

West Point

WINTER 2013



In This Issue:
Leadership at West Point

A Publication of the West Point
Association of Graduates

FRIENDS AND FAMILY PROGRAM



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jeff.hetherington@c21nm.com
(703) 818-0111



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Come Back Home to West Point

As graduates and former leaders of the U.S. Military Academy at West Point, we intimately understand the need to bring more visitors to West Point. Increasing tourism to West Point is in the best interests of the U.S. Military Academy, the U.S. Army and the nation.

Reaching out to the public and gaining exposure to our Alma Mater will help increase applications from the best and the brightest, and help bring potential financial contributors to West Point to help maintain our margin of excellence in academics, physical training and the moral development of tomorrow's leaders of character.

Making a meaningful impact on guests begins with their stay at The Historic Thayer Hotel at West Point. To achieve this, the Hotel has recently undergone a multi-million dollar renovation including the addition of 23 new executive suites and is showcasing some of our most inspirational graduates through a room dedication program in which each guest room is named after a graduate. Learn more about the room dedication program at rdp.thethayerhotel.com

Yet, most important is the founding of the **Thayer Leader Development Group at West Point (TLDG)**. TLDG has hosted corporate conferences and leadership training for hundreds of companies at The Historic Thayer Hotel at West Point. Most executives attending these programs have never had any military experience or

exposure to West Point. These executives are walking away from their experience at TLDG with a new found love and respect for the Armed Forces of the United States and the great work being done here at West Point. Many senior management teams in the Fortune 500 have now visited West Point to either host their own corporate conference at The Hotel or to attend leadership training at TLDG. The average rating from C-Suite executives from these great corporations is 9.5 out of 10 in terms of content, faculty, facilities and overall atmosphere of the program.

We encourage all graduates to bring your friends, family and business teams to West Point for either corporate conferences or tourism...

We are confident that TLDG will add value to your team and will also significantly contribute to enhancing West Point's image throughout this great country. Contact Rick Minicozzi, '86, Managing General Partner, rick.minicozzi@thayerleaderdevelopment.com or Bill Murdy, '64, Chairman of the Board, wfmurdy@thayerleaderdevelopment.com to

discuss how TLDG can tailor a program that suits your organization's needs.

The seven of us encourage all graduates to bring your friends, family and business teams to West Point for either corporate conferences or tourism, to ensure that USMA's reputation continues to be lauded throughout the United States. These are the ideas and the results that we, as former leaders of West Point, envisioned when The Historic Thayer Hotel was privatized.

GO ARMY!

RESPECTFULLY,

LTG (ret) Dan Christman

Former Superintendent of West Point



USMA '65

LTG (ret) Buster Hagenbeck

Former Superintendent of West Point



USMA '71

LTG (ret) Bill Lennox

Former Superintendent of West Point



USMA '71

LTG (ret) John Moellering

Former Commandant of Cadets at West Point



USMA '59

BG (ret) Fletcher Lamkin

Former Dean of Academic Board at West Point



USMA '64

Mr. Tom Dyer

Former Chairman of the Board, Association of Graduates



USMA '67

Mr. Jack Hammack

Former Chairman of the Board, Association of Graduates



USMA '49

Dear Fellow Graduates and Friends:

The mission of your West Point Association of Graduates (WPAOG) is To Serve West Point and its Graduates, and those words have guided the organization since its founding in 1869 under our first president, Sylvanus Thayer. Our service to West Point manifests itself in many forms: helping recruit future cadets for admission; representing the ideals of Duty, Honor, Country in our communities; and financially supporting the Margin of Excellence, an important factor in enabling the Military Academy to produce Leaders of Character for our Army and nation. And as an alumni association, WPAOG's service to graduates stems from the special bond that is established from having attended and graduated from what we all regard as truly a national treasure, our alma mater.



Keeping that mission in mind, and as we continue to execute our five-year strategic plan through 2015, your WPAOG staff will focus on the following priorities in the coming year:

1. Successfully launch the public phase of our \$350 million comprehensive campaign for West Point and ensure widespread participation by everyone—graduates and non-graduates—who want to keep the Military Academy strong for future generations of Americans.
2. Increase measurable engagement of all “Hearts in Gray” by providing timely information, volunteer leadership opportunities, and additional ways for graduates to Grip Hands with one another.
3. Complete the online integration of the Long Gray Line's legacy of biographical data—*Register of Graduates*, Cullum Files, and testimonials/obituaries—for use by future generations and the nation.
4. Implement planning and dedicate resources to recapitalize Herbert Alumni Center.

The campaign we initiated in 2009 has taken on increased importance for the Military Academy lately as our nation takes stock of its financial future and the resources it wishes to expend on everything, including the Army and West Point. While philanthropy from graduates will never substitute for the government's responsibility to provide those things necessary to commission an officer from West Point, we do want to ensure that the cadets of today and tomorrow continue to have those Margin of Excellence programs so important to their extracurricular and academic achievement. Simply put, we must win the *For Us All: The Campaign for West Point* by raising \$350 million by the end of 2015.

At the same time, the careers and accomplishments of the more than 69,000 West Point graduates since 1802 are unlike those of any other institution. Over a century ago, George Cullum 1833 started chronicling the career of every member of the Long Gray Line, a project that we all know became the *Register of Graduates*, and your Association now houses nearly six terabytes of self-reported information on graduates in both the *Register* and individual Cullum Files. Advances in technology will soon allow us to access and display this information for graduates, their heirs, and the nation in a manner that will certainly enhance that special bond, The Grip, that graduates have for each other and for West Point.

This year, and in anticipation of WPAOG's 150th anniversary in 2019, the staff and I will create a plan to extend Herbert Hall's life for the Long Gray Line well into the future. Like any other building that's been lived in for 20 years, it's time to do this.

I look forward to sharing our success in accomplishing these goals and further accomplishments with you in the coming months at Founders Day celebrations, sporting events cheering on the Army team, and everywhere West Point graduates gather and yell—Beat Navy!

Bob McClure '76
President & CEO
West Point AOG



FOR US ALL
the Campaign for West Point



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From Your West Point
Association of Graduates

Send your thoughts about *West Point* magazine to editor@wpaog.org or @WPAOG on Twitter.
View the online version of this magazine at WestPointAOG.org/wpmag

A Letter from the Superintendent

Leadership excellence is the hallmark of a United States Military Academy graduate.



The primary means to this end is leader development by officers, non commissioned officers, Soldiers and civilians under the structure of the West Point Leader Development System (WPLDS). Integrated across the military, academic, and physical programs, the WPLDS serves as the command's guide for the leader development of cadets so they become commissioned leaders of character for the United States Army.

To effectively lead Soldiers and units in this contemporary operating environment, USMA graduates will need a strong foundation of values-based leadership skills. WPLDS assigns each person at USMA and the garrison of West Point a part of the responsibility to lead and inspire the Corps of Cadets.

Here are our ten WPLDS leadership outcomes for graduates:

- Lead and inspire their units to accomplish the mission
- Embrace their roles as United States Army officers
- Demonstrate a broad perspective that is open to new ideas and experiences
- Understand ambiguous situations and solve complex problems
- Make sound and timely decisions under stress
- Communicate effectively with all audiences
- Demonstrate proficiency in military and physical skills required to succeed in combat
- Demonstrate mental and physical toughness with the strength of spirit to win
- Demonstrate respect for others and work effectively with different cultures and people
- Live the Army values

How do we develop these outcomes? We do it in every aspect of the Academy three pillars—military, athletic, and physical—on a continuous basis. Leader development begins on the first day at USMA in Cadet Basic Training and proceeds throughout the four years. The traits and skills of the Army profession are honed in the military development program, a rigorous and relevant reflection of

current Army leadership needs. The academic program reinforces the profession through its emphasis on critical thinking skills and creative problem solving. And the athletic program further reinforces the profession in its development of fitness, its emphasis on teamwork, and its focus on esprit de corps. The fundamental means to this leadership end is the primary role played by staff and faculty and by members of the West Point community who teach by direction and example. Graduates also play a key role for the cadets as they embody our Army values.

Each of these three domains is underwritten by the cadet code of honor and our Army values. That ethical system and the central importance of trust between leader and led and between peers within the Corps of Cadets begins on the first day. It is developed and sustained over a lifetime of service as an officer. The military, academic, and physical pillars of leader development often merge in one as in the annual Sandhurst international military stakes competition. There, military skill, critical thinking, and exceptional physical fitness combine to accomplish the mission.

The WPLDS can be seen in values-based leadership instruction taught all four years, across all departments, and in our Professional Military Ethics Program. The study of officer leadership is concentrated in our capstone, full term course—MX400—required for graduation of all firsties at USMA. That interdisciplinary curriculum addresses such topics as the Army in Transition, officership in action through mission command, the military profession, the company grade officer, and servant to the Nation—field grade and beyond. The course includes classes and panels taught by serving platoon leaders to corps commanders.

We are preparing our cadets for the broad ranging, tough, and immediate responsibilities they will face as junior officers in today's Army. The West Point Leader Development Program is the framework which directly supports our mission to develop leadership excellence for the Army and the Nation.

Army Strong!

David H. Huntoon Jr. '73
Lieutenant General, U.S. Army
58th Superintendent, U.S. Military Academy

Make History



Experience leadership and ethics education based on the Army's leadership framework of "Be, Know, Do" by bringing your team to the inspirational venue of The Historic Thayer Hotel at West Point.

The Thayer Leader Development Group (TLDG) was founded in 2010 and is based at the Historic Thayer Hotel at West Point. Dr. Karen Kuhla, Executive Director of Education, joined TLDG from GE, where she led global leadership development programs. Dr. Kuhla has assembled world-class faculty to teach leadership and ethics based on the Army's leadership framework of "Be, Know, Do" to help develop full-time leaders of character. Almost all faculty are West Point graduates, have deep military experience and Ph.Ds, and are well-known authors and experts in their respective disciplines.



"The training and development conducted by TLDG was truly outstanding. All of us came away energized by what we learned and ready to take on the next leadership challenge. The topics taught were impactful, and the instructors were inspiring. I highly recommend this program for anyone looking to invest in the leadership development of their team."

—Joe DePinto, *Ceo, 7-Eleven (USMA '86)*

The combined efforts of Dr. Kuhla and her world-class team have earned TLDG the honor of being ranked as one of the top 30 large leader development consulting companies, along with such organizations as Korn/Ferry International, Center for Creative Leadership, Accenture, Deloitte, Franklin-Covey, and Dale Carnegie.

TLDG has hosted over 175 corporate, non-profit, and educational organizations, by offering both customized and open-enrollment programs to over 6,790 leaders and students of leadership, at all levels. Many clients have limited military experience and most have preconceived opinions of what leadership is like in the military. Feedback from after-action reviews and assessments have shown that the training is consistently considered the best they have ever received, and they have a newly gained perspective and respect for our U.S. military and its leadership.



"I cannot tell you enough how much I support TLDG. The lessons, fully grounded in the latest leadership research and combat-tested, are lessons not only relevant but desperately needed in Corporate America! Values-based leadership...it is sorely lacking and in my opinion only one institution can credibly deliver that message."

—Stephen Cannon, *CEO, Mercedes-Benz, USA (USMA '86)*

All groups receive a customized experience, based on a unique 4-pronged approach to development. Programs can include any combination of the offerings. You may experience academic excellence in the classroom, around topics one would expect to hear about developing leaders of character; along with experiential learning activities such as crewing on the Hudson River, staff rides of the Battle of Stony Point, and orienteering. Clients are offered the opportunity to have retired General Officers (West Point graduates) serve as full-time mentors/facilitators through the Senior Advisor Program. Also available is a stellar cadre of Keynote Speakers who provide compelling, inspirational addresses, with messaging specific to your objectives. Programs can range from 1 day to 1 week or more, over the course of multiple months. The decision is yours.



"There is nothing more important to P&G's continued success than the development of strong leaders with character, values, and capabilities required to lead. And your team's personal commitment to tailoring this event to our unique needs is what made it work...Thank you for a truly outstanding experience."

—Robert McDonald, *Chairman & CEO, Procter & Gamble (USMA '75)*

West Point, referred to as the "Key to the Continent" by General George Washington, is where you will find the Historic Thayer Hotel. The Hotel and its views of the majestic Hudson are inspirational. The Hotel has recently completed a multi-million dollar renovation including world-class conference facilities along with a new Executive Suite Wing and remains one of the most inspirational properties in the United States. In addition to tapping into this venue for a one-of-a-kind leader development experience, many companies also choose to host their corporate meetings there.

Bring your team home to West Point and share with them the lessons that have helped shape you as a leader. This will show pride in your Alma Mater and also give exposure to many individuals who might not have had the opportunity to visit West Point. The experience will continue to have positive cascading effects on us all. Please contact TLDG at your convenience to discuss your objectives and explore how TLDG might be of value to your team. www.ThayerLeaderDevelopment.com or 845-446-4731 ext. 7970

William F. Murdy, USMA '64
Chairman of the Board,
Thayer Leader Development Group

Rick Minicozzi, USMA '86
Managing General Partner,
Thayer Leader Development Group



The Climb to Leadership: Class of '51 Leadership Seminar

By **Keith J. Hamel**, WPAOG staff

The semester was only seven days old, but the 35-plus members of the Cadet Climbing (Mountaineering) Team were receiving perhaps the most important lesson they would get this fall. This group was invited to attend an all-day seminar hosted by Jim Collins, the Department of Behavioral Sciences and Leadership's (BS&L) Class of 1951 Chair for the Study of Leadership. Collins brought with him world-renowned rock climber Tommy Caldwell. Together, Collins and Caldwell used analogies from the extreme sport to present a lesson on leadership that Cadet Chris Price '14, the club's Cadet in Charge, called "phenomenal."

In the morning session, Collins began by posing two questions to the cadets: How is leadership in rock climbing similar to West Point or military leadership? And, conversely, how is rock climbing different from the leadership found at West Point and in the military? He then led a 50-minute discussion in which he teased the cadets' responses through more Q&A into thematic points for them to ponder. For example, regarding the first question, one cadet mentioned that the way one handles failure is similar to both realms. Collins used this to make a point on the difference between "the dimension of success," an easier path that helps build one's confidence in the short term, and "the dimension of growth," a harder path that often ends in failure but helps one better himself or herself in the long run. Later, discussing cadet responses to the second question, Collins introduced a third component to this model that he labeled "the dimension of service," which he noted is much more prevalent to military leadership, given that it involves managing people more than rock climbing does.

After screening a video of Caldwell's 2011 climbing effort, which shows an ultimately unsuccessful several-day attempt to make an approximately 3,000-foot free climb up the Dawn Wall of Yosemite's El Captain rock formation, Collins invited Caldwell before the cadets and asked him questions about his climbing experiences. For example, discussing the time that he tried to climb the 2,900-foot Salathé Wall of El Captain in a 24-hour period, Caldwell noted how he made it eight inches from the top but could not finish due to exhaustion. Yet, based on what he learned in that climb (and despite losing his index finger to a table-saw accident), he eventually conquered Salathé and now calls the climbing pitches found there "warm ups" to those on the Dawn Wall. Collins then made a leadership analogy out of this for the cadets to absorb, showing how Caldwell's endeavor demonstrates a "tiering (*sic*) sense of growth," during which one lays the foundation upon which to step to the next challenge. At the end of the morning session,



Jim Collins, the Class of 1951 Leadership Chair, climbing with members of the Cadet Climbing Team after a morning leadership seminar.

