

TRANSLATING STRATEGIC GUIDANCE INTO A SELF-DEVELOPMENT  
PLATFORM FOR COMPANY AND FIELD GRADE OFFICERS

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degree

MASTER OF MILITARY ART AND SCIENCE  
General Studies

by

JOHN E. LAIRD, MAJOR, US ARMY  
B.S., United States Military Academy, West Point, New York, 2008

Fort Leavenworth, Kansas  
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THESIS APPROVAL PAGE

Name of Candidate: John E. Laird

Thesis Title: Translating Strategic Guidance to a Self-Development Platform for  
Company and Field Grade Officers

Approved by:

\_\_\_\_\_, Thesis Committee Chair  
Kenneth E. Long, D.M.

\_\_\_\_\_, Member  
Dwayne K. Wagner, M.A.

\_\_\_\_\_, Member  
Lieutenant Colonel Eloy Martinez, M.S.

Accepted this 14th day of June 2019 by:

\_\_\_\_\_, Director, Graduate Degree Programs  
Robert F. Baumann, Ph.D.

The opinions and conclusions expressed herein are those of the student author and do not necessarily represent the views of the U.S. Army Command and General Staff College or any other governmental agency. (References to this study should include the foregoing statement.)

## ABSTRACT

TRANSLATING STRATEGIC GUIDANCE INTO A SELF-DEVELOPMENT PLATFORM FOR COMPANY AND FIELD GRADE OFFICERS, by Major John E. Laird, 98 pages.

The global security environment is ever changing and growing more complex, making it increasingly difficult to define. The Army requires officers at all levels to lead organizations through various analytical processes to quickly and effectively adapt to a range of military operations across numerous domains. Leader development, specifically at the company and field grade officer level, is a priority for the Army's senior leaders when preparing to address emerging challenges in the global security environment. The Army Leader Development Process and the Army Leader Requirements Model are the primary methodologies the Army uses to build successful leaders.

This study examines the Army's methodology for developing officers to cope with the "complex and continuously changing environment" by assessing strategic documents, Army doctrine, and the Army Leader Development Process. The Army Leader Requirements Model enumerates leader attributes and competencies at each paygrade. The developmental milestones mandated for each officer are explicitly quantified in this study uses a capabilities based analysis (CBA) model to analyze the effectiveness of officer development model offered within specified documents. Ultimately, this project aims to recommend a leader development platform to enhance the self-development domain.

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## ACRONYMS

ACC	Army Capstone Concept
ADM	Army Design Methodology
ADP	Army Doctrine Publication
ADRP	Army Doctrine Reference Publication
AHDS	Army Human Dimension Strategy
ALDP	Army Leader Development Process
ALDS	Army Leader Development Strategy
ALRM	Army Leader Requirements Model
AOC	Army Operating Concept
AR	Army Regulation
BN	Battalion
CD	Cognitive Dominance
CSA	Chief of Staff of the Army
DA	Department of the Army
DA PAM	Department of the Army Pamphlet
DoD	Department of Defense
DOTMLPF	Doctrine, Organization, Training, Materiel, Leadership, Personnel, and Facilities
FAA	Function Area Analysis
FNA	Functional Needs Analysis
FSA	Functional Solutions Analysis
GCC	Geographic Combatant Command
LOE	Line of Effort

MDMP	Military Decision Making Process
NDS	National Defense Strategy
NSS	National Security Strategy
OE	Operating Environment
OES	Officer Education System
OPD	Officer Professional Development
PBOK	Professional Body of Knowledge
PME	Professional Military Education
TLO	Terminal Learning Objective
US	United States

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## CHAPTER 1

### INTRODUCTION

How can we bring in more highly skilled people and how can we reward those people and promote people not simply on the basis of when they joined by even more and more on the basis of their performance and talent? How can we be that kind of organization?

—Honorable Ashton B. Carter, *Talent Management Concept of Operations for Force 2025 and Beyond*

#### Background

The global security environment is ever changing and growing more complex, making it increasingly difficult to define. The Army requires officers at all levels to lead organizations through various analytical processes to quickly and effectively adapt to a range of military operations across numerous domains. “The leader development and talent management systems we have today are not adequate to produce the Army Professionals required for tomorrow.”<sup>1</sup> Leader development, specifically at the company and field grade officer level, is a priority for the Army’s senior leaders when preparing to address emerging challenges in the global security environment. The Army Leader Development Process (ALDP) and the Army Leader Requirements Model (ALRM) are the methodologies the Army uses to build successful leaders. Both methodologies must clearly define a roadmap that supports strategic policy and the Army’s senior leader guidance.

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<sup>1</sup> U.S. Army Combined Arms Center (CAC), *The Army Human Dimension Strategy: Building Cohesive Teams to Win in a Complex World* (Ft. Leavenworth, KS: CAC, 2015).

