as part of a leap-frog exercise simulating an underway replenishment during *Africa Partnership Station East*.

Views from the Fleet



◀ A CH-53 *Sea Stallion* helicopter assigned to Helicopter Mine Countermeasures Squadron 15 flies in formation with British, Pakistani, and U.S. mine countermeasures ships during *Arabian Gauntlet 2011*. (MC1 Lynn Friant/USN)

▼ QM3 Elvis Gomez, right, checks a navigation chart while QM2 Kevin Bell makes a log entry on the bridge of USS *Essex* (LHD 2). (MC2 Mark Alvarez/USN)



► The guided-missile destroyer USS **Higgins** (DDG 76) underway in the Arabian Gulf with the USS **Carl Vinson** (CVN 70) Carrier Strike Group. (Lt. Cmdr. Alex Mabini/USN)



◀ Naval Surface Warfare Center Corona Division Fleet Liaison Officer, Lt. William Schindele, reads "Duck for President" to students at Clara Barton Elementary School during an annual Read Across America event. (Greg Vojtko/USN)



◀ Guided-missile frigates USS **Vandegrift** (FFG 48) and USS **Curts** (FFG 38) in dry dock at General Dynamics NASSCO shipyard in San Diego. (John Hopkinson/Camber Corporation)

Notice to Mariners

Christenings:

USS *Michael Murphy* (DDG 112) May 7, 2011
USS *Anchorage* (LPD 23) May 14, 2011

Commissionings:

USS *William P. Lawrence* (DDG 110) June 4, 2011
USS *San Diego* (LPD 22) June 20, 2011

Decommissionings:

USS *Dubuque* (LPD 8) June 30, 2011
USS *Doyle* (FFG 39) July 29, 2011

Awards

Commander, Naval Surface Forces 2010 Shiphandler of the Year:

Winner: Lt. j.g. Nicole Lobecker, USS *Port Royal* (CG 73)
Runner-up: Lt. Matt Klock, USS *Truxtun* (DDG 103)

CNO's 2010 Navy Project Good Neighbor Community Service Flag Award Winners:

Afloat Commands:
Medium: USS *Cowpens* (CG 63)
Large: USS *Blue Ridge* (LCC 19)

SECNAV's Environmental Quality, Small Ship Award:

Winner: USS *Momsen* (DDG 92)

SECNAV's Environmental Restoration, Installation Award:

Winner: Naval Station Norfolk, Va.

SECNAV's Sustainability, Non-Industrial Installation Award:

Winner: Naval Station Great Lakes, Ill.

U.S. Atlantic Fleet 2010 Battenburg Cup:

Finalist: USS *Nassau* (LHA 4)

NETC's Senior Enlisted Instructor of the Year

Winner: OSC(SW) Joshua Craig, CSCS Mayport, Fla.

NETC's Mid-Grade Enlisted Instructor of the Year

Winner: BM1(SW / AW) Amadou Bah, CSCS Great Lakes, Ill.

CHANGES OF COMMAND

USS *Constitution* / July
Cmdr. Matthew Bonner relieved
Cmdr. Michael Cooper

USS *Paul Hamilton* (DDG 60) / July
Cmdr. Scott Carroll relieved
Cmdr. Ed Eder

USS *Vicksburg* (CG 69) / July
Capt. Logan Jones relieved
Capt. Timothy Mahan

USS *Ramage* (DDG 61) / July
Cmdr. Kyle Colton relieved
Cmdr. Erik Eslich

USS *Reuben James* (FFG 57) / July
Cmdr. Daniel Valascho relieved
Cmdr. David Miller

COMDESRON 15 / July
Capt. John Schultz relieved
Capt. Bill Wagner

USS *Fitzgerald* (DDG 62) / August
Cmdr. Brian Mutty relieves
Cmdr. Dennis Velez

USS *Halyburton* (FFG 40) / August
Cmdr. Bertram Hodge relieves
Cmdr. John Schmidt

COMDESRON 50 / August
Capt. Edward Cashman relieves
Capt. James Malloy

USS *Porter* (DDG 78) / August
Cmdr. Martin Arriola relieves
Cmdr. David Peterson

USS *Halsey* (DDG 97) / August
Cmdr. Michael Weeldreyer relieves
Cmdr. Jordy Harrison

COMDESRON 2 / August
Capt. Joe Leonard relieves
Capt. Matt Beaver

USS *Monterey* (CG 61) / October
Capt. Thomas Kiss relieves
Capt. James Kilby

USS *Gettysburg* (CG 64) / September
Capt. Robert Hein, Jr. relieves
Capt. Patrick Shea

LIST OF ALL O-3/O-4 COMMANDS

PC Crew Alpha	Lt. Cmdr. Christopher Riley	MCM Crew Bulwark	Lt. Cmdr. Robert Sparling
PC Crew Bravo	Lt. Cmdr. David Coles	MCM Crew Conflict	Lt. Cmdr. Courtney Minetree
PC Crew Charlie	Lt. Cmdr. John Lucas	MCM Crew Constant	Lt. Cmdr. David Taft
PC Crew Delta	Lt. Cmdr. Jason Miller	MCM Crew Dominant	Lt. Cmdr. Gerald Lorio
PC Crew Echo	Lt. Cmdr. Matthew Foster	MCM Crew Exultant	Lt. Cmdr. Edward Pledger
PC Crew Foxtrot	Lt. Cmdr. Daniel Reiher	MCM Crew Fearless	Lt. Cmdr. Martin Holguin
PC Crew Golf	Lt. Cmdr. Marcus Devine	MCM Crew Leader	Lt. Cmdr. Morgan Roberts
PC Crew Hotel	Lt. Cmdr. Rob McFarlin	MCM Crew Persistent	Lt. Cmdr. Vic Sheldon
PC Crew India	Lt. Cmdr. Christopher Schwarz	MCM Crew Reaper	Lt. Cmdr. Wayne Liebold
PC Crew Juliet	Lt. Kevin Ducharme	MCM Crew Swerve	Lt. Cmdr. Andrew Bucher
PC Crew Kilo	Lt. Cmdr. Benjamin Ventresca	USS Avenger (MCM 1)	Lt. Cmdr. Patrick German
PC Crew Lima	Lt. Cmdr. Edward Bertucci	USS Defender (MCM 2)	Lt. Cmdr. Todd Levant
PC Crew Mike	Lt. Cmdr. Steven Schmidt	USS Guardian (MCM 5)	Lt. Cmdr. Ken Brown
		USS Patriot (MCM 7)	Lt. Suzanne Schang

Get on the road... earn your degree!

Center for Personal and Professional Development's Navy College Program helps thousands of naval personnel earn their Associates, Bachelors, and Postgraduate degrees every year.

The program can help you find a degree that meets your personal and professional goals, and will guide you through the process of having the Navy cover your tuition costs.

Have access to
challenging billets

Improve basic
skills

Earn points
toward advancement

Earn marketable
trade certifications



Contact your local Navy College Office or the Virtual Education Center

<https://www.navycollege.navy.mil>

1-877-838-1659 • vec@navy.mil



Center for Personal and Professional Development