Major Michel Erwin '02, Instructor with BS&L, summed up the lesson for the cadets when he echoed an earlier statement from Caldwell—"Your failures are what sharpen you"—and put the road to great leadership in familiar West Point terms: "If you want to grow from where you are today into a great leader, it is not enough to embrace the suck; you need to seek it out—not just persevere but actually pursue."

In the afternoon, cadets relished the opportunity to ask Caldwell questions one-on-one as they practiced their skills with him on the Class of '79 indoor climbing wall. When asked about his impression of the cadets, Caldwell stated: "I really didn't know what to expect coming in to this, but I think West Point cadets are great. They are really friendly, super dedicated, and I admire their commitment to service." It turns out that cadets felt the same way about Caldwell. "He's an awesome guy and an inspiration in my life," Price said. "A lot of people in climbing today are focused only on success, but Tommy has taken it to a whole new level by focusing on growth through climbing."

Collins ended the day with some "what if" scenarios based on Caldwell's climbing experiences to see how the cadets would respond to leadership choices. Collins also gave the Cliff Notes version of his 25-year-long research project studying what separates good organizations from great ones. Over that time, Collins has worked with CEOs and senior executives at more than 100 corporations, but he's really embracing his present role as the Class of 1951 Chair for the Study of Leadership. "CEOs have a short shelf life, and thus my impact is contained by this reality," noted Collins. "Young leaders like those at West Point are just beginning their journey, and by helping to develop our great young leaders through programs such as this seminar, we are building a great nation." ★

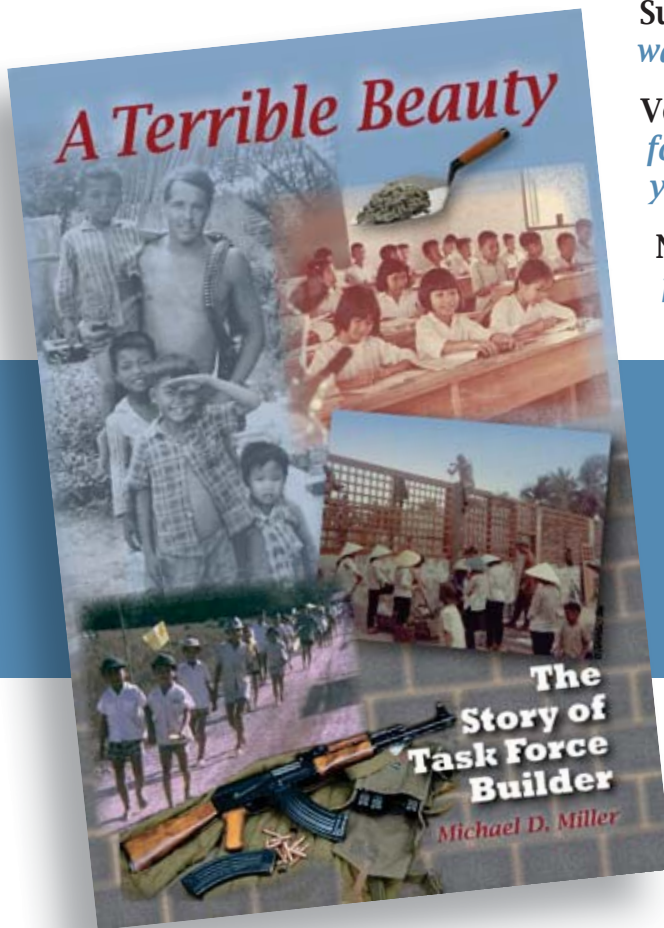
There is a better way to fight our wars. History is our teacher.
To ignore the lessons of history is to bring folly. The great masters such as Von Clausewitz, Sun Yat-sen, and Niccolo Machiavelli all understood this:

Sun Yat-sen: *"If you are going to swim in foreign waters, make friends with the fishes in those waters."*

Von Clausewitz: *"If you are going to war with a foreign people, you must make friends with them or you will be defeated."*

Niccolo Machiavelli, The Prince: *"No matter how powerful one's armies, in order to enter a country one needs the goodwill of the inhabitants."*

There is a better way to fight our wars.



My Vietnam experience taught me the same thing: study the enemy, understand why he fights you, and then attack those reasons why he fights you. Then the outcome is he won't want to fight you. Sounds simple. So why then did we lose in Vietnam? We lost because we did not understand this fundamental truth. We still do not understand this fundamental truth, as evidenced by our less than perfect results in Iraq and Afghanistan.

Most of the young Vietnamese farmers and villagers fought us because we were labeled as foreign invaders. Since the Vietnamese had been expelling foreign invaders for a thousand years, they easily grasped this lie. Just as they had recently expelled

the Japanese and French, the youth of Vietnam set out to expel the invader once again.

In 1967, John Paul Vann established Task Force Builder in the Mekong Delta in order to demonstrate that we could greatly affect the attitude of the enemy by showing them that we there as friends, and not as foreign invaders. We built eighteen schools as fierce fighting raged for control of the area. John Paul Vann knew the desperate needs of rural Vietnamese to educate and improve the welfare of their children. They wanted our schools. In some cases even the wives of Viet Cong families fought to protect our schools from marauding bands of enemy. Our program was a raging success. Enemy activity in our area lessened. The locals protected us as their heroes.

These lessons are important. Today, young men in Afghanistan villages are being encouraged to defeat us, just as their ancestors defeated the Russians and the British. We need to show them that we are their friends. This message is incredibly important to our future.

***A Terrible Beauty*, by Michael D. Miller, USMA '64, Harvard MBA '73**
available on Amazon.com and BarnesandNoble.com • for info: nhe.net/VietnamWarConflict

Practical Lessons from a Leader of Character

By **Keith J. Hamel**, WPAOG staff

In 1947, as a high school student at Wentworth Military Academy in his hometown of Lexington, Missouri, Ike Skelton had a dream to come to West Point. Unfortunately, a bout with polio thwarted his plans to attend as a student; however, 63 years later, Skelton had the opportunity to come as a teacher. In accepting the Thayer Award, presented annually by the West Point Association of Graduates (WPAOG), Skelton used his three-decade record of significant military legislation in the United States House of Representatives and his lifetime obsession with American military history to present the Corps of Cadets with what Colonel Glenn Goldman '84, the Director of the Department of Military Instruction, called a "home run" lesson.

Since 1958, WPAOG has presented the Sylvanus Thayer Award to an outstanding citizen of the United States whose service and accomplishments in the national interest exemplify personal devotion to ideals expressed in the West Point motto: Duty, Honor, Country. "We could ask for no finer example than Ike Skelton," said Lieutenant General David H. Huntoon Jr. '73, Superintendent of the United States Military Academy. Over the years, the Thayer Award has been presented to U.S. presidents (1961-Dwight D. Eisenhower 1915), astronauts (1971-Neil Armstrong), ambassadors (1979-Clare Boothe Luce), senators (1987-Barry Goldwater), generals (1998-Colin L. Powell), Supreme Court Justices (2005-Sandra Day O'Connor), and notable U.S. citizens (2009-Ross Perot). According to Jodie K. Gloré '69, WPAOG Chairman, "Our 55th Thayer Award recipient, the Honorable Ike Skelton, certainly belongs in this company."

For 34 years, Skelton served as the U.S. Representative from Missouri's 4th Congressional District. In 1981, he was appointed to the House Armed Services Committee and served on it for over a quarter of a century, including as its Chairman from 2007 to 2011. In his duties, Skelton was instrumental in initiating legislation that eventually became known as the Goldwater-Nichols Department of Defense Act of 1986, which reworked the command structure and eventually altered the culture of the U.S. military. "The hallmark of Ike's career however," said Former Secretary of Defense and 2011 Recipient of the Thayer Award Robert Gates, "was the attention he paid to our sacred duty as leaders in government to care for our troops and their families—whether it was fighting for better housing and facilities for service members and families or pushing for increased end strength to reduce the

strain borne during two wars this decade. Ike made the well-being of our men and women in uniform his highest priority."

This concern for soldiers was evident in Skelton's Thayer Award acceptance speech when he recommended six principles to the Corps of Cadets to guide them in their future profession of arms: 1) understand the Constitution, 2) become a student of the art of war, 3) take care of your troops and their families, 4) do your best to be proficient in your specialty, 5) take time with your family, and 6) listen to your sergeants. Skelton also stressed, "the profession of arms is actually more than a profession; it is a calling... which will require the utmost of your efforts and offer you rare opportunities for leadership."

Skelton's lesson for leadership resonated with the cadets. Addressing Skelton's six principles, Cadet Aaron Skinner '14 said, "I think they are really relevant to us because they are coming from somebody who has lots of knowledge relating to different facets of military life." Cadet Parker Hite '15 was particularly drawn to Skelton's first principle: "It is really important to know the Constitution and what it is that you swore an oath to protect, because if you don't know what you are fighting for, you are just tools for the whims of other people." The lesson was also welcomed by the staff and faculty. Goldman, who taught MX400: Officership this fall, took note of Skelton's principles and plans to use them in class. "I think it is absolutely important and critical for our cadets to listen to a great American of character who embodies Duty, Honor, Country," Goldman said. "It contributes directly to their moral development."

Skelton's speech marked the end of what he called "a very, very memorable occasion," highlighted by the traditional review on the Plain held in honor of the Thayer Award recipient. He trooped the cadets from the front seat of a Humvee, marking the first time a Jeep was not used for this occasion. Asked what he thought of the drill and ceremony, Skelton said, "I can't believe I am here, and the fact that I wanted to go here at one point in my life makes it very special." Skelton returned to his teenage ambition in the conclusion of his acceptance speech. Referencing the award he had just received, Skelton said, "I will cherish this medal as if it were my diploma." Even though WPAOG changed the criteria for the Thayer Award over time to recognize someone other than a West Point graduate, an exception needed to be made when figuratively fulfilling a lifelong dream. ★



Ike and Patty Skelton with LTG David H. Huntoon Jr. '73 in front of the newest portrait in Thayer Award Room.

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**Reaffirm
Duty, Honor,
Country**

West Point Founders Day

March 2013 is the 211th anniversary of the 1802 establishment of the Corps of Engineers at West Point that would "constitute a military academy."

Grip Hands... connect with West Point and other graduates at over 100 Founders Day events in the U.S. and around the world!



- Hear updates from USMA staff and faculty members on the state of West Point.
- Learn about the *For Us All Campaign*...the Superintendent's priorities, WPAOG's fundraising goals, and opportunities to contribute.
- Take part in traditions we love...the singing of *The Corps*; toasts to the nation, commander in chief, Army, West Point, the ladies, and our fallen comrades; the singing of our *Alma Mater*; and more.

Check WPAOG's online calendar for events in your area at WestPointAOG.org

Q&A

REVEALING CHARACTER: A Conversation with Boo Corrigan

By **Keith J. Hamel**, WPAOG staff

The connections between West Point sports and the Army are well known. Lieutenant Colonel Herman John Koehler, Master of the Sword from 1885-1923 and popularly known as “the father of the Department of Physical Education,” said, “If we have athletes, we shall never be without soldiers.” Douglas MacArthur 1903, a student of Koehler as a cadet, witnessed the wisdom of his teacher’s famous prognostication while on the battlefields of WWI and later proclaimed “every cadet an athlete” when he became the Academy’s 31st Superintendent. Perhaps the best-known quote to describe the relationship is another MacArthur dictum: “Upon the fields of friendly strife are sown the seeds that upon other fields, on other days, will bear the fruits of victory.”



But one needn't be in the Army or even referring to the Army to highlight the bonds between West Point sports and Army values. As Boo Corrigan, Director of Intercollegiate Athletics, notes, even the famous maxim, "Sports do not build character; they reveal it," popularly attributed to legendary UCLA basketball coach John Wooden, applies. "I see this when our athletes give all their effort on every play, or when they treat the officials who call the game with the utmost respect," Corrigan says. Corrigan, who is one of the key leaders for the West Point Leader Development System (along with representatives from the Office of the Dean and the Office of the Commandant), recently met with *West Point* magazine to discuss the link between sports and the development of cadets into leaders of character.

Q: What is your office's philosophy for developing "leaders of character"?

A: Since I've been here, we've worked on making sure that our mission statement matches that of the Academy at large, and we talk about two things every day. First, our job is to create leaders of character to lead the Army, just like the Academy's job; there's no deviation here. Second, we believe in giving our cadet athletes a supreme Division I experience while adhering to the characteristics of Duty, Honor, Country at all times. We are not separate from but part of West Point, and we view who we are and what we are as a leadership-building opportunity every day on the practice field or playing field, on the tennis court or volleyball court, on the track or in the pool. Whatever or wherever it is, that's the kind of leadership opportunities we must offer.

Q: What is your own philosophy for bringing out leadership qualities in others?

A: I've been around sports my entire life, and I've had great mentors in my life (starting with my parents). From them, I've learned three important values that define my personal philosophy regarding leadership. First is the value of being honest. I don't think you can get in trouble for being honest; you can get in trouble for not being honest. You can make a mistake, but if it is an honest mistake, I think there is something to learn from that thought process. Next, I think passion is really important—having passion for what you do, who you are, and how you act. As a leader, people will feed off your passion. The last piece of my leadership puzzle is empathy, trying to put yourself in someone else's shoes to understand what they are going through. There's no expectation of "hugging it out" at West Point, mind you, but rather: "What are you doing?" "How did you get here?" and "What are we going to do to help you solve it?" When I meet with recruits, the first thing I say to them is "It's really hard." This is being honest, and cadets need to know this coming in. Then I switch to passion and tell them, "But it's an unbelievable experience and an unbelievable leadership opportunity for you—you are going to develop in ways that you never imagined before." Finally, I show empathy, noting that

everyone here cares about the cadet as a total person and that everyone here wants to see the cadet succeed. However, I remind recruits, "It's about what you can do." So, while we'll show empathy, that doesn't mean that we are not going to push you, push you, and push you some more.

Q: What leadership qualities do you want to see from team captains?

A: Honesty, passion, empathy; what I spoke about before. But I don't think it comes "rah-rah" all the time, and it doesn't come via the silent leader all the time. It's a mixture. One that gives the leader presence and makes people want to follow. We call this being a demonstrated leader, and the phrase we like to use is "leading from the front." People need to see who you are, to see what you are doing, and to see how you handle yourself. Looking at team captains, demonstrated leadership can develop in different ways and at different times, but it usually boils down to "Can you make plays?" And if you are the one in a sport to make plays, you are the de facto leader. Sports are great equalizers: it doesn't matter if you are a plebe or firstie, rich or poor, male or female. What matters is—can you perform? When the game is being played, can you step up in that moment and be a part of it? In that moment, it doesn't matter where you come from, who your parents are, or what you were doing before West Point. We think this is a great way to show character.