## Army Leader Development

The vision of the *Talent Management Concept of Operations for Forces 2025* transforms the employment and development of human capital to “thrive and win in a complex world.”<sup>2</sup> Both the Army Talent Management Strategy and the Chief of Staff of the Army’s (CSA) 2015 Strategic Studies Group acknowledge the necessity for officers from paygrade O-1 to O-5 to have strategic exposure—a fundamental change in business practice.<sup>3</sup> The Army Human Dimensions Strategy requires optimized human performance and teams of trusted professionals capable of operating and succeeding when faced with ambiguity and chaos.<sup>4</sup> The Department of the Army Pamphlet (DA PAM) 600-3, *Officer Professional Development and Career Management* (2017), prescribes the officer career field management for all branches and functional areas across all paygrades.

The Army Leader Development Strategy is structured to cover the ends, ways, and means by which an officer may develop across the *institutional*, *operational*, and *self-development* domains.<sup>5</sup> Each developmental domain applies ways and means to achieve the objectives prescribed in each domain. Officer competencies and attributes are continually developed and refined per the requirements of his or her career field. The

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<sup>2</sup> U.S. Army Combined Arms Center (CAC), *Talent Management Concept of Operations for Force 2025 and Beyond* (Ft. Leavenworth, KS: CAC, September 2015), 1.

<sup>3</sup> *Ibid.*, 8.

<sup>4</sup> CAC, *The Army Human Dimension Strategy*, 4.

<sup>5</sup> Headquarters, Department of the Army (HQDA), Department of the Army Pamphlet (DA PAM) 600-3, *Officer Professional Development and Career Management* (Washington, DC: U.S. Government Printing Office, 2017), 6.



Army competencies: *leads, develops, and achieves*, are visible and quantifiable indicators of performance and growth. Competencies can be improved through training, education, and experience.<sup>6</sup> The Army attributes: *character, presence, intellect* represent the intrinsic values, perceptions, and mental faculties of individual leaders. Attributes can be improved through conceptual training and development of social maturity.

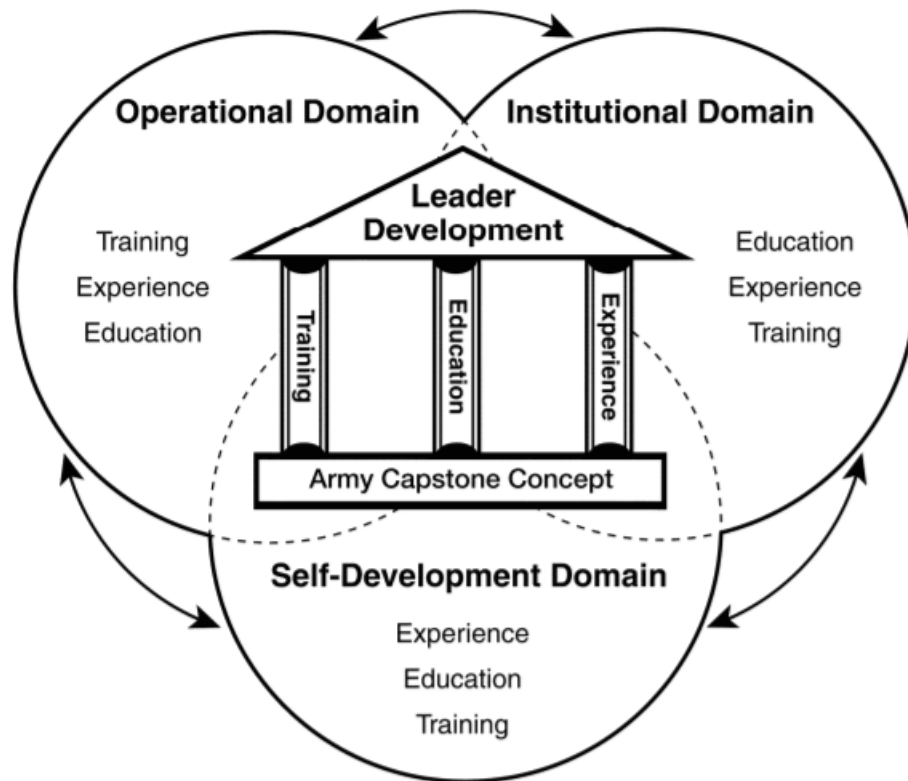


Figure 1. Army Leader Development Model

Source: Headquarters, Department of the Army (HQDA), Department of the Army Pamphlet (DA PAM) 350-58, *Army Leader Development Program* (Washington, DC: U.S. Government Printing Office, 2013), 8.

<sup>6</sup> Headquarters, Department of the Army (HQDA), Department of the Army Pamphlet (DA PAM) 350-58, *Army Leader Development Program* (Washington, DC: U.S. Government Printing Office, 2013), 2.

Leader competencies primarily focus on external influence on people, on the environment, or on the organization at each level of leadership.<sup>7</sup> Leader attributes primarily focus on a leader's internal values and how the leader is perceived by others. The guiding principles by which Army leaders develop are outlined in Army Doctrine Publication (ADP) 6-22, *Army Leadership*.<sup>8</sup> The institutional means (education) by which development occurs are enumerated within Army Regulation (AR) 350-1, *Army Training and Leader Development* (2017) and DA PAM 600-3.<sup>9</sup> The operational and self-development domains overlap the boundaries of training and experience when an individual's growth impacts organizational proficiency. Efforts must be placed on providing company and field grade officers more exposure to all levels of war to enable them to thrive and win in complex environments. Additionally, this will successfully develop individuals in a manner consistent with the Army Vision.

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<sup>7</sup> Headquarters, Department of the Army (HQDA), Army Doctrine Publication (ADP) 6-22, *Army Leadership* (Washington, DC: U.S Government Printing Office, 2012), 7.

<sup>8</sup> Ibid., 9.

<sup>9</sup> Headquarters, Department of the Army (HQDA), Army Regulation (AR) 350-1, *Army Training and Leadership Development* (Washington, DC: U.S. Government Printing Office, 2017), 70.

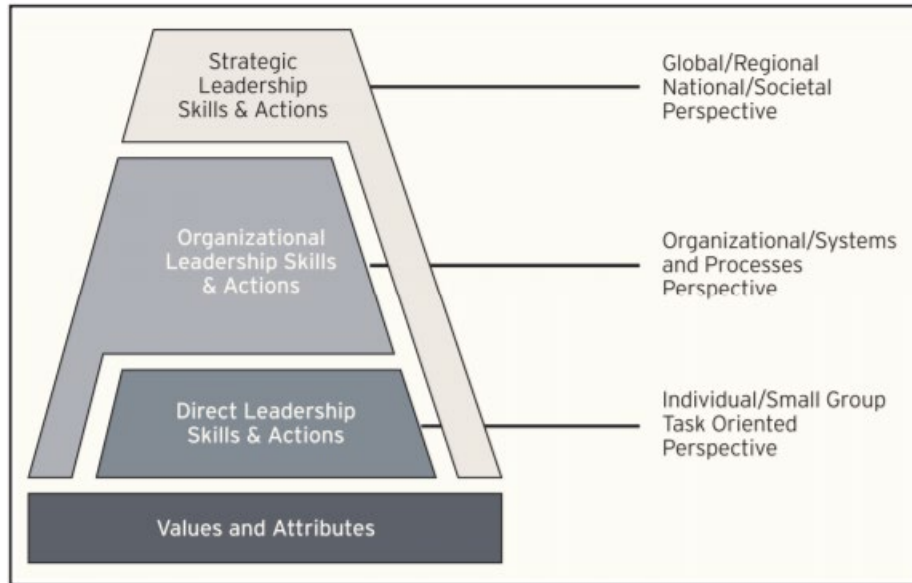


Figure 2. Army Leadership Levels

*Source:* Headquarters, Department of the Army, Army Doctrine Reference Publication 6-22, *Army Leadership* (Washington, DC: U.S. Government Printing Office, 2012), 2-4.

This study examines the Army’s methodology for developing officers to cope with the “complex and continuously changing environment” by assessing strategic documents, Army doctrine, and the ALDP.<sup>10</sup> A Functional Area Analysis (FAA), Functional Needs Analysis (FNA), and Functional Solutions Analysis (FSA) will be done. The FAA will examine the current ALDP, strategic guidance, and doctrine. The FNA will identify capability gaps and/or inefficiencies within the current ALDM to create opportunities to improve Army methodology. The FSA will propose recommendations to the Army G-3/5/7 for leader development progression.

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<sup>10</sup> Headquarters, Department of the Army (HQDA), *The Army Vision 2028* (Washington, DC, U.S. Government Printing Office 2018), 1.

### Research Question

How can tactical commands operationalize strategic guidance from *Army Operating Concept Forces 2025* and *Talent Management Concept of Operations for Forces 2025* to develop officers capable of navigating the operational and strategic levels of war starting at the time of commission through the grade of O-5?

### Secondary Research Questions

This study will also investigate the following subsidiary questions to provide basis for recommendations from the point of commissioning through the paygrade of O-5:

1. What are the enumerated developmental milestones addressed in the *Army Operating Concept: Forces 2025* and *Talent Management Concept of Operations for Forces 2025*?
2. Are different milestones required throughout the developmental spectrum? If so, are the factions delineated (i.e. each paygrade, company vs field grade, or all O-1 to O5)?
3. How do organizations currently develop officers?
4. What self-development requirements are currently set forth for officers?
5. How do the operational and self-development domains overlap?
6. Is the ALDM tailorable to individuals and specific organizations?
7. How does the Army define simple, static, complex, and dynamic operating environments?