Q: What challenges does an Athletic Department comprised mostly of coaches without an Army or military background face instilling those values such as leadership that are so vital to future Army officers?

A: It is incorrect to assume that these coaches can never understand Army values. I believe that our coaches understand exactly what they are getting into. We look for "fit" when we hire and evaluate our coaches. Do they understand what the Academy is? Do they understand its mission? Do they understand the mission of the Athletic Department? If the answer is "yes," then there is no reason they can't teach leadership or be a part of leadership development at West Point. I also think it is incorrect to assume that just because one has an Army background that individual can coach here. Coaching is its own profession, something to be respected in its own right. If a coach can help a cadet become a better athlete and a better leader, that's enough. We don't need to teach military. We are providing leadership opportunities and teaching team-building skills such as camaraderie. When you go out and you see teammates working together, this is what the Army is seeking—soldiers showing trust in the individuals to their left and their right. Sports are real-life, ongoing experiments with this scenario every day. So, in all of our practices and in our games, our athletes are learning the values the Army wants to instill in its soldiers and its officers. ★

On the Road to Readiness: Diversity Leadership Conference Develops Best and “Next” Practices

By **Marissa Carl**, WPAOG staff

“Where there are people and individuals, there are differences,” said Klon Kitchen, Ph.D., who led the “Diversity and Faith Working Together” session during the first morning of this year’s Diversity Leadership Conference. Kitchen emphasizes, however, that it’s the similarities that should be focused on.

A wide range of diversity issues were discussed—including age and disability—but this year the conference specifically focused on bullying & hazing, gender, faith & belief, and urban outreach. Three of the four panelists on the “Urban Outreach” panel were West Point graduates, all of whom talked about personal struggles with diversity. E. Christopher Johnson ’73 told attendees about his first experience with his high school guidance counselor. “I said I wanted to go to West Point and she laughed,” he said. Despite having the third highest reading score in the school, his counselor suggested he consider becoming a plumber or an electrician because he was black.

Johnson is now a lawyer and an associate professor at Thomas M. Cooley Law School, in addition to actively working to reduce the number of people who are facing the same or similar challenges because of something that makes them “different.” Diversity, it’s important to note, is not just skin color and appearances, but all life experiences and perspectives. Dozens of lecturers and performers, all with the same goal as Johnson, spent their time at West Point emphasizing the similarities among people and the potential within them.

About 200 people attended this year’s conference, including more than 50 cadets. In addition, the entire Class of 2014 attended an evening lecture about civility in the workplace by Martina Carroll-Garrison, Ph.D., of the Federal Bureau of Investigation. Both civilian and military leaders charged conference attendees with making a difference, starting with themselves. “There is a tremendous need for



wise and competent leadership,” said Lieutenant Colonel Kay Emerson ’90, the Academy’s Diversity Officer. The Academy as a whole is establishing an environment, allocating resources, and implementing a strategy to attract and retain cadets from an increasingly diverse pool of talent. Ultimately, the goal is to ensure every cadet’s success.

“We have to be about helping people do what it is they want to do in life.”

—MG (Ret) Ronald Johnson ’76, “Urban Outreach” panelist

Cadet Samantha Verduzco ’16 said the conference “definitely boosted my confidence as a developing leader,” adding that she will reference these insights throughout her cadet and officer career. The reverberating theme, she said, was the importance of integrating and protecting diversity to allow it to strengthen our Army. “In this profession of arms I will never be far from a team,” she said, “and the Diversity Leadership Conference shed a lot of light on the direction the military wants and needs to go to make these continually diversified teams stronger and more versatile.”

Though the conference itself lasts only two days, it produces enduring effects. Scan this code or go to usma.edu/diversity to find a list that was compiled at the conference of best and “next” practices that the Academy should incorporate or recommend to the Army to incorporate, in addition to video of select sessions. ★



IN LIVING COLOR

Michael Jackson’s *Black or White* filled Crest Hall as Kani, a cadet dance group whose name means “strength” in Swahili, kicked off festivities for this year’s Diversity Day Observance. For a few hours cadets and community members transformed Eisenhower Hall into the four corners of the globe with cultural demonstrations, food samples, and music. The West Point Pipes and Drums Club entertained with a rendition of *The Army Goes Rolling Along* and a children’s language club from the School Age Center captivated the crowd with its performance of *God Bless America* in sign language. Thirteen acts took part in this year’s event, which was held for the first time in conjunction with the Diversity Leadership Conference.



Tradition



For Us All and the Margin of Excellence

By **Keith J. Hamel**, WPAOG Staff



For nearly 160 years since its formation, the United States Military Academy at West Point operated solely on the appropriated funds made available to it through the government. Yet, in the spring of 1961, a group of senior graduates, headed by General Lucius D. Clay JUN '18, Chairman of the Association of Graduates, and George Olmsted '22, Vice Chairman, established the West Point Superintendent's Fund.

As stated by Major General James B. Lampert '36, the Academy's 46th Superintendent, "The Fund provides a most effective means of helping to provide the Military Academy with the things it needs—worthwhile projects which have a direct bearing on cadet welfare—but for which it simply cannot compete in the defense budget." During the formative stages of the Fund, Major General William C. Westmoreland '36, Superintendent at that time, visited Congress and discussed the proposed endowment with leaders of the Armed Services and Appropriations committees, who reacted positively to the idea of soliciting private donations for what Westmoreland called "nice-to-have facilities for the Academy and for use by the Corps of Cadets." In a document outlining the goals of the Fund and addressing questions raised by graduates, Clay wrote the following petition: "Today, the alumni of other schools and colleges, including state-supported schools, give heavily and gladly to their schools and in doing so become more deeply interested than ever. There are many of us who can do likewise and we believe would really like the opportunity. ... This program is a service to those who wish to be a part of West Point's development and future."

According to Mike Mahan '70, former Senior Vice President for Development at the West Point Association of Graduates (WPAOG), fundraising for the Superintendent's Fund remained largely a reactive process until 1990: "An annual mailing was the only proactive effort." However, in 1990, under the direction of Colonel (Ret) Bob Strati '55, WPAOG introduced new fundraising

techniques, and it began to increase its staff specifically devoted to fundraising. In six years, the Development office increased from 7 to 20 employees and the amount of gifts donated annually grew by roughly 400 percent in that time frame. Then, in February of 1997, the WPAOG Board considered a request from the Superintendent to increase fundraising by launching the first-ever comprehensive campaign. Through a memorandum of agreement with the Academy, WPAOG became the official fundraising arm of West Point, given that military personnel are prohibited from soliciting gifts. Using the approaching bicentennial of the Academy's founding as its impetus, this new campaign sought private funding to support development programs that go beyond the core requirements needed for a cadet to earn a Bachelor of Science degree and a commission in the United States Army. Labeled "the Margin of Excellence," these programs not only allow the Academy to remain competitive in attracting high-quality cadet candidates but also enable members of the Corps of Cadets to achieve their highest potential. When the Bicentennial Campaign closed on December 31, 2002, it had raised \$218 million against a goal of \$150 million and, according to Lieutenant General Daniel W. Christman '65, who served as Superintendent during most of the campaign, "literally changed the face of West Point."

Now, 10 years later, WPAOG is about to unveil a new comprehensive campaign called *For Us All: The Campaign for West Point*, which aims to secure \$350 million to fund or endow West Point Margin of

Excellence priorities well into the future. The priorities for this campaign have been divided into five areas, or what Kristin Sorenson, WPAOG's current Vice President of Development, calls "buckets." With a goal of \$200 million, the largest bucket is designated as "For the Cadets" and seeks gifts to fund scholarships (from research through semester abroad opportunities), endowments (mainly in support of cadet clubs and teams), Academy centers (such as the Cadet Advanced Science & Technology Learning Environment—CASTLE), and labs and studios (Cessna Flight Lab, Astronomy Observatory, etc.) The next bucket is "For West Point," which has a goal of \$70 million and seeks to fund projects that would improve the Academy as a landmark (West Point Cemetery development and the new Visitors Center fall into this category). Rounding out the remaining three buckets are "For the Nation," which funds centers and conferences in areas affecting the country (e.g., Combating Terrorism Center); "For the Long Gray Line," which provides services through WPAOG that connect graduates to their alma mater, fellow graduates, and fallen or lost friends; and "For Our Today," which provides unrestricted support to West Point academics, athletics, military leadership, and diversity. The basic rationale for most of these buckets (with the exception of "For the Long Gray Line") goes back to that of the original Superintendent's Fund, which is to enable West Point to finance with private gifts those programs and projects



GEN Lucius D. Clay JUN '18.

that benefit both the Military Academy and the Corps of Cadets but that is outside the scope of appropriated taxpayer support. Clay's original appeal to "...be a part of West Point's development and future" also applies to the *For Us All Campaign*, and his answer to a pertinent and recurring question about the Fund deserves mentioning in the context of this new campaign:

Graduates have dedicated their lives to service of country and, like other citizens, pay their taxes; isn't that enough to give to the government?

"Giving to the Superintendent's Fund is not giving more to the government, but rather giving to your alma mater through a private organization. There are thousands of graduates who have served their country in and out of uniform who give to their alma maters even though they have financed their own education."

In anticipation of the *For Us All Campaign's* live launch in April 2013, *West Point* magazine recently contacted several members of the Campaign Cabinet to discuss in their own words how this new initiative for the Margin of Excellence will impact the Corps of Cadets, the Academy, and the nation.

In Their Words...

Lieutenant General (Ret) Larry Jordan '68

Senior Vice President of Burdeshaw Associates, LTD

How would you describe the overall objective of the *For Us All Campaign*?

"This is a campaign designed to address those pressing needs that the Academy has that can't be provided by any other means. It gives graduates, friends of West Point, and others the opportunity to contribute to what is a national treasure, meaning West Point. It is structured so that donors can give to all the various elements that contribute to the excellence of the West Point experience, whether that is to those programs that support the cadets, the institution itself (or West Point as a landmark), or even the Long Gray Line. The *For Us All Campaign* has developed its goals along these lines as well as for the programs existing and running today."

What would it have meant to your development as a cadet and future Army officer to have this Margin of Excellence support?

"I could not even have imagined when I was here the opportunities cadets have in so many areas today—the various Centers of Excellence that have been established here, the laboratories for research and development, the programs of enrichment such as semesters abroad, or the summer programs in which the cadets receive cultural immersion. None of this existed when I was a cadet, but had they been around they would have greatly contributed to my understanding of the world and my ability to operate as a member of the Army in engaging our allies around the world. These centers and laboratories at West Point directly contribute to many of the activities and initiatives within today's Army. If you look at the Combating Terrorism Center, this has an immediate impact on our nation's ability to respond to global terrorism. Many of the scientific labs have applications for the programs we see across the Army in terms of developing new systems. West Point is making a very valuable contribution to and an impact on the Army."



In Their Words...



Mr. Thomas Dyer '67

Owner and President of Dyer Enterprises

Why do you personally support the *For Us All Campaign*?

"This country cannot do without the Military Academy at West Point. It cannot survive without the leaders of character we produce. There are great programs here preparing wonderful young officers for all branches of our military. No place on earth provides the fundamental character development for these young men and women that this country needs. And I am absolutely adamant about this fact. There isn't any other place on earth that teaches leadership and character like we do. If there is a void in this country that is reflected in our own halls of Congress and other places in Washington, it is a void of character...The need for the Military Academy is more apparent now than ever."

Mr. Ken Hicks '74,

President and CEO of Foot Locker, Inc.

How does your own leadership background affect this campaign?

"I am a merchant and I've used marketing my whole professional life. As we look at how to merchandise and market the campaign, I can help with these key questions: How do we communicate? What are the ways we can best disseminate the things we do and the program we have to alumni so that we can get them as excited about the campaign as we are? West Point is a brand. When you look at it, there have been movies about West Point, its name is on t-shirts, and when you mention 'West Point' to people certain associations immediately come to mind. The definition of a brand is something that people recognize and instantly understand what it stands for, and that is West Point—it stands for training leaders of our nation."

Mrs. Patty Shinseki

Board Member for the Military Child Education Coalition, Representative on the Board of Managers of the Army Emergency Relief, and the wife of former Chief of Staff of the U.S. Army and current Secretary of Veterans Affairs General (Ret) Eric Shinseki '65

Ultimately, why should everyone who cares about West Point support the *For Us All Campaign*?

"The *For Us All Campaign* will ensure that West Point remains the premier institution in the nation, as recognized by *Forbes* and other publications. Cadets will have the requisite tools, academically, physically, and in military discipline to be prepared, serve, and succeed in the competitive and often conflicted global environment. As evidenced by the last decade of war, modern warfare requires new skills and training, including cultural and technological expertise, in order to be fully prepared. The complex and quickly shifting challenges will require agile, competent, responsive, adaptable leaders to respond effectively as leaders while in uniform and beyond. The austere fiscal environment, with little relief in sight, elevates the urgency of this campaign, which has greater importance now and will be so, well into the future. It allows the Academy the degree of predictability and flexibility with the availability of resources to achieve (and exceed) levels determined through the Margin of Excellence for growing 21st century Leaders of Character."

How can graduates of the United States Military Academy, molded through the Margin of Excellence, impact the state of leadership in our nation?

"Evidence indicates that ethical, values-driven leaders are in high demand to serve in all sectors of society—public, private, and non-profit. The training and experiences gained during four years as cadets and the unique leadership skills advanced while serving in uniform are valuable attributes that shape the highest ideals for success. A few leadership characteristics found in true leaders are strong moral character, integrity, problem-solving skills, empathy, strong work ethic, teamwork, courage and strength, dedication to mission, and exemplarity. Our nation's youth can benefit greatly from exposure to such leaders in their schools, organizational experiences, and communities."



FOR US ALL
the Campaign for West Point



Mr. Dana Mead '57

Chairman Emeritus, Massachusetts Institute of Technology and retired Chairman and CEO of Tenneco

How will training in military leadership translate into leadership for our nation?

"There are thousands of definitions for leadership, but it is best defined by the situation and the task at hand. When comparing Army leadership and civilian leadership, the only differences between the two are the authority structure (it seems to be easier to get things done in the Army) and the ultimate risk of failure (consequences tend to be greater for the Army); although, both still depend on character, trust, courage, skill, and degree of commitment, which are qualities instilled in all cadets at the Academy."

Mr. Joe Anderson '65

Chairman and CEO of Tag Holdings LLC

Why volunteer to be a leader on the *For Us All Campaign*?

"I personally believe that I am a better person both individually and in the context of leadership for the experience that I had here... if the campaign can reinvigorate and establish the future of the Academy for those coming along beyond and behind, that's something I am very much willing to support and commit to."

How do you hope this campaign impacts leadership in our nation's future?

"Historically, USMA has always created leaders for our nation. As we evolve as a country, I presume and hope that the leadership training and development at the Academy evolves to reflect, accommodate, and support what this country is about. We are a diverse country, and that has many dimensions to it—ethnicity, gender, religion, orientation. This is the country into which our graduates will take leadership positions, and it is absolutely critical that their cadet training reflects this reality."