### Assumptions

1. Army leaders will neither change the scope of nor reduce the significance of the current Army Leader Competencies and Attributes.
2. Battalion (BN) and brigade commanders are willing to program a minimum of 3 and a maximum of 12 hours per quarter for dedicated officer development aligned with the CD LOE.
3. The Army leaders are willing to incorporate the recommendations ALDP by fiscal year 2025.
4. Future company and field grade officers require exposure and development at the operational and strategic levels of war to adequately develop their faculties to navigate the “complex world” that defines the emerging security environment.

### Definition of Terms

Several terms must be identified and defined to provide context and clarity during this research process. Army Regulation (AR) 350-1, *Army Training and Leader Development* (2017) and the Capabilities Based Assessment (CBA) will guide the process. The FAA, FNA, and FSA are all products within the CBA model that analyze requirements, identify capability gaps, and recommend solutions across the *doctrine, organization, training, materiel, leadership, personnel, and facilities* (DOTMLPF) domains. The CBA is the Army’s methodology, integrated within the Defense Acquisition System and the Force Management System, which result in materiel and non-materiel solution approval and disapproval. The terms defined below will establish the

appropriate framework for the remainder of the research project and enable the reader to understand the technical details, findings, and recommendations.

Capability Based Assessment: Department of Defense’s methodology to identify capability requirements and capability gaps that are developed into requirements and solutions. This process takes an objective look at the following: ensure requirements and capabilities are properly identified; delineate capability performance standards; mitigate or eliminate redundancies; consider associated operational risks due to capability gaps; identify and analyze non-materiel solutions; and provide recommendations to address the identified gaps and risks.<sup>11</sup>

Functional Area Analysis: This is the first step of the CBA. During this step, critical requirements are fed into the system to develop an analytical output for operational tasks, conditions, and standards needed to achieve military objectives.<sup>12</sup>

Functional Needs Analysis: Step 2 of CBA –Assesses current forces’ and programmed forces’ ability to achieve the objectives and end states as prescribed by the FAA while identifying unwanted or unneeded redundancies.<sup>13</sup>

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<sup>11</sup> Joint Chiefs of Staff, Force Structure, Resources, and Assessments Directorate (JCS J-8), *Capabilities-Based Assessment (CBA): User’s Guide*, version 3 (Washington, DC: Joint Chiefs of Staff, March 2009), accessed 20 November 2018, <http://acqnotes.com/wp-content/uploads/2014/09/Capabilities-Based-Assessment-CBA-Users-Guide-version-3.pdf>.

<sup>12</sup> Berton Manning, “JCIDS Process: Functional Area Analysis (FAA),” AcqNotes, accessed 20 November 2018, <http://acqnotes.com/acqnote/acquisitions/functional-area-analysis>.

<sup>13</sup> Berton Manning, “JCIDS Process: Functional Needs Analysis (FNA),” AcqNotes, accessed 20 November 2018, <http://acqnotes.com/acqnote/acquisitions/functional-needs-analysis>.

Functional Solution Analysis: Step 3 is the final step in the CBA process. This step cross-references capability needs and gaps across potential DOTMLPF domains to develop solutions to include in the recommendations.<sup>14</sup>

Complex: “Army leaders use operational variables to analyze and understand a specific operational environment (OE) and use mission variables to focus on specific elements during mission analysis.”<sup>15</sup> Army Doctrine Reference Publication (ADRP) 3-0 uses political, military, economic, social, infrastructure, information, physical, and time as the eight operational variables. The OE is defined as complex when four or more variables influence military operations or have a direct or secondary effects on the outcome of military actions.<sup>16</sup>

Simple: *Simple* OEs use the same operational variables as *complex* environments. *Simple* environments consist of a “regular or irregular threat with minimal OE effects.”<sup>17</sup>

Static: *Static* OEs use the same operational variables as *complex* environments. When the “threat and OE do not change” the OE is considered *dynamic*.<sup>18</sup>

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<sup>14</sup> Berton Manning, “JCIDS Process: Functional Solutions Analysis (FSA),” AcqNotes, accessed 20 November 2018, <http://acqnotes.com/acqnote/acquisitions/functional-solutions-analysis>.

<sup>15</sup> Mario Hoffman, “OE Conditions for Training: A Criterion for Meeting Objective Task Evaluation Requirements,” *Infantry Online* (July-September 2015), accessed 22 February 2019, [https://www.benning.army.mil/infantry/magazine/issues/2015/Jul-Sept/pdfs/Hoffman-OE%20Conditions\\_TEXT.pdf](https://www.benning.army.mil/infantry/magazine/issues/2015/Jul-Sept/pdfs/Hoffman-OE%20Conditions_TEXT.pdf).

<sup>16</sup> Headquarters, Department of the Army (HQDA), Army Doctrine Reference Publication (ADRP) 3-0, *Operations* (Washington, DC: U.S. Government Printing Office, 2017), 1-2.

<sup>17</sup> Hoffman, “OE Conditions for Training.”

<sup>18</sup> *Ibid.*

Dynamic: *Dynamic* OEs use the same operational variables as *complex* environments. When the “threat and OE change” the OE is considered *dynamic*.<sup>19</sup>

Plan and Prepare			Execute						Assess		
Operational Environment		Training Environment (L/V/C/G)	% Leaders Present/ Authorized	% Present/ Training / Authorized	External Eval	Performance Measures	Critical Performance Measures	Leader Performance Measures	Task Assessment		
Dynamic & Complex	Night	Hybrid Threat	Yes	Proponent Establishes Training Environment Standards (FTX, STX, CPX, STAFFEX, TEWT, etc)	Yes	≥85%	≥80%	≥90% GO	All	≥90%	T
Dynamic or Complex						75-84%	65-79%	80-89% GO		80-89%	T-
Static and Simple	Day	Regular or Irregular Threat	No		No	65-74%	60-74%	65-79% GO	<All	<80%	P
						60-64%	51-64% GO	P-			
						<60%	<50% GO	U			

Figure 3. Objective Task Evaluation Criteria

Source: U.S. Army Mission Command Center of Excellence, Executive Order 002-16 (FRAGORD 4), *Leader’s Guide to Objective Assessment of Training Proficiency* (Ft. Leavenworth, KS: U.S. Army Combined Arms Center, 2017), 22.

Feasible: This criterion determines if the recommendations can be accomplished with the available resources.<sup>20</sup> This criterion will be used during the validation of proposed changes in Chapter 4.

<sup>19</sup> Hoffman, “OE Conditions for Training.”

<sup>20</sup> U.S. Army Command and General Staff College (CGSC), “Force Management Lesson F102: Joint and Army Capability Development,” CGSC, Ft. Leavenworth, KS, September 2018.



Acceptable: This criterion determines if the recommendations for change are worth the risk of implementing the recommended changes.<sup>21</sup> This criterion will be used during the validation of proposed changes in Chapter 4.

Suitable: This criterion determines if the recommendations achieve the required end state.<sup>22</sup> This criterion will be used during the validation of proposed changes in Chapter 4.

Officer Education System: The Officer Education System (OES) is a prescriptive overview of the multi-domain requirements for company and field grade officers. The OES is designed to prepare officers to successfully perform with increased responsibilities at the next higher level. The OES is the linkage between the developmental domains describing the *ways* the Army will develop its officer corps.<sup>23</sup>

Army Leader Development Process: Throughout an Army leader's entire career, the Army enterprise utilizes training, education, and experience to develop officers based on the direction from the Army Capstone Concept.<sup>24</sup>

Army Leader Requirements Model: The ALRM consists of attributes and competencies. The ALRM defines attributes as characteristics that define what leaders are. Competencies are characteristics that define what leaders do. ADRP 6-22 states,

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<sup>21</sup> (CGSC), "Force Management Lesson F102."

<sup>22</sup> Ibid.

<sup>23</sup> HQDA, DA PAM 600-3, 22.

<sup>24</sup> Headquarters, Department of the Army (HQDA), Army Doctrine Reference Publication (ADRP) 7-0, *Training Units and Developing Leaders* (Washington, DC: U.S. Government Printing Office, 2012), 1-2.

“The Army leader is responsible to lead others; to develop the environment, themselves, others, and the profession as a whole; and to achieve organizational goals.”<sup>25</sup>