Mr. George Gilmore '71

Retired President and CEO of Exelon Enterprises

How is the Margin of Excellence making a difference to today's cadets?

"Leadership is a process. When cadets are going through platoon tactics and given their situations—'you're a PL' or 'you're a squad leader'—they learn from this. But the Margin of Excellence provides more programs that put cadets in other situations that provide leadership opportunities. So, if you are on the rugby team, you may have to organize the logistics of a trip or develop the winning spirit of the team. It just reinforces the point that West Point has to make every chance it has with these young cadets count. The Margin of Excellence allows the cadets opportunities to build on their leadership skills and spread their wings."

When the *For Us All Campaign* closes at the end of 2015, hopefully exceeding its goal, what do you hope graduates, friends of West Point, and leadership at the Academy will say about its success?

"This campaign will fundamentally enhance leadership development of the cadets. We will see the effects of this campaign not in new buildings or new playing fields but rather in how well prepared our junior officers arrive in the Army. It will be interesting to learn how current and future West Point leadership will address the success of this campaign." ★





For Many, the Leadership Journey Starts Here

By **Marissa Carl**, WPAOG staff

On the north edge of West Point, 228 potential officers are spending this year preparing for the 47-month journey that hopefully awaits them at the United States Military Academy. They are learning everything they need to know to be successful at the nation's premier leadership development institution—how to correctly wear military attire, how to excel at classroom work, and how to be a strong leader are just some of the tasks they will check off their to-master list.

Come this summer, their focus will shift down Washington Road to the Academy grounds, where the majority of them will enter as plebes in the Class of 2017. “My goal is for them to graduate from the Prep School and immediately add value to the Academy, starting on Reception Day,” Lieutenant Colonel Stephen Ruth, Commandant of the United States Military Academy Preparatory School, says, “then as they go through Cadet Basic Training, help their peers excel through effective peer leadership.” This leadership style, he says, is not being “know-it-alls,” but having the humility to communicate and inspire the best in each other.

Though Cadet Harrison Majors '16, last year's Prep School Battalion Commander, had been through the Leadership Reaction Course as a cadet candidate (and similar obstacle courses as a non-commissioned officer), he didn't immediately take charge when his squad was faced with the same challenge during Cadet Basic Training. “The squad leader gets pulled out,” he says, “and nine people have to work together and decide how to get over it as a team.” Majors encouraged his squad to pick one person to lead each of the 19 obstacles; for that round the rest of the squad was committed to their leadership. “The idea was learning to work with others and accepting their ideas,

rather than trying to know it all, creating havoc in the team,” he says, “because that just doesn’t work.”

As a plebe, Majors is now back in the role of a follower but “it’s a good challenge and is helping me develop,” he says. Despite fewer leadership opportunities, Majors is maintaining the peer leadership mentality as the Class of 2016 Vice President, a member of the G-2 soccer team, and manager of the men’s Lacrosse team, all while working to achieve his academic and physical goals for this year—earning above a 3.0 GPA and maxing the more demanding physical fitness test now that he’s 22 years old. Before this journey, Majors was serving as an Infantry squad leader with the 4th Infantry Division at Fort Carson, Colorado. He was preparing for a second deployment to Afghanistan when he received word that he was accepted to the Prep School.

The original mission of the Prep School was to provide a year of academic fundamentals for enlisted soldiers who showed promise for becoming outstanding officers (the Prep School began accepting civilian cadet candidates in 1965). Currently, 65 prior service members are enrolled—30 from the regular Army, 22 from the National Guard, and 13 from the Reserves (17 of these cadet candidates are combat veterans). This year’s group includes Jason Villar, Fort Hood’s Soldier of the Year in 2011, and Monica Rodriguez, previously an operations sergeant for a transportation company in Fort Eustis, Virginia.

The current Prep School Battalion Commander, Cadet Candidate Kalyn Cordova, returned from Afghanistan in April after serving with the 1st Cavalry Division Band. It was during his deployment that Cordova became interested in the Prep School. He remembers asking the generals he was serving under where they got their leadership training. “Then-Major General Dan Allyn ’81 said he came to West Point, and that’s when I started putting my packet together,” he says. “I wanted to emulate these generals and hopefully inspire other junior-enlisted soldiers to do the same thing.” For now he’s inspiring the 227 cadet candidates in his command. Peer leadership, he says, has been the most important lesson he’s learned at the Prep School. “Being in lower enlisted, the leadership told you ‘you have to do this,’ and you didn’t always get a ‘why’ attached to it. Here you have to be more diplomatic,” he says. “You have to inspire people to want to do what you say instead of using force.”

This year Cordova is working to “be the best Battalion Commander I can be,” studying hard (it’s been more than three years since he was in a classroom and he wants to make the Dean’s List), and practicing his leadership skills for the Academy. “Being a plebe I

won’t be in a formal leadership position, but I will have the opportunity to help my peers along and to inspire them to want to do the right thing,” he says.

In addition to the chain of command, cadet candidates get leadership experience through club and athletic opportunities. The Prep School offers 28 clubs, a handful of which originated from student interest, and has eight competitive athletic teams. This year’s most successful women’s sport is clearly volleyball—a team that was actually non-existent until just weeks before its first game.

Second Lieutenant Erin Jankowski ’12, who played basketball as a cadet, was brought in to coach the volleyball team before reporting to her Engineer Basic Officer Leadership Course this month. “I had played one pickup game of volleyball,” she says, describing her experience, or lack thereof, with the sport she was supposed to be

teaching. “I can’t teach them how to hit a ball better, or how to jump better on their block, or how to serve better,” she says, “but I can prepare them to be an Army volleyball player and a cadet.”

Jankowski wasn’t the only inexperienced one. The team of 13 includes three recruits who will play for Army next year and 10 others who have little to no experience with the sport. Jankowski, who considers this her first platoon, says the recruited athletes are getting valuable leadership experience teaching the others how to play, experience they will be able to use on—and off—the court next year. The other athletes are learning

how to work as a cohesive unit toward one goal. “The Army is a big team,” she says. “It’s all about teamwork.” This group, relying more on confidence, focus, and leadership than actual experience, finished the season with a record of 12-2.

Ed Beck, a member of the Class of 1967 who graduated from the Prep School in 1963, says, “We started at the exact same place 50 years ago... and our class went on to become generals, astronauts, doctors, and even West Point’s first flag officer in the Navy.” The ultimate goal, he says, is for the cadet candidates to identify within themselves the potential to be outstanding leaders. With that foundation in place, West Point will then take over to fully develop these leaders of character. ★

Since 1951, West Point Prep School graduates have comprised 11 percent of the Corps of Cadets, yet they have held 25 percent of the senior leadership positions in the Corps.

Previous page: LTC Stephen Ruth pins a second Purple Heart on CDT Harrison Majors ’16, who sustained injuries from two separate IED blasts during a deployment to Afghanistan. Majors, last year’s Prep School Cadet Candidate Battalion Commander, is looking forward to the leadership opportunities West Point offers.

Right: After teaching the basics of marching, CDT Juliet Talavera ’14 leads cadet candidates to the next station during Reception Day. Since the Prep School moved to West Point in 2011, Cadet Candidate Basic Training has been led by cadets.





USAA and WPAOG: an enduring alliance backed by military values

In 2011, WPAOG and USAA formed an alliance that helps support WPAOG and enrich every aspect of a cadet's West Point experience. Thanks to this ongoing alliance with USAA, WPAOG is able to support cadet internships and overseas experiences, athletic teams and clubs as well as the Academy's world-class centers and academic programs. The relationship is a natural fit because of the organizations' shared values and common heritage.

USAA is a financial services organization that provides insurance, banking, investments and advice to the military community and their families. It was founded in 1922 by U.S. Army officers who based its core values of service, loyalty, honesty and integrity on the same principles embodied by the military.

USAA is committed to helping today's service members, veterans who have honorably served and their family members with their financial goals. "USAA has supported WPAOG on a number of initiatives outside of our affinity program, which reflects the true value they provide to organizations such as ours," says Patrick Harris, WPAOG Director of Business Operations.



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POP OFF!



At the United States Military Academy, everyone leads and everyone is led. WPAOG wanted to know, however, who at the Academy guided you the most on your way to becoming a leader of character. We recently asked our Facebook followers, "Who is the one person that left the biggest impression on you as a cadet?" Responses included classmates, tactical officers, commandants, and dignified visitors. Bugle Man and Odin also made the list.



Brandi Bryan Peasley Everything I am and everything I hope to be I owe to my first Beast Squad Leader! At least that's what he told me anyways! Haha!

November 16 at 5:12pm via mobile · Like · 3



Betsy Berg Jackson MAJ Deane Williams, the OIC of the Chapel Choir; he challenged me to really think about what I believe.

November 16 at 4:41pm · Like



Natalia Brooks 1SG Keith Masao Sekishiro and MAJ Thomas Kennedy

November 16 at 5:50pm via mobile · Like · 1



Harris Brumer Major Richard Hewitt, Econ P, Class of '84. He was that rare breed of officer that was intelligent, physically fit, tough, and had great interpersonal skills. He left an indelible impression on me as a young cadet struggling through some dark times.

November 16 at 5:52pm via mobile · Like · 1



Paul Smolchek President Bush for wanting to hand out EVERY diploma to our class (1991), not just the top 5%, and also CPT (at the time) Daniel Bolger. Craziest and most sincere P I had while at the academy.

November 16 at 4:25pm via mobile · Like · 4



Andrew Kerber COL Kirby, head of G&CS. I still remember his speech to the CS majors at the start of each academic year.

November 16 at 5:03pm via mobile · Like



Kami Iannaco Hall The captain of the Army Softball team when I was a plebe, Laura Slattery. She is one of a kind and helped me thru many dark days as a plebe.

November 16 at 5:08pm · Like



Jym Adkins Kirk Brinker, '98. To this day, I've never seen another guy simply walk into a room and genuinely and effortlessly "be" the leader.

November 16 at 7:33pm via mobile · Like



Ted Kostich Jr. First Captain last year, now 2LT Charles Phelps.

November 16 at 4:13pm · Like · 1

You can read all of the responses and add your own by scanning this code or going to [Facebook.com/WestPointAOG](https://www.facebook.com/WestPointAOG).



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CODE
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smartphone
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WHAT “RIGHT” LOOKS LIKE:

The 7th Annual Nininger Award

By Keith J. Hamel, WPAOG staff



Three lines into his acceptance speech, after the usual “good evening” and “thank you” remarks heard in a speech of this type, Captain Stephen R. Tangen ’08, the 2012 recipient of the West Point Association of Graduates’ Alexander R. Nininger Award for Valor at Arms, stated, “This evening I would like to tell you about two of my soldiers.” In doing so, according to Major Ryan Worthan ’97, Department of Systems Engineering Instructor and the first recipient of the Nininger Award in 2006, “Tangen displayed to each cadet what selfless leadership really is,” and, “...what ‘right’ looks like.”

Addressing the entire Corps of Cadets at a ceremonial dinner in the Mess Hall, Tangen spoke of the courageous actions of then-Specialist Christopher Shaffer, who, early in 2011, dashed between three mortar firing points under heavy machine-gun fire to single-handedly repel Taliban insurgents in the Kunar Province of Afghanistan as then-Lieutenant Tangen’s reconnaissance platoon of the 2nd Battalion, 327th Infantry Regiment occupied a 9,000-foot ridgeline that was key terrain to the enemy. Tangen also remembered the heroic efforts of Staff Sergeant Eric Shaw, who, in June of 2010 as a member of Tangen’s 1st Platoon, Charlie Company, 2nd-327th,

died helping wounded Afghan soldiers after the platoon was ambushed by the Taliban in the Ghaki Valley on the road to Daridam, Afghanistan. “For me, the valor of these great Americans illustrates the character of our nation’s soldiers,” Tangen said in his conclusion.

“Through his two examples,” noted Lieutenant Colonel John Cross ’93, Regimental Tactical Officer for 1st Regiment, “Tangen demonstrated that officers are not the only ones to possess the traits of leaders of character.”

It turns out that Tangen's message is a familiar one among Nininger recipients. As a firstie, Cadet Brad Schaufert '13 has now attended four Nininger Award dinners and he notes that the "valor-of-the-soldiers" theme has been prevalent at each. "If I can speak for the rest of the class," Schaufert said, "this just motivates us to graduate and get out there and lead these heroes who are our soldiers." As a plebe, Schaufert heard a similar message from First Lieutenant Nicholas Eslinger '07, the 2009 recipient of the Nininger Award, who "accepted it on behalf of his 36-man rifle platoon in Iraq." Coincidentally, during his own speech, Tangen pointed out that, when he was a yearling, Eslinger was his First Sergeant at Camp Buckner, and that his very first assignment as an officer was to receive the lead of a rifle platoon from Eslinger.

"This goes to show that cadets also walk amongst heroes every day," Worthan said about this connection. "These heroes are their classmates who will someday answer our nation's call and fulfill their potential."

"I think that it is extremely important for the Corps to hear the words of such warriors," Cross expressed. "It serves as a point of inspiration for our cadets and a tremendous example for them to follow."

Cadets seemed to have received this message, too. Asked to comment on Tangen's speech, Cadet Brian Fydenkevez '16 said, "I think it really brought a reality to what we are doing here; we hear all these words about leader development and what we are working towards, but he is the living example—he's the goal we are striving towards as future officers."

As the living example of excellent leadership, Tangen continued his lesson the day after the Nininger ceremony when he addressed a group of Chemistry & Life Science majors (his major as a cadet) during the Dean's lab hour. During the Q&A session, Tangen paid particular attention to the role of the NCO in platoon leader development.

"NCOs have the experience; they can make or break your career as an officer," Tangen said, noting that the top four NCOs in his platoon had a combined 17 years of deployment. He also advised the cadets, "The NCOs take their 'taking-care-of-the-soldiers' job seriously and you must, too." But while NCOs are serious about their fellow soldiers, Tangen warned that they seem to relish picking on a new platoon leader. He recalled a time when NCOs rearranged his gear behind his back and noted that when he took over Eslinger's platoon, one NCO smirked, "You've got big shoes to fill, PL."

Right: CPT Tangen enters Washington Hall with LTG David H. Huntton Jr. '73, Superintendent of the United States Military Academy.



CPT Tangen speaks to Chemistry & Life Science majors.