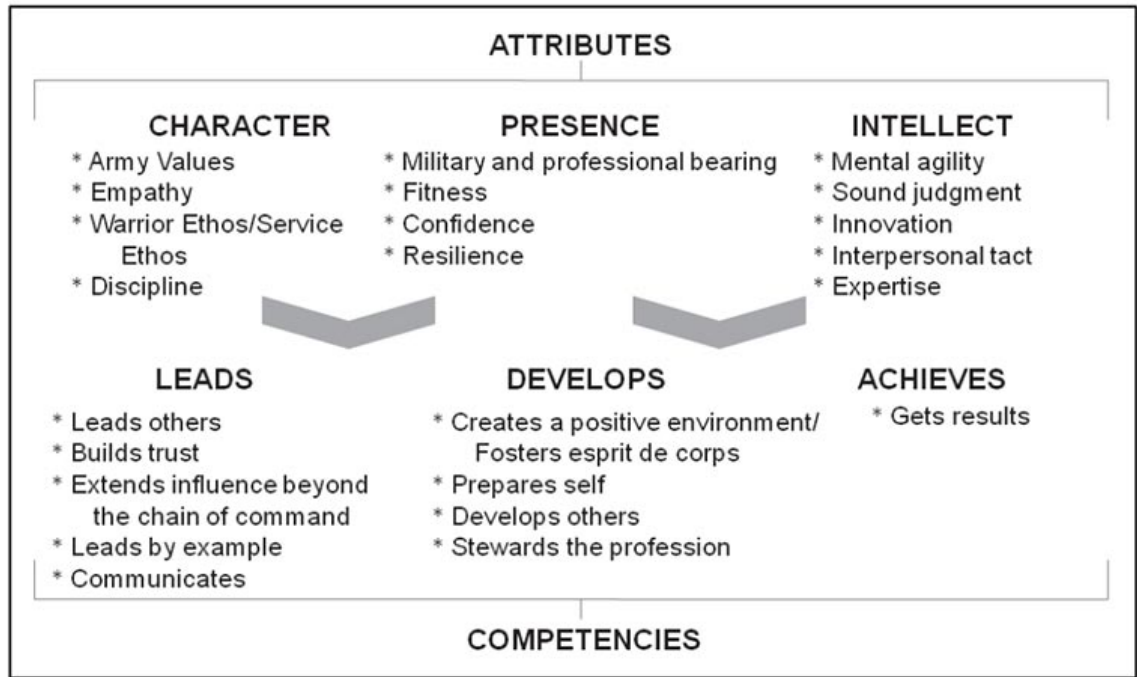


Figure 4. Army Leader Requirements Model

Source: Headquarters, Department of the Army, Army Doctrine Reference Publication 6-22, *Army Leadership* (Washington, DC: U.S. Government Printing Office, 2012), 1-5.

### Scope

The scope of this study is limited to an analysis of the ALDP’s ability to adequately develop Army officers to respond and adapt to requirements set forth by the

<sup>25</sup> Headquarters, Department of the Army (HQDA), Army Doctrine Reference Publication (ADRP) 6-22, *Army Leadership* (Washington, DC: U.S. Government Printing Office, 2012), 1-5.

National Security Strategy (NSS) and the *Army Operating Concept Forces 2025*. It will ultimately provide recommendations to operationalize the strategic intent of the *Army Operating Concept Forces 2025* at the tactical level while nesting within the intent of Army Doctrine. The *Army Operating Concept Forces 2025* seeks to: develop individualized learning programs; improve social intelligence; enhance critical decision-making aptitude; and analyze and assess applied human performance which are components of the CD Line of Effort (LOE). This research project focuses on discovering potential gaps, inefficiencies, and opportunities to improve officer development using a CBA.

#### Limitations

This study will only consider open source data. The data includes national strategies, Army strategies, Army Doctrine, and Army resourced development programs. Additionally, this project will narrowly focus on annual Officer Professional Development (OPD) platforms at the brigade and BN-levels.

#### Delimitations

This study will not address individual leader attributes or competencies from the ALRM. The focal point for this project entails the holistic approach to operational and strategic officer development. The ALRM expressly outlines the expectations of what Army leaders should be and should do. The developmental menu of options recommended crosses numerous aspects of the ALRM and will include both: what an officer should be and should do to thrive and win in a complex world. Each are adequate for the purposes of measuring officer efficacy. This study does not seek to adjust or

improve upon the *institutional* domain. The Joint Chiefs of Staff maintains relative oversight of the *institutional* arm of the OES. Therefore, this project will only propose officer development opportunities available within the *self-development* and *operational* domains.

### Significance

The Army identified that the current officer corps as ill-prepared to address the emerging global security environment. The purpose of this study will review the current ALDP for adequacy as defined by *The Army Human Dimension Strategy: Building Cohesive Teams to Win in a Complex World* and the *Army Operating Concept Forces 2025*. The CSA called for a review of the officer corps and its developmental process, specifically those junior to the paygrade of O-6, and how to appropriately provide expanded operational and strategic exposure at more junior levels. The recommendations proposed will offer solutions to support the Army Operating Concept with consideration to limit time constraints, support operational and institutional development domains, and support the personal and professional developmental goals.

Ultimately, this study will provide the G-3/5/7 with recommendations to better integrate and monitor officer self-development within the ALDM. Organizational leaders will gain better insight to assess and coach junior officers. The proposed ALDM updates are designed to develop officers upon commissioning and through the paygrade O-5. The *Army Operating Concept Forces 2025* sets the baseline for officer requirements to “win in a complex world.” All recommendations must be nested within the Army Operating Concept (AOC) and aligned with Army Doctrine.