The Nininger Award is endowed by E. Douglas Kenna '45 and his wife Jean Kenna and is named for Second Lieutenant Alexander R. Nininger '41, who fought the enemy to his death during the Battle of Bataan in January 1942 and posthumously received the first Congressional Medal of Honor in World War II. A committee comprised of representatives from the offices of the Commandant and the Dean as well as representatives from WPAOG select the recipient of the Nininger Award using criteria established by the WPAOG president. The award is intended to further the ideals of West Point by presenting to the Corps of Cadets an exemplar of valor in the profession of arms. Although he downplayed his own heroic role in his acceptance speech, Tangen placed himself in the line of devastating fire multiple times for 18 hours as he maneuvered his platoon, which was the spearhead of an assault, through its objective area. In addition to recognizing Tangen for his bravery as an individual, WPAOG regards him as 2012's representative for all West Point-commissioned officers who have heroically led soldiers in combat. It is likely with this responsibility in mind that Brigadier General Ted Martin '83 remarked, "Captain Tangen serves as a great example of West Point's commitment to our nation by one and by all." ★



THE FOUNDATION ON WHICH ALL ELSE IS BUILT

West Point Class of 1970 National Conference on
Ethics in America Inspires Character Building

By **Marissa Carl**, WPAOG staff

"A leader is supposed to be somebody who thinks."

"This generation faces a much more difficult moral atmosphere."

"How do we resolve competing values?"

"What if your ethics don't align with the law?"

"We need to start a new trend, one based on ethical decisions."

"There are situations that aren't necessarily black and white."



Courageous leadership. Is there any other type of leadership? As the first plenary speaker of the 27th National Conference on Ethics in America, Gus Lee asked the 230 delegates this very question. “By the time you leave West Point you will have the answer,” the nationally recognized ethicist said.

College students and faculty from around the country spent nearly a week at the United States Military Academy at West Point in October challenging themselves to be stronger leaders of character. Within hours the delegates were rating themselves one through five on their own integrity and courage—though the use of three was prohibited. They were standing up in droves, resolving to stop behaviors that are rooted in fear. And they were critically thinking about ethics and how their actions will shape the future of our country.

“What we learned here is much bigger than ourselves,” a student delegate shared with the Simon Center for Professional Military Ethic, which annually hosts this conference. “This is for the greater society, and insights gained here will help me, as a student leader at my college, to develop innovative ways to more positively impact my school and the surrounding community.”

Between speakers, the delegates broke off into small discussion groups where they could delve deeper into the topic at hand and talk about issues specific to themselves or their schools. (See the comments to the left for sound bites from those group discussions.) After Jerry Davis, Ph.D., President of the College of the Ozarks, talked about establishing and maintaining a positive ethical climate in a college environment, the groups took on lives of their own. One group started talking about piracy of intellectual property and why so many people don’t think downloading free music is an ethical issue, while another got deep into a discussion about interrogation tactics. There were 19 small groups in total, each of which experienced its own twist on the conference topics.

“This is a forum to learn about leadership and the importance of character and ethics now, in their future profession (regardless of what they choose to do), and in life,” said Dave Jones ’85, the Conference Advisor and the Simon Center’s Chair for Character Development. “Their peers, mentors, our senior leader panel, and our plenary speakers challenge them to think critically, express their thoughts, and shape their own opinions about moral and ethical concepts.”

General (Ret) Dennis Reimer ’62 and Paul “Buddy” Bucha ’65 rounded out the group of four plenary speakers, though they were just a handful of the West Point graduates who helped with the conference. Among those representing the Long Gray Line were more than a dozen graduates from the Class of 1970, which established an endowment for this conference in 2000.

“We are concerned about what we consider to be a national crisis in ethics,” Gil Pritchard ’70 said, “and we’re trying to change it one

student at a time.” With the Class of 1970’s support, the Simon Center works all year to pull off this “dynamic, organic, ever-evolving event,” which has expanded year after year. The ultimate vision is to make this conference world-class and increasingly interactive, including platforms and tools that delegates can use after leaving West Point to keep the conversations going. This three-day conference is just the beginning of what the Simon Center and the Class of 1970 hope is a lifelong dialogue about ethics and courageous leadership. “For old dogs like us,” Pritchard added, “it gets our blood flowing again.”

“I hope you’re here to understand that without honor there is no trust; and with no trust no one follows; and if no one follows, no one leads.” —Paul “Buddy” Bucha ’65

Bucha, a Congressional Medal of Honor recipient, took the stage halfway through the conference to describe his five elements of leadership: honor, confidence, competence, compassion, and humility. His emphasis—that we need good leadership now more than ever—really stuck with the young delegates. Matthew Rich, a student at Louisiana Tech University who is hoping to pursue international law, now sees his development as a continuum of these five leadership traits. “It takes all of these elements to be a good leader. You cannot just focus on one part,” he said. “But it’s something that you can work on if you don’t have all of the traits. You can still develop these skills.” Before leaving the stage, Bucha had one last remark for the student delegates: “We’re counting on you.”

Cadet Megan Maurer ’13, the conference’s Cadet in Charge, is also counting on the student delegates, hoping that they take their new understanding of ethics back to their universities and then into their professional careers. “I have no doubt that we have leaders of the future sitting in this room right now,” she said during the last day of the conference.

While ethics, and in turn leadership, was its primary focus, this year’s conference kept a spotlight on the value of courage. “If you have the right values but you’re not brave enough to implement them or to face the consequences of using them then it doesn’t matter,” said Luke Strain, who was sent by Texas A&M University Army ROTC after expressing interest in joining the Chaplain Corps. “Courage is one of the most important elements of being ethical.” So to answer Lee’s original question: Is there any other type of leader than a courageous one? Strain answered: “There’s not another type of *good* leader than a courageous leader.” ★





*“Look round and round upon this
bare bleak plain, and see even here, upon a
winter’s day, how beautiful the shadows are!”*

—Charles Dickens

Leading in an Interconnected World:

The Mr. & Mrs. Robert McDonald '75 Cadet Leadership Conference

By Keith J. Hamel, WPAOG Staff, and Ted Spiegel, Guest Writer



Photo: Ted Spiegel

The United States Military Academy at West Point (USMA) exists for one reason—leadership. For over two centuries, West Point has been influencing this nation’s leaders via its graduates (a simple linguistic formula at the heart of its mission statement declares “each graduate is a commissioned leader of character”). Now, with the recent establishment of the West Point Leadership Center, national leaders are getting an opportunity to influence cadets while having their own leadership influenced by the activities and knowledge developed by the center.

Guided by the mission, “To study leadership science, capture the essence of the process that transforms cadets into leaders, and tackle the issues facing leaders in today’s global society,” the West Point Leadership Center is a set of four interrelated programs housed in USMA’s Department of Behavioral Sciences and Leadership (BS&L). Two of the programs are speaker series: The Class of ’83 Distinguished Leader Series advances the study and practice of leadership at the Academy through meaningful engagement with influential U.S. and global leaders from the public, private, service, and government sectors; while the Black and Gold Leadership Forum pairs senior leaders and no more than 40 cadets in an intimate setting to discuss how to build stronger leaders for the Army. The Leadership Center also sponsors designated research fellows who support the creation of knowledge within three specific domains: human performance, leadership science, and military sociology & generalship. Value-added research from the research fellows has been applied to the West Point Negotiation Project, which enhances the ability of U.S. Army small-unit leaders to conduct negotiation in complex and challenging situations (see *West Point* magazine’s summer 2011 issue for more on this initiative). Finally, the Leadership Center hosts the Mr. and Mrs. Robert A. McDonald Cadet Leadership Conference (MCLC) which made its debut this fall.

In October, 84 students from 20 U.S. colleges, 10 international colleges, and three U.S. service academies (Air Force Academy, Naval Academy, and USMA) gathered at West Point to partake in the inaugural MCLC. Exploring the theme “Leading in an Interconnected World,” MCLC paired these student leaders with 13 mentors from pertinent leadership positions and used experiential and analytical exercises to bolster leadership skills, foster critical thinking and collaboration, and develop potential strategies for addressing pressing global issues. Major Michael Erwin ’02, instructor with BS&L, noted that students for MCLC were nominated by their own universities. Enabled by the McDonald endowment, representatives from BS&L met with various deans, provosts, and other notable leaders at renowned universities and colleges and asked them, “Who in your student body do you think is going to change the world?” Once the students had been nominated and approved, Colonel

Bernard Banks ’87, Professor and Head of BS&L, began administering tasks for them to complete online before the conference. Students had to read articles relating to leadership, complete BS&L’s Cardinal Leadership Inventory (which measured six facets of their leadership character), and create a “journey line” that reflected on what values shaped them as a leader. The conference’s leadership used these last two items to create 12 teams of seven diverse students who worked together throughout MCLC (each team had at least one international student and one cadet, but no team had more than two).

At the conference, the teams used a panel discussion, self-reflection, and group discussion triangular model to develop knowledge, appreciate perspective changes and leader growth, and create an “output” product for the conference (see next page for sidebar on op-ed summaries). During the panel discussion portion, leaders from a particular field or sector discussed key issues pertaining to that area and fielded questions from students. During the self-reflection, students reflected on a topic mentor’s comments and recorded their thoughts in a leader journal. Finally, during the group discussion,

Below: Conference attendees learn how to use insights gained from their personal Cardinal Leadership Inventory, which was administered by the Department of Behavioral Sciences & Leadership before their arrival.



Previous page: Diane and Robert McDonald ’75 established an endowment to support all of the administrative costs and overseas student travel stipends of the Cadet Leadership Conference which bears their name.

As a product of the Mr. & Mrs. Robert McDonald Cadet Leadership Conference, op-ed pieces were created, which were to be delivered to The New York Times once approved by BS&L leadership. The topics for these were Food Security/Sustainability, Disaster Relief, Global Economy, Education, and the Media. (Healthcare was also a topic, but it is not represented here.) In some cases, such as Education, more than one paper was prepared by different groups. The following summaries incorporate key points from all papers submitted on each topic.

Food Security/Sustainability: Projected statistics indicate that food production will have to increase 70 percent by the year 2050 to sustain the world's growing population. Food security issues will only become more pertinent to achieving regional stability across the globe. This critical issue calls for visionary leaders who demonstrate a strong commitment to building cooperation among private and public sectors. World leaders must stop focusing on short-term political interests and exhibit the humility needed to envision a long-term global solution that boosts international cooperation and balances financial, social, and environmental needs as well as the expectations of stakeholders.

Disaster Relief: Emerging leaders must have the courage and fortitude to shift the world's focus from short-term solutions to sustainable solutions, a difficult transition that will require a new caliber of leadership in an interconnected world. Leaders must invest in preparedness rather than sporadically responding post-crises. This perspective likely requires telling people what they don't want to hear in the present, but by investing preemptively in sustainable solutions, money will be saved in the long run. Education, risk prevention, and environmental protection have to be the underpinnings for the future: There is not time to waste.

Global Economy: Adaptability, courageousness, integrity, and forward-thinking are needed to reverse the current global financial crisis and prevent future crises. Courageous leaders are able to confront difficult circumstances honestly and realistically, dissipate uncertainty, and take calculated risks with a focus on long-term solutions. The successful implementation of these solutions and policies is dependent on honest communication with the public. Values-based leadership is necessary from both the public and private sector; ultimately, it extends to the individual. Without a shift to these values, the economy for future generations will be marked by continued slow growth and heightened global tensions, as well as a degradation of the human condition.



Kenneth Chenault, CEO of American Express, was one of a dozen world leaders who addressed plenary sessions and then served as mentors to student fellow cohorts.

students shared their thoughts with their peers and participated in an hour-long, mentor-led discussion answering questions such as “How does what we just heard affect our sector?” and “What leadership values are most important in that sector?” The fields or sectors under discussion were the global economy, disaster relief, food security, education, media, and more. To lead discussions in these areas, MCLC brought in leaders such as Gail J. McGovern, CEO of the American Red Cross; Dave Sommers, leader of Facebook’s Global Marketing Solutions; and Ernesto Zedillo, former President of Mexico. Using values-based leadership theory and the leader-growth model, MCLC explored the following overarching leadership question: “How does one develop the core values that allow for ethically sound leadership in an inter-connected world, and what are the challenges to maintaining these values?”

Anonymous feedback from students praised the conference as a great success. Here is a sampling of the positive comments BS&L received at the close of the first McDonald Cadet Leadership Conference:

“I certainly entered with a level of skepticism, always wary of the extent to which leadership can be taught, but I left feeling rejuvenated with a sense of purpose and a desire to truly provoke change in the world around me.”



Student fellows formed into 12 working cohorts for breakout sessions at Jefferson Library.

"From the energy and passion of all of the talented people that I met, to the incredible advice that we got from some of the nation's most successful business leaders, when I think of this conference, I will forever consider it to be one of the 'crucibles' of my life."

"Never have I seen a program that was able to cover so many pressing issues while pushing students to connect and engage in such a short period of time. The conversations held in the group breakouts, during the panel discussions, and at the dinner table were far beyond most of the daily interactions that we have. We were able to go beyond the surface of the issues and analyze problems from a much deeper intellectual and philosophical level. Thank you for the affirmation that my generation is capable and well-equipped to affect positive change."

"Thank you so much for a transformative, life-changing conference. I am so impressed with West Point—the history, the discipline, the values, and most importantly, the phenomenal people who are its heart and soul."

Before the conference, its benefactor, Robert McDonald, CEO of Procter & Gamble, noted: "I've always believed that a leader's job was to build capability in others. These young leaders we've brought together are going to take on a lot of responsibility. We need to invest in them."

If McDonald wants to invest in leaders and leadership, he has come to the right place: West Point has been building leaders and inspiring leadership since 1802! ★

Education: Courageous educational leadership understands the transmission of knowledge and skills as both inherently and instrumentally valuable as levers for significant socioeconomic change. Courageous teaching requires an acknowledgement that character development and academics combine to further political and social equality in all realms of life. Defining reality for education going forward means acknowledging how broad the achievement gap in America is, and realizing how much broader that gap is in the world. Education leaders must have the long-term commitment to establish unified educational plans and goals for academic achievement that others may dismiss as unrealistic or unattainable, taking students from unfavorable socioeconomic situations to academic and professional success. We must use education to give hope.

The Media: To change our world we must change our approach to media: The problem isn't simply finding a solution, but also broadcasting it to the public. In years past, the media were blamed for skewing public opinion. Today, tools exist for leadership to directly utilize multiple media channels to inculcate change, imparting values that will create positive actions and uniting passions with purpose. Today's leaders can play a strong role by also encouraging others to lead with integrity, using their own voice, and sharing it with the world.




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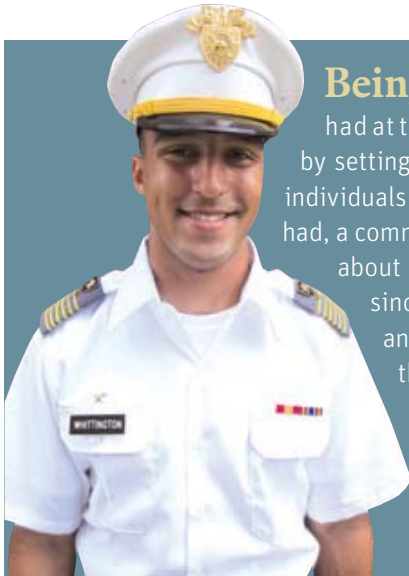
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We will also be attending the Feb. 28 Service Academy Career Conference in Savannah, Georgia. Register at sacc-jobfair.com.

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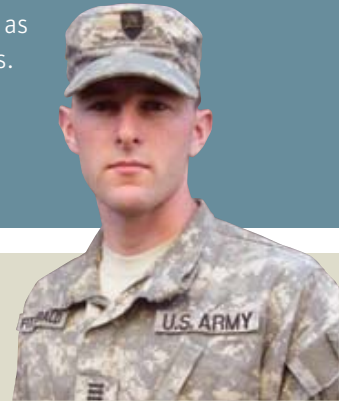
LESSONS IN LEADERSHIP

West Point magazine asked members of Brigade Staff and Regimental Commanders from the Class of 2013: What is the most important leadership skill you've learned while at West Point?



Being personable. The most successful leadership opportunities I have had at the Academy had a solid foundation of teamwork. This was accomplished by setting a climate where everyone in the group truly cared about one another as individuals and not as a means to an end. When I think back to the best leaders I have had, a common trait is that I felt like that person wanted me to succeed and truly cared about what was going on in my life. I have tried to emulate that leadership style since arriving at the Academy. To me, it is important to remember that being an officer is about taking care of soldiers. I care about their overall success and livelihood just as much as accomplishing whatever mission is in front of us.

**Cadet Brandon Whittington,
Brigade Commander/First Captain**

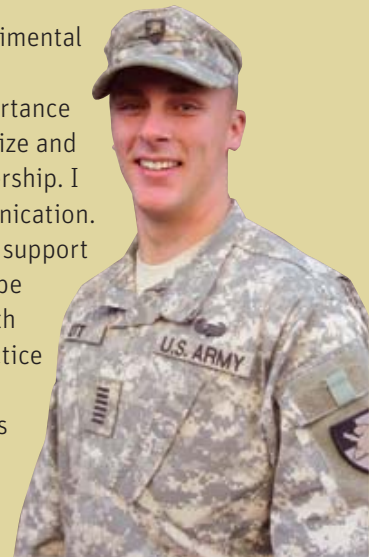


HOW TO DELEGATE TASKS DOWN TO SUBORDINATES.

Cadet Matthew Fitzgerald, Brigade Honor Chair

From my experiences during Beast and my most recent experience as the Regimental Commander for 3rd Regiment, I have come to realize the **importance of consistent and honest feedback**. Cadets often underestimate the importance of sufficient counseling. It has been very eye-opening and humbling to recognize and instill the importance of blunt feedback to senior, peer, and subordinate leadership. I have come to realize how essential it is to provide this source of open communication. It benefits personal leadership and the growth of my unit as a whole. Without support and input from individuals whom I interact with on a daily basis, I would not be able to change my approach or personal leadership style to better interact with members of the Wolfpack (those in 3rd Regiment). I plan to continue this practice of constant feedback and necessary counseling to grow as an individual and help to promote growth of my Regiment and the United States Corps of Cadets as a whole.

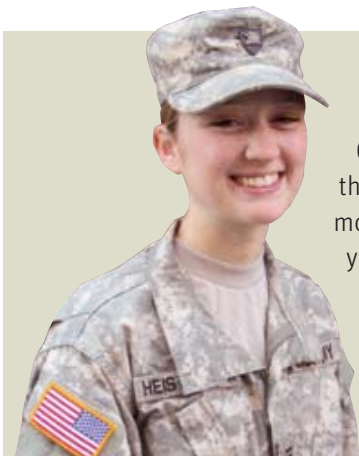
Cadet Thomas Ott, 3rd Regimental Commander



Reflection

gives us an opportunity to look back on our experiences, good and bad, and assess our performance as well as find a sense of meaning and direction. Although cadet life tends to be busy with little free time, reflection has proven to be an essential component of my personal leader development.

Cadet Christopher Boldt, 1st Regimental Commander



The most important leadership skill I have learned at West Point is to **have genuine concern for those around me.** The best way to make an impact is to show you care. Genuine concern for the well-being of your subordinates will build rapport and demonstrate to them that you have their best interests in mind when you make decisions. They will also be much more likely to work hard for you if they know that you truly care about them. As a first sergeant last year, I learned that when I was able to talk with the cadets in my company one-on-one about their lives, I grew closer to them and a level of trust was formed that made them want to work harder for me. Taking time out of your busy schedule to get to know the people around you and show them you care will go a long way.

Cadet Brenna Heisterman, 2nd Regimental Commander

EMPOWERING SUBORDINATES.

The typical cadet is intrinsically motivated; however, the critical element is an upperclassman acting upon this and persuading behavior that goes beyond the status quo.

**Cadet Matthew Ghidotti,
Brigade S2, Public Affairs Officer**



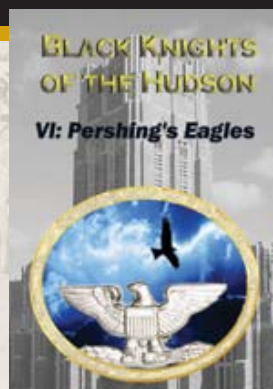
Patience.

I've been able to better handle frustrating situations and find new ways to inspire subordinates with this skill.

**Cadet Ross Boston,
Deputy Brigade
Commander**



Book VI (1917-1918) in Beverly C. Gray's historical fiction series



What readers say about this multi-generational tale:

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The most important leadership skill I have learned and developed at West Point is **emotional intelligence.** Other traits I have gained from my experiences include resilience, confidence, and trust.

**Cadet Bill Owens,
Brigade Command
Sergeant Major**



Remember what the most important leadership skill you learned was? Post it on our Facebook page!



By **Marissa Carl**, WPAOG staff

What are the odds of a Chemical officer getting into a Special Forces group? Are there benefits to going to Ranger School after the Armor Basic Officer Leadership Course? What does a Combat Diver do?

Graduates and other branch representatives from across the country spent a week at West Point making themselves and their experiences accessible to cadets as the cows prepare to make their branch selections next fall. First Lieutenant Nargis Kabiri '10, now stationed in Fort Bragg, North Carolina, was one of many graduates who came back to help cadets make informed decisions.

The most important thing to tell cadets about making a branch selection is to have confidence in their ability to meet the demands of that branch. Three years ago Kabiri didn't even know she was eligible to be a Field Artillery officer. Then she spent an hour with Major Daniel Blackmon '97 and realized her potential. He told her she could be the trendsetter and now she is the first female platoon leader of a M777 howitzer platoon.

Over the course of a week, the Class of 2014 circulated through four briefings, each with two to four representatives from select branches. The officers provided brief backgrounds of their careers

and their assigned branches, then fielded questions and often dispelled common myths.

One of the most common inquiries came from female cadets wondering about their opportunities in each of the branches. Major Anna Maria Slemph '95 said that though she wanted to branch Infantry—which is still closed to women—she chose Military Police, where “women are as tough as the men.” Many of the panelists emphasized the importance of women in the ranks and discussed the evolving Army they are witnessing firsthand every day. The officers also fielded more general questions, such as how to successfully lead a platoon. Answer: Give 100 percent and lead from the front.

Equipment was set up throughout the cadet area, and soldiers were ready to explain the ins and outs of their branch. Floating among the sites, cadets from all classes started formulating career goals and talked about which branches caught their attention most. Cadets

Shaun Robertson '15 and Alexander Vanwright '15 left the Ordnance site sweaty after taking turns in the bomb suit but were grateful they got to spend a few minutes in the boots of an Ordnance soldier. "Ordnance has been my top choice for a while," Robertson said.

Sergeant First Class Robert Crittenden, who was the subject matter expert for the M1A2 Abrams SEPv2 (System Enhancement Program version 2) tank parked on the Plain, said the branches are looking for two things in these up-and-coming officers: "They have to be young and eager." Brian Scheel '15 fits the bill for Aviation. "I think flying is every single person's dream," he said, adding that he knows Aviation is a competitive branch, but "it's good to have a dream number one on your list." The Academy has a four-year branch education and mentorship program that culminates in the cadets' final year when they complete a self-assessment and submit an updated branch preference list to the Army, which then provides feedback based on the cadets' talents and each branch's requirements. This process is new to the Class of 2013. By mid-October cadets submit their final list of branch preferences. The order of merit list and the Army's needs, as well as cadets' talents and preferences, are then taken into consideration before the final assignments are made. Right now, Infantry is a close second on Scheel's list.



Above: CPT Natalie Cahill '06, center, talks to cadets interested in the Air Defense Artillery branch with CPT Stephanie Joyce '08 and COL Donald Fryc, right.

Right: Branch assignments for the Class of 2013. Thirteen cadets, not included in this data, are applying for medical school and currently have temporary branch assignments.

Far Right: CDT Shaun Robertson '15 tried on a bomb suit while talking to Ordnance soldiers. While in the suit, SFC Rob Mendez tested him mentally and physically. "Breathing gets a little tricky and your movements are more restricted than I thought," said Robertson, who has had Ordnance as his top choice for awhile.

Previous page, top: CDT Brian Scheel '15 spent part of his afternoon in an AH-64 Apache. During summer training he was able to ride in Black Hawks, but this was his first time in an Apache. Branch representatives encouraged the cadets to "touch everything" and get a good sense of the equipment. "You can't replicate this hands-on experience," said SFC Robert Crittenden, who was giving cadets tours of a tank.

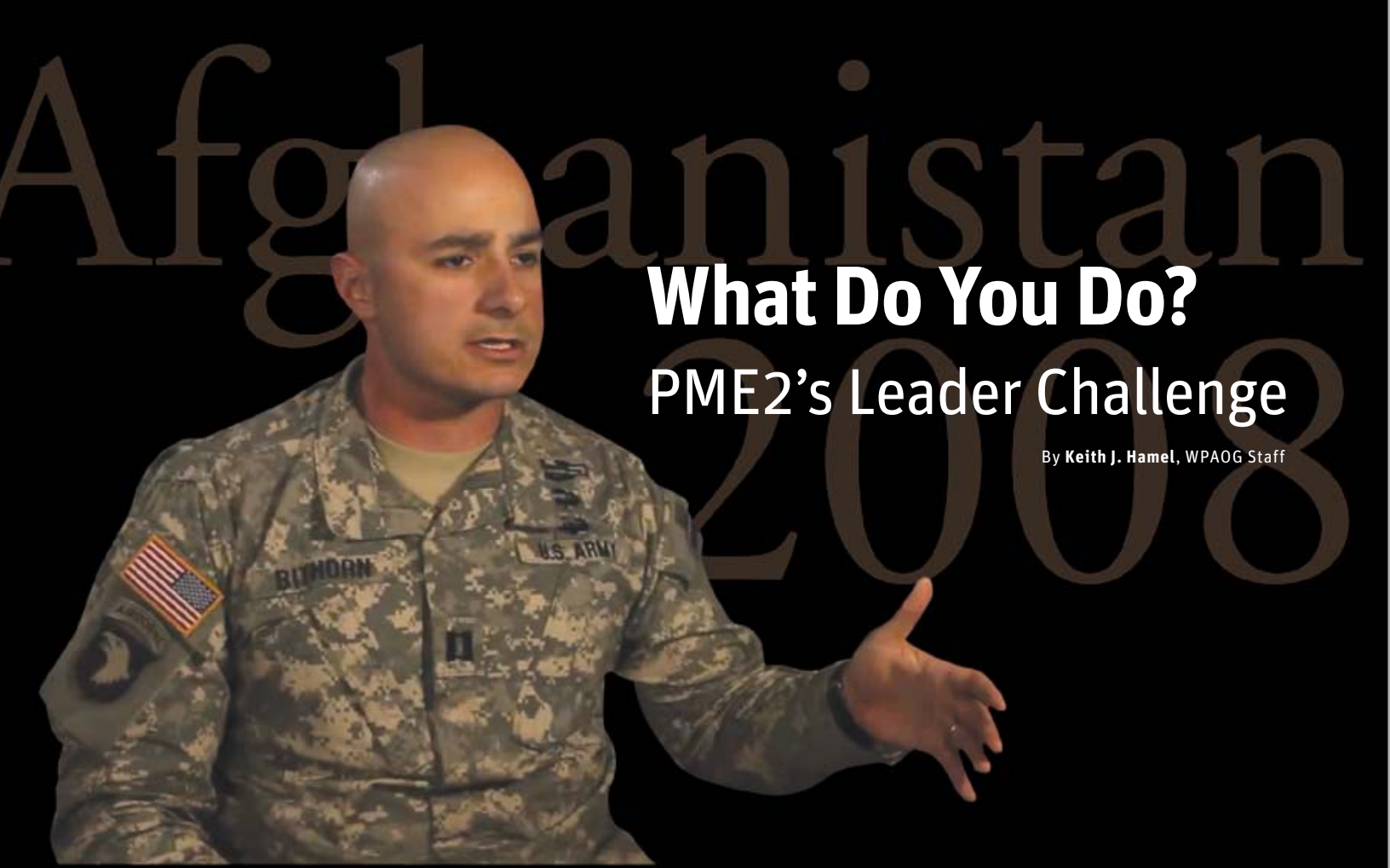


Scan this code or go to
WestPointAOG.org/BranchWeek
for more photos.

Sitting in an AH-64 Apache—one of two helicopters the Aviators brought, a UH-60L Black Hawk being the other—Scheel said he chose West Point because of the branching opportunities. "We get to choose from all of these interesting things," he said, "and this week is great because we get information we probably wouldn't have known otherwise." After 20 minutes or so of sitting in the cockpit, imagining what life could be like as an Aviator, Scheel climbed out and took a long look back as he headed on to his next class. In a few short years he will know if he's headed for the skies or one of the other 15 branches. ★



COMBAT ARMS	
Air Defense Artillery	51
Armor	83
Aviation	117
Engineers	127
Field Artillery	148
Infantry	220
SUPPORT ARMS	
Adjutant General's Corps	31
Chemical Corps	9
Finance Corps	7
Medical Service Corps	20
Military Intelligence	64
Military Police Corps	21
Ordnance	34
Quartermaster Corps	34
Signal Corps	53
Transportation Corps	28



What Do You Do?

PME2's Leader Challenge

By Keith J. Hamel, WPAOG Staff

In the 1994 action film *Speed*, the villain poses the following situation to the hero-cop: “Pop quiz, hotshot. There’s a bomb on a bus. Once the bus goes 50 miles an hour, the bomb is armed. If it drops below 50, it blows up. What do you do? What do you do?” Clichéd Hollywood writing aside, this scenario analogically represents those posed to 2,400 yearlings and cows three times per semester in the Leader Challenge workshop, a component of the cadets’ Professional Military Ethics Education (PME2) training at West Point.