The researcher is now required to investigate the research questions using external sources. The sources will be organized and detailed within the literature review. Chapter 2 provides readers with an overview of the research materials utilized during this project.

## CHAPTER 2

### LITERATURE REVIEW

The only people who see the whole picture are the ones who step outside the frame.

—Salman Rushdie, *The Ground Beneath Her Feet*

The study is designed to recommend an officer development platform that operationalizes national strategic guidance at the tactical level. The current ALDM does not provide a structured method of self-development that promotes strategic-level and operational-level exposure. Officers of the current generation are required to be “smart, thoughtful, and innovative leaders of character who are comfortable with complexity and capable of operating from the tactical to the strategic level.”<sup>26</sup> This chapter will review National strategic documents, Joint Doctrine, and Army Doctrine to extract the tenants needed for a proper OPD program. The program must meet the intent of national leaders, the joint force, and the Army’s senior leaders. This chapter will also discuss current training calendars from operational Army BNs in order to review OPD Terminal Learning Objectives (TLO) and time available within one calendar year within operational units. Finally, the chapter will review the feasibility and suitability of the TLOs listed within the BN training calendar.

#### National Policy

National policy documents are developed at the senior-most levels of Government and the Department of Defense (DoD) to enumerate the political objectives that our

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<sup>26</sup> HQDA, *The Army Vision 2028*, 2.

military is required to achieve. Each strategy details the ends, ways, and means by which each objective is achieved. These strategies also detail the focus of our national leaders. The guidance at the national level is designed to provide direction for both military and civilian leaders.

### National Security Strategy (NSS)

The NSS is the origin of leadership requirements at the national level. One of the leading statements made by President Trump on the December 2017 version was, “We are prioritizing the interests of our citizens and protecting our sovereign rights as a nation. America is leading again on the world stage.”<sup>27</sup> This statement acknowledges broad-based United States (US) leadership within the global arena and a demand for all leaders to acknowledge and be aware of national strategic objectives. US leaders should remain as global frontrunners to promote US interests at home and abroad. Our national leaders also stated, “We face simultaneous threats from different actors across multiple arenas—all accelerated by technology,” denoting the shift to the complex security environment which the US must consider.<sup>28</sup> The document further defines specific requirements in stating, “We must upgrade our diplomatic capabilities to compete in the current environment and to embrace a competitive mindset. Effective diplomacy requires the efficient use of limited resources, a professional diplomatic corps, modern and safe

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<sup>27</sup> U.S. President, *National Security Strategy of the United States of America* (NSS) (Washington, DC: U.S. Government Printing Office, 2017), I.

<sup>28</sup> *Ibid.*, 26.

facilities, and secure methods to communicate and engage with local populations.”<sup>29</sup> The comments develop a baseline responsibility to maintain a competitive edge in an evolving and increasingly more complex environment.

### National Defense Strategy (NDS)

The NDS is derived from the NSS. Its scope involves all facets of responsibility under the Office of the Secretary of Defense. The NDS is nested within the NSS and sets forth direction for the DoD. Former Secretary of Defense Jim Mattis closed the document by stating, “This Strategy establishes my intent to pursue urgent change at significant scale.”<sup>30</sup> Two things are readily apparent: first, the shift to address the changes in the strategic security environment is required; and second, the DoD must aim to address the changes by adapting urgently. The term “urgent” is defined as zero to two years when framed by the force management principles regarding changes within the DOTMLPF domains.<sup>31</sup> Any plan developed to meet the challenges mentioned requires the US “to field a lethal, resilient, and rapidly adapting Joint Force.”<sup>32</sup> The innovation, resiliency, and adaptability will be formed through leadership development and reinforced by robust alliances, partnership, and interoperability.

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<sup>29</sup> U.S. President, NSS, 33.

<sup>30</sup> Secretary of Defense (SecDef), *Summary of the 2018 National Defense Strategy of the United States of America: Sharpening the American Military’s Competitive Edge* (NDS) (Washington, DC: U.S. Government Printing Office, 2018), 11.

<sup>31</sup> Force Structure, Resource, and Assessment Directorate (J-8), *JCIDS Manual: Manual for the Operation of the Joint Capabilities Integration and Development System* (Washington, DC: U.S. Government Printing Office, 2018), A-2.

<sup>32</sup> SecDef, NDS, 1.



The NDS of 2018 also mandates the DoD to “cultivate workforce talent” In order to provide this capability, the military has to do three things:

1. Revamp Professional Military Education (PME) to “emphasize intellectual leadership and military professionalism in the art and science of warfighting.”
2. Manage talent by developing leaders across the self-development, operational, and institutional developmental domains in order to provide leaders who are competent in national-level decision-making.
3. The inclusion of civilian workforce expertise within the DoD will rapidly inject diversity, highly skilled individuals, and agility into the military processes.<sup>33</sup>

The second requirement enumerates the responsibility for the military leaders to revamp the development efforts across all three domains. The ALDM is the Army’s accepted model as mentioned in chapter 1.