The Leader Challenge made its West Point debut in fall 2011, but its origins go back to work done at the Academy in the 1990s in partnership with the Army Research Institute and Yale University. In 2000, that research was incorporated into the CompanyCommand.org project, an online forum created so that company-grade officers could share experiences and pose questions to each other. Looking back on the endeavor, Colonel Tony Burgess '90, one of the founders of the medium, says, "We believe, even more strongly now after a decade of experience, that leaders who engage in such a professional forum will become more effective and will grow more effective organizations." In 2002, with support from then-Chief of Staff of the Army, General Eric Shinseki '65, the project was officially incorporated into the U.S. Army's MilSpace site (army.mil). Things came full circle in 2005 when the Army established the Center for the Advancement of Leader Development and Organizational Learning (CALDOL) at West Point and put it under the direction of Burgess. In addition to continuing its Company Command forum (now paired with a Platoon Leader forum) and preparing a monthly article for *ARMY* magazine based on a forum topic, CALDOL produces the Leader Challenge. According to Burgess, "This exercise asks leaders in combat to tell us stories on video about their most challenging experiences—hard-hitting, dilemma-type situations that weren't necessarily covered in their training; we then show these clips to cadets and ask them to put themselves in the leader's shoes and to succinctly respond: 'What are your considerations...What would you do?'" Typically, the Leader Challenge is conducted online by members of the Platoon Leader forum (ROTC cadets and lieutenants preparing to go down range), but under the direction of the Commandant and supported by the Dean, CALDOL partnered with the Simon Center for Professional Military Ethic (SCPME) at West Point to develop a face-to-face Leader Challenge for PME2 cadets.

The West Point Leader Challenge workshop uses a three-round, small-group format. Round one begins with a four-minute video setting up the scenario. Then, guided by questions from a firstie platoon facilitator or an officer platoon mentor, a group of four or five cadets spends about 10 minutes discussing the scenario: that is,



summarizing its salient points, assessing the options available to the leader in the video by imagining oneself in the leader's shoes, and determining the best course of action to take in this situation. Round two begins with the cadets rotating to different tables and reviewing the points from their previous tables in round one. The platoon facilitator or mentor introduces a discussion question to set the tone for the second part of the video. The cadets then watch the two-minute coda and see how the leader actually handled his particular scenario. Afterward, they spend another 10 to 15 minutes discussing the leader's course of action by applying it to what they had discussed in round one. Round three starts with another table rotation. In this final round, which lasts for 15 minutes, cadets delve into the humanistic dimension of the scenario and how it affects one personally. Platoon facilitators and mentors may use resources provided by CALDOL, such as the Q&A script from the video or related clips from other leaders, to get cadets to explore the central theme of the scenario. Sometimes a graduate volunteer is on hand to connect the video scenario to something from his or her own Army experience, which helps the cadets understand the scenario on a personal level. The Leader Challenge workshop wraps up with a



Previous page, top: CPT James Bithorn describes his dilemma in the *Aftermath* video.

Above and left: Screen captures from the *Aftermath* video depicting CPT Bithorn's situation in Afghanistan.



Leader Conference classroom session.

reflection and each table submits a collective lesson learned to its lead platoon facilitator to be posted in an after-action report.

According to CALDOL, the Leader Challenge is pedagogically groundbreaking in several respects, notably in its use of real and relevant scenarios to which the cadets will soon be exposed after commissioning and its high-energy, face-to-face sessions in a platoon setting (this is the first time at West Point that PME2 has been organized and executed by platoons). Regarding this last point, Captain Graham Davidson, SCPME Education Officer and Director of PME2, says, “This workshop provides cadets a rare opportunity to learn from individuals who have been in the position (West Point faculty and staff serving as platoon mentors), and it gives firsties the chance to lead a class as facilitators.” Since its inception, CALDOL has been receiving extremely positive feedback from cadets and faculty concerning the Leader Challenge: the biggest “sustain” is the small-group format with frequent rotations, while the second is the relevancy of its content.

“This particular program is much more robust than anything we had when I was a cadet.”

—Rollie Stichweh '65

October's Leader Challenge, titled “Aftermath,” featured Captain James Bithorn of Able Company, 1st of the 506th. In the spring of 2008, his unit, consisting of two rifle platoons and one heavy weapons platoon, was operating in the Tag Ab Valley of Kapisa Province in southern Afghanistan. A special ops unit had just conducted a high-value target raid in a nearby village and killed about 30 civilians in their rocket attack, and Bithorn's unit

received orders from the battalion commander to conduct an assessment of the village. One of Bithorn's platoon sergeants, who had been on a similar mission with the 82nd Airborne Division in a similar valley, approached him and expressed reservations about the order stating that this was really a battalion-size objective. Bithorn admits to the camera that he was hesitant to push in, but after looking at his task organization, he believed his unit could complete the mission. While on their patrol, however, his unit was attacked. An improvised explosive device (IED) hit the lead vehicle, killing the driver and seriously injuring the unit's interpreter. After the engagement, when the captain was completing the after-action report, he was approached again by the platoon sergeant. At this point, the video screen fades to black and two title cards appear: “What are your considerations?” and “What would you do?”

Cadet Ethan Miller '13, one of the facilitators for Company C-4, set the context for the video by stating: “As future leaders, we all have the fear of what might happen when a hard decision backfires on us and we have to deal with loss in our unit; how do we deal with this?” Then, after screening the video, Major Wynne Beers '02, C-4's platoon mentor, started round one's discussion by asking, “Put yourself in the commanding officer's (CO) shoes: you've just returned from the mission; what's going through your mind and how do you handle yourself with this platoon sergeant?” The cadets at his table mention that this scenario deals with trust issues, communication issues, and could impact the morale of the unit. They also question how similar the platoon sergeant's experience was to what happened and whether or not a battalion-size force could have prevented an IED attack. Lastly, they discuss whether or not the captain should apologize and try to imagine how the platoon sergeant would react in this situation.

In the second half of the video, the captain states that he contritely approached the platoon sergeant and told him, “You were right.” Showing his maturity, the platoon sergeant mollified the captain's regret by telling him that the unit collectively did the best it could with the resources it had for the mission. This inspired the captain to own his decision and bolstered his confidence going forward (only two months into a 10-month deployment). After the scramble, the platoon facilitators challenged the cadets of C-4 with more discussion questions: “What does it say about the CO that he conceded?” “What do you think of the platoon sergeant's reaction?” One facilitator even encouraged his table to role play the continuing discussion between the captain and the platoon sergeant after the video ended.

The point of losing a soldier in one's unit was explored further in the third round. Lieutenant Colonel (Ret) Norm Beatty '63, who volunteered to assist in the October Leader Challenge, told the cadets of C-4 about an incident he experienced while serving as an adjutant of a ground Cavalry troop in Vietnam that had just received support from an air Cavalry squadron. On his first mission, a senior captain was killed in his helicopter from ground fire. Beatty remarked that the troop commander, a major, was so distraught over this incident that he became “combat ineffective.” He also couldn't lead the memorial service (a duty that fell to Beatty), and thus lost the respect of his soldiers and subsequently lost his command within two

months. “It is vitally important to deal with your feelings,” Beatty instructed the group. “It is not just being captain ‘this’ or sergeant ‘that’; each of those individuals has tremendous emotions and their emotions need to be handled directly in time and not on a ‘yes sir/ma’am,’ ‘no sir/ma’am,’ ‘no excuse sir/ma’am’ basis.” Based on the “key lessons learned” notes turned in at the end of the exercise (see Figure 1), it is evident that Beatty’s remarks made an impact on C-4.

“This is stewardship of the profession at its highest caliber. There’s no other university in the country that does this or anything close to it.”

—CPT Graham Davidson

Davidson believes that graduates such as Beatty make a positive impact on shaping future leaders. “Many served in Vietnam and experienced issues very similar to those in the videos,” he said, “but they also bring in their leadership experience from corporate America, which gives the scenarios a different perspective.” Rollie Stichweh ’65, another volunteer, has participated in a number of Leader Challenges: “This particular program is much more robust than anything we had when I was a cadet,” he says. As these graduates demonstrate, the seemingly universal answer to “What do you do?” should be “Accept the challenge to lead.” “This is stewardship of the profession at its highest caliber,” says Davidson. “There’s no other university in the country that does this or anything close to it.”

KEY LESSONS LEARNED:

1. Have humility. Know when you could have made a better decision, and know when to admit that someone was right.
2. Maintain emotional control. Be able to manage your emotions and maintain yourself mentally and spiritually so that you can maintain the fight.
3. Don’t blame yourself all the time. Sometimes there are chance circumstances that you weren’t going to be able to control no matter what.
4. Have meaningful After-Action Report conversations with soldiers.
5. Be a constructive subordinate leader during after-action conversations.

Figure 1.

ACRONYM GUIDE

PME2 = Professional Military Ethics Education

CALDOL = Center for the Advancement of Leader
Development and Organizational Learning

SCPME = Simon Center for Professional Military Ethic

IED = improvised explosive device

CO = commanding officer



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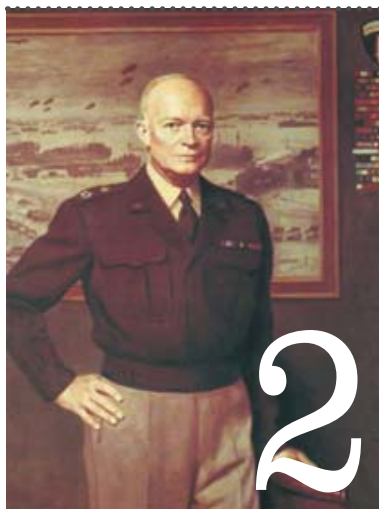


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From the Class of '92

By **Ted Spiegel**, Guest Writer

When graduates come back for their Class reunion, it is only natural to wonder about their most important personal “takeaway” from West Point. On October 4, 2012, the Class of 1992 returned to West Point for their 20th reunion weekend. Since their Reception Day (R-Day) on June 27, 1988, when they were photographed as part of the coverage for *The Illustrated History of West Point*, this Class has been chronicled with the intention of producing a long-range narrative of their development as leaders. During their reunion banquet, after a déjà vu projection of photos from their cadet years, the Class was asked, “What do you believe you carried forward from your West Point experience that has continued to serve you throughout your career?” Some of the graduates’ responses are included below.

Colonel Omar Jones IV, 1st Brigade Commander, 4th Infantry Division, who served as the “King of Beast” in the summer of 1991, spoke about the transition from the Fourth Class System to the Cadet Leadership Development System that occurred in the middle of ‘92’s time at West Point: “One of the most memorable experiences for me as a cadet was talking to Major William Cross the night before R-Day in 1991. Cross, the CBT and 2nd Regiment XO for Colonel Jim Siket ‘67, shared with me how he had fought to come to USMA for one of his final assignments. He had been prior service in a Naval Special Warfare unit and had left the Navy for a commission in the Army; he expected to retire soon after we

graduated. He related how he had watched Beast Barracks for our Class in the summer of 1988 under the Fourth Class System and how proud he was of our Class and the positive, engaged leadership we were going to bring to the Class of 1995 through the Cadet Leadership Development System. I have reflected often on that discussion and on the importance of teaching, coaching, and mentoring our soldiers (as well as my sons) and providing the positive leadership that puts them in positions where they can excel.”

Colonel Michelle Schmidt, 82nd Airborne Division, responded: “I’d have to say the importance of leadership as well as the importance of doing one’s duty. There have been more situations than I can count where leadership made all the difference. In over 20 years of service, there have been plenty of unpalatable situations during which I had to remind myself, and sometimes others, that while I’d rather be doing something else, I had to do my duty.”

Doug Ross, now an aeronautical engineer working on aerospace contracts for Lockheed Martin, said: “As a cadet, I gained a fundamental sense of how to keep going when challenged and learned how to motivate myself to survive trials. I knew when and how to push the team. I knew what it was like to put in 18 to 20 hours to get something done.”

Lieutenant Colonel Troy Barnes, who now commands the Army's Mid-Atlantic Recruiting Battalion, recalls: "The Duty, Honor, Country part of being a cadet—the selfless service—that's what helped me carry on. When it's not about you, it's easy to do the right thing. Putting your soldiers before you is the right thing to do. Advancing their careers might not advance yours, but they'll work twice as hard for the Army."

Rich Colucciello, Finance Manager with General Electric stated: "West Point taught me to never give up, no matter how difficult the challenge, and to feel that I will always succeed. My mindset was focused on graduating... but West Point was not just graduating us as engineers, we needed to become leaders. You have to know from where your people are coming and understand how and why they are different from each other. If you can't relate to people, then you can't lead them."

Craig Magerkurth, Class President (until 2012) and now Chief Knowledge Officer for Global Capacity, a telecommunications networking company, related: "The big thing I gained from West Point was self-confidence. After graduating I felt that I could do anything I wanted and overcome anything in my path."

Lieutenant Colonel Brian Flood, who serves as Strategic Operations Planner at Joint Special Operations Command, said: "The one thing that I learned at West Point, and continue to use today, is the necessity of thorough and detailed planning and organization, so as to better meet life's daily challenges."

Jason Beyer, a procurement director, reflected: "West Point cultivated in me a commitment to excellence, the need to always give your best, and the purpose to always do the right thing. That was demanded, expected, and reinforced by others."

Lieutenant Colonel Elizabeth Robbins, a defense press officer for the Assistant Secretary of Defense for Public Affairs, offered the following: "Nothing I have faced since has been as hard as West Point. I pushed myself so hard to excel as a cadet that I learned the extent of my personal capabilities and limitations, which ultimately is reassuring. This hard-won knowledge has allowed me to operate at a high tempo for many years, and has given me confidence that no matter how hard the challenge, I will overcome any obstacles to accomplish the mission."

Pat Wilkison, General Manager of the Cloud Computing Division at Western Digital, offered a comment all could understand: "West Point honed the fundamental character traits with which I approach everything now—a selfless, comprehensive commitment to anything I get involved with in our community." ★

Ted Spiegel is a long-time contributing writer for various WPAOG publications and formerly worked for West Point Admissions.

Leadership in Crisis and Extreme Contexts

By **Keith J. Hamel**, WPAOG staff

Days after Super Storm Sandy struck the Mid-Atlantic seaboard, Todd Gile '86 of the Thayer Leader Development Group (TLDG*) posted a topic/question for WPAOG's LinkedIn community to ponder: "Leadership in Crisis and Extreme Contexts—what can be learned from a significant natural disaster?"

Brigadier General (Ret) Thomas Kolditz, Professor in the Practice of Leadership and Management at Yale and TLDG keynote speaker, defines "crisis and extreme contexts" as ones of "exceptional urgency in which immediate action must be taken to minimize imminent loss of life or catastrophic degradation of the situation." While Gile's post points to an environmental situation to be in synch with the aftermath of Sandy, these situations sometimes occur in business and most certainly occur in the military.

"With all of these situations," Gile says, "it really comes down to leader actions and the trust that people have in their leaders." Taking a page from General Dwight D. Eisenhower 1915, who once said, "Plans are nothing; planning is everything," Gile believes that leaders should prepare for natural disasters the same way they prepare for any other contingency: "Whether natural disasters, loss of data, or the discovery that the competition discovered a new process that makes yours obsolete, many of these scenarios can be anticipated." Gile continues, "Leaders and their teams should identify possible scenarios through deliberate analysis and by 'war gaming' possible responses." The next step is to test the best plans to anticipate points of future friction and establish likely decision points. When the extreme event occurs, "leaders identify priorities and align resources to ensure they are accomplished."

Those responses to his question coming from West Point graduates share a similar theme—during crisis situations, effective leaders are visible to those they lead. This is perhaps due to the 47-month development cycle these graduates have endured that taught them to be externally focused when times are most difficult. "They know that their leadership can make a difference, that service means they must be willing to sacrifice self for others, and that the mission comes before all other considerations," Gile says. While Gile does not like to criticize what he calls "the man in the arena," he's certain that there will be many lessons learned regarding leadership thanks to Sandy.

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Move That Plaque!

The Cullum Hall (not so extreme) Makeover

By **Keith J. Hamel**, WPAOG staff

Coincidentally, the former host of ABC's popular reality television series *Extreme Makeover: Home Edition* and the Officer in Charge of the Cullum Hall renovation project are both named "Ty."

In his nine seasons on the air, Ty Pennington had the difficult task of managing both the total construction or renovation of a home in just seven days and the emotional needs of the family tied to this home. Colonel Ty Seidule has perhaps an even harder task: He is supervising the renovation of a memorial hall that has stood for more than 100 years in testimony to the officers and graduates of the United States Military Academy at West Point, and he must do so in a way that neither diminishes the memory of those honored nor offends those with interests tied to the aforementioned group. From the time it was built, Cullum Hall has been telling the West Point story regarding the Academy's importance to the nation via the various plaques adorning its walls. However, since the 1980s, wall space in Cullum Hall has begun to grow scarce, and recently a

Memorial Committee was convened to solve this dilemma. Better than anything ABC's *Extreme* design team could ever dream, the committee devised a plan so that Cullum Hall can continue telling the West Point story for another 100 years.

The plan involves a combination of relocating and redesigning the plaques currently in place. Starting just inside Cullum Hall's massive iron doors, guests currently see two enormous memorial plaques: The left one names the USMA graduates who attained the rank of general officer during the Civil War (George Cullum's name itself appears on this plaque), while the right one lists the names of graduates who were killed or mortally wounded in action during West Point's first century of existence (George Ronan, Class of 1811,

owns the dubious title “first USMA graduate to be KIA”). These 6-foot-by-9-foot memorials will be moved to the east and west landings on the opposing staircases leading up to Cullum Hall’s second-floor ballroom to make room for more superintendent plaques. There are currently 40 such plaques on the north and south walls of Cullum’s east first-floor foyer (the most current belonging to Major General Donald V. Bennett ’40), but by relocating the Union Generals and the Centennial plaques there will be room to honor at least 40 more superintendents.

The Union Generals and Centennial plaques will displace the five plaques that are presently located in the stairwells and dedicated to grads who were killed, died of wounds, or went missing in action during World War II, Korea, or Vietnam (and other Cold War conflicts). According to Seidule, the Cullum Hall Memorial Committee found that these plaques, which were paid for through the Superintendent’s Endowment and not any one class, were “lacking pride of place.” To honor those listed on these plaques, the more than 1,400 names found on them will be inscribed individually on 2-inch-by-8-inch nameplates. These will then be displayed prominently on the newly remodeled walls of what will be called the “West Point War Memorial Room.”

Located on the first floor in the north end of the building in what had been called “the Pershing Room” since 1977, the West Point War Memorial Room is envisioned to be what Seidule labels “the soul of the Academy and the heart of Cullum Hall.” As he puts it, “Those who have paid the ultimate price for their nation should be awarded this central place of honor.” Each nameplate will have the name,



rank, and class year of the graduate being memorialized. This room will also recognize the Academy’s Congressional Medal of Honor recipients and those nearly 100 grads who, since September 11, 2001, have been killed in action, died of wounds in combat, or died as POWs. According to Seidule, “This memorial room will be actively used for awards, retirement ceremonies, promotion ceremonies, and various class activities.” The room will feature new comfortable leather furniture, a medallion rug, wall crests, and increased natural lighting (the painting of General John J. Pershing 1886 on the north wall will be moved, exposing a large window it has blocked for decades). Clearing room for the new nameplates, the plaques recognizing the various department heads and deputy heads throughout the Academy’s history, which currently fill the walls, will be returned to their respective departments. Also, the 40 or so personally donated side plaques honoring officers killed in action before World War II will be moved to the balcony above the ballroom.



Above: Plaque for LTG James B. Lampert ’36, the 46th Superintendent of the United States Military Academy.

Left: Bird’s-eye view of the memorial room at Cullum Hall. The design creates a memorial for reflection and inspiration to commemorate each West Point graduate who has died in battle. It provides space for multiple purposes including, but not limited to, an annual ceremony honoring those who died in the previous year’s campaigns, and it maintains relevance by accommodating yearly updates (as in plaques shown on the next page).

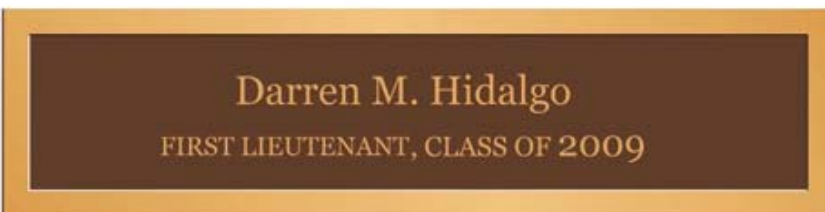
Cullum Hall's ballroom (detailed in *West Point* magazine's fall 2012 "Past in Review") is also undergoing improvements: the floor has already been replaced, and the walls replastered and repainted up to the window line. Perhaps the most notable upgrade to the ballroom, although most would never recognize it on their own, is that the life-size portraits of the Union Generals have undergone significant conservation efforts. According to Gary Hood, Curator of Art of the West Point Museum, a renowned conservatory in New York City encased each portrait in an acrylic glazing and protective backing board to create individual "micro-environments" to protect these historical treasures against the fluctuating humidity levels found in Cullum Hall as a result of the building's lack of HVAC.

Although some may lament the changes that are coming to Cullum Hall by the spring of 2013, this building had to be reimagined because the Academy has changed so much over time. When Cullum Hall was dedicated in 1900, the Academy graduated only 54 officers, but by the mid-1980s that number had passed 1,000 annually. "Memorials change to reflect the needs of the living," says Seidule, "and by redesigning Cullum Hall to put the names of those who died in service to their country front and center, it's a powerful reminder of the Academy's mission, our sacrifice, and the nation's need for West Point." ★



The portrait of GEN Ulysses S. Grant 1843.

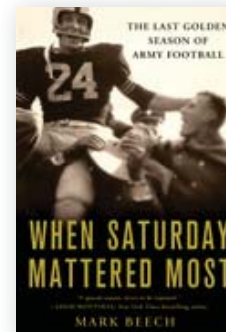
Architect rendering of a memorial nameplate.



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By Mark Beech
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—Publishers Weekly

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23

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9-17

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16

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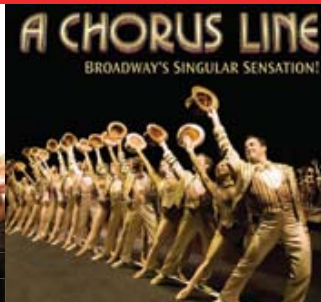
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1996

White House Fellowships Inspire Future Leaders

A long line of Academy graduates have served as White House Fellows, an annual program offering “exceptional young men and women first-hand experience working at the highest levels of the Federal government” (e.g., senior White House Staff, Cabinet Secretaries, etc.). “Fellows also participate in an education program consisting of roundtable discussions with renowned leaders from the private and public sectors and trips to study U.S. policy in action both domestically and internationally.” Major Archie Bates ’96 is a member of the 2012-2013 class and is

serving in the Office of the First Lady. The two previous classes included Major Jaron Wharton ’01 and Lieutenant Colonel Jason Dempsey ’93. The program was founded in 1964 by President Lyndon Johnson with a mission to give the Fellows “high-level experience with the workings of the Federal government and to increase their sense of participation in national affairs.” In return, Fellows are expected to “repay that privilege by continuing to work as private citizens on their public agendas.”

1933

Thanks to WPAOG’s Facebook Friends Sandy’s Storm Clouds Reveal a Silvery-Gray Coat Lining



In the aftermath of October’s Hurricane Sandy, Donna Gugger was doing cleanup at her catamaran club in Sandy Hook, New Jersey, when she discovered a mystery among the driftwood and garbage—a United States Military

Oxley Mangus, located deGavre’s 98-year-old widow living in Virginia. Mrs. deGavre (pictured) told WPAOG that her husband grew up in a house on the Navesink River in New Jersey, about four miles from where the coat was found, but her granddaughter later noted that the house was spared by Sandy and no one is sure from where the coat came. Adding to this nearly 80-year mystery, deGavre’s *Howitzer* entry portended that “his heart travels on stormy seas....” WPAOG had the coat cleaned and shipped it to Mrs. deGavre, who was “thrilled” to receive it.

Academy (USMA) gray full-dress coat had washed up on the beach. The only clue to the owner was the name “deGavre” on the coat’s silvery-gray inside. Gugger contacted USMA’s Public Affairs Office, which turned the matter over to the West Point Association of Graduates (WPAOG).

A quick search of the database revealed only one graduate with that name: Chester Braddock deGavre ’33, a retired brigadier general who fought in the Korean War and died in 1993. WPAOG posted a photo of the coat on its Facebook page and, in less than one hour, one of its followers, Melissa



General Officer Promotions

The Secretary of Defense has announced that the President has nominated:

To the rank of General:

Lieutenant General John F. Campbell ’79

To the rank of Brigadier General:

Colonel Joseph E. Whitlock ’86

West Point

VOLUME 3, ISSUE 1 • WINTER 2013

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The mission of *West Point* magazine is to tell the West Point story and strengthen the grip of the Long Gray Line.
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PUBLISHER

West Point Association of Graduates
Robert L. McClure '76, President & CEO

EDITOR IN CHIEF

Norma Heim
editor@wpaog.org

EDITORIAL ADVISORY GROUP

John Calabro '68 Kim McDermott '87
Jim Johnston '73 Samantha Soper

ADVERTISING

Amelia Velez
845.446.1577
ads@wpaog.org

ADDRESS UPDATES

Tammy Flint
West Point Association of Graduates
698 Mills Road, West Point, NY 10996-1607
845.446.1642
address@wpaog.org

MEMORIAL ARTICLE COORDINATOR

Marilee Meyer
845.446.1545
memorials@wpaog.org

CONTENT

Marissa Carl
Keith J. Hamel

DESIGN

Marguerite Smith

.....
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Past in Review

WEST POINTERS LEAD THE WAY TO MILITARY MEDICINE: A STORY OF COURAGE AND COMMITMENT

By **COL Don B. Blakeslee M.D. '70**, Guest Writer

To date, a total of 657 West Point graduates have attended medical school and (based on figures through the Class of '97) approximately 90 percent ended up or will end up serving a minimum of 15 years in the Army. While impressive on its own, this retention rate is especially extraordinary given that Dorsey Mahin '45, the first graduate to attend medical school, and others after him for the next decade had to resign their commissions in order to become doctors.

The Class of 1955 made the first significant inroad to changing the path for graduates wanting to attend medical school while on active duty.

The effort was led by '55ers John Feagin and Paul Lenio, who were accepted to medical school, but found themselves facing an uphill battle. Feagin framed their quandary as follows: "Why would the Army take combat arms officers, pay their way to medical school, and hope for the best when trained doctors could be drafted for nothing?" Rather than get discouraged, Feagin and Lenio

negotiated with their branch representatives to accept a "leave without pay" compromise. To their surprise, their branches gave them enthusiastic support, and they were soon on their way to the Pentagon to present their case to General Maxwell Taylor '22, the Chief of Staff of the Army. The branch colonels instructed the lieutenants to remain quiet as they "would do all the talking." Taylor never looked up from his paperwork and simply said, "If you can make it work for the Army—do it." Both lieutenants saluted and marched out past the one-star aide Brigadier General William Westmoreland '36, his glare indicating that he was not as willing as his boss to agree to these terms. Feagin and Lenio were shortly joined by classmate Preston Mayson, son-in-law to the future Surgeon General of the Army, Lieutenant General Leonard D. Heaton. This trio began their medical training

while on leave without pay, and all became residents at Walter Reed Army Medical Center in orthopedics, general surgery, and radiology. More importantly, all volunteered and served in Vietnam after finishing their residency training in 1966.

The door was now open for West Point graduates to pursue medical careers. On April 3, 1968, the Army widened that door by approving Army Regulation (AR) 601-112, which allowed qualified, highly motivated officers to attend professional schools on a subsidized basis, provided that funds were



Six of the first seven West Point graduates to attend Medical School. From left to right: Dr. Michael Ziegler '56, Dr. George Ward '56, Dr. Thomas Runyan '57, Dr. Paul Lenio '55, Dr. Lewis Mologne '54, Dr. John Feagin '55. Dr. Preston Mayson '55 was not present for the photograph.

available. The participants received pay, allowances, tuition, and reimbursement for textbooks each year in exchange for additional active duty commitments. A total of 238 USMA graduates took advantage of this AR, which remained in effect through the 1970s and ultimately helped the Medical Corps meet its dire need of retaining physicians in the military at that time. Also in this time frame, a few West Point officers lobbied to allow a select number of cadets from the Class of 1970 to go directly into medical school after graduation rather than into their two-year minimum commission in combat arms. This idea started with Colonel Milton Cohen, the Deputy Commander of Staff at Keller Army Community Hospital (KACH) at West Point, who persuaded regimental tactical officer Colonel Robert Haldane '47 to recommend a policy change. Brigadier General John

Jannarone '38, the Dean at this time, agreed to the idea, but Major General Sam Koster '42, the Superintendent, did not. However, Koster was abruptly relieved as Superintendent and replaced by Major General William Knowlton JAN '43, whose son was a member of the Class of 1970. Knowlton approved the applications and forwarded the paperwork to the Department of the Army; coincidentally, it was Westmoreland who granted final approval.

These changes led to the current policy which took effect with the Class of 1979. At present, the Department of Defense permits up to two

percent of each USMA class to attend medical school immediately following graduation, or an average of 15 graduates for the past 10 years. From the Class of 1945 through the Class of 1982, there have been a total of 360 graduates who have served as military medical doctors. Of these, 200 have obtained the rank of colonel and eight were promoted to general officers (including Major General

James Peake '66). Two West Point doctors, Thoralf Sundt Jr. '52 and Feagin, have also received the Distinguished Graduate Award. In their years of medical service, West Point graduates have had and will continue to have the privilege of treating many soldiers and their dependents. The mission of the Medical Corps is "To Conserve Fighting Strength," and the commitments incurred after many years of medical training are ultimately rewards for the opportunity to serve both honorably and proudly.

COL Blakeslee was commissioned Field Artillery and then sent on scholarship to Northwestern Medical School. He retired after 20 years of service and practiced medicine for another 20 years as a civilian. He was recalled to active duty and is now the Chief of Otolaryngology at KACH.



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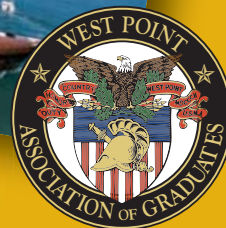


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