### National Military Strategy (NMS)

The NMS of 2015 is the latest strategy produced by the Joint Chiefs of Staff. Along with the two other national strategic documents, the NMS continues to refine the requirements of leaders throughout the US military. The strategy prescribes the following six attributes for the leadership that will carry out the strategy:

1. Strive to understand the environment in which they operate and the effect of applying all instruments of national power
2. Anticipate and adapt to surprise, uncertainty, and chaos

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<sup>33</sup> Chairman, Joint Chiefs of Staff (CJCS), *National Military Strategy (NMS)* (Washington, DC: U.S. Government Printing Office, 2018), 7.

3. Work to recognize change and lead transitions
4. Operate on intent through trust, empowerment, and understanding
5. Make ethical decisions based on the shared values of the Profession of Arms
6. Think critically and strategically in applying joint warfighting principles and concepts to joint operations.<sup>34</sup>

To accomplish these six tasks, the military is required to “attract, develop, and retain the right people at every echelon” as outlined in the NDS section above. The three NDS tasks are directly supported by the six requirements listed in the NMS. For the purposes of this project, PME and the civilian leaders are not addressed. The leader development focus within this project is designed to guide and enhance officer self-development while supporting the institutional and organizational domains.

#### Army Documents

The Army publications and documents are developed in support of the national, strategic objectives. The strategies detail the ends, ways, and means by which the Army accomplishes the objectives set forth at the national level. The models, doctrine, and programs are designed create a holistic development of the Army force and provide direction specific to the Army to support both Army and National objectives.

#### Army Vision

The Army Vision provides a two-page synopsis derived from Army strategies. As mentioned in the introduction to this chapter, the demand to develop “leaders of character who are comfortable with complexity and capable of operating from the tactical to the

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<sup>34</sup> CJCS, NMS, 14.

strategic level” is a present necessity.<sup>35</sup> Specifically, it outlines the operational approach as conceived by the CSA and the Secretary of the Army. The required tasks according to this document are: “adapt to and dominate a complex and continuously changing environment” and develop leaders “who are comfortable with complexity and capable of operating from the tactical to the strategic level.”<sup>36</sup>

### Army Capstone Concept (ACC)

The ACC “identifies new, critical, or different capabilities required to fight and win in a future armed conflict” to include “leadership concepts.”<sup>37</sup> The ACC enumerates five focal areas for training and leader development:

1. Training and education to develop competencies, knowledge, and skills
2. Provide leaders that are critical, creative, and adept at problem solving.
3. Provide training to simulate the complexities of military operations in Unified Land Operations
4. Employ adaptable forces and capabilities to address the complexities of Unified Land Operations
5. Increase military and social competence.<sup>38</sup>

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<sup>35</sup> HQDA, *The Army Vision 2028*, 1.

<sup>36</sup> *Ibid.*

<sup>37</sup> Headquarters, U.S. Army Training and Doctrine Command (TRADOC), TRADOC Pamphlet (TP) 525-3-0, *The U.S. Army Capstone Concept* (Ft. Eustis, VA: TRADOC, 2012), 27.

<sup>38</sup> *Ibid.*, 32.

The five items listed above require leader involvement to ensure the Army can live up to the challenges it will face. At the tactical echelons, commanders are responsible for providing guidance, direction, and training objectives to their respective elements. The training should coincide with the unit's mission focus and be nested within the training requirements set forth within this and the previous strategic documents.

### Army Human Dimension Strategy (AHDS)

The AHDS states, “In this changing world, the Army must actively seek innovative approaches to leverage its unique strength – its people. Through investment in its human capital, the Army can maintain the decisive edge in the human dimension – the cognitive, physical, and social components of the Army’s trusted professionals and teams. With this investment, the Army is capable of developing cohesive teams of trusted professionals that improve and thrive in the ambiguity and chaos of 2025.”<sup>39</sup>

The scope of this project focuses directly on providing our force with cognitive overmatch as stated in the AHDS. Senior Army leaders support the current Army vision in four ways. First, people provide the unique strength that must be adapted and leveraged in the emerging environment. Second, the decisive edge within the human dimension is the cognitive domain as stated in the AOC. Third, the talent harnessed through the leader development will improve the team dynamic and build professionals capable of thriving within the emerging security environment. Fourth, the emerging security environment is defined as complex by senior leaders. The following are some of the operational variables mentioned: “increased velocity and momentum of human

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<sup>39</sup> CAC, *The Army Human Dimension Strategy*, 1.

interaction, growing potential for overmatch, increased proliferation of weapons of mass destruction, spread of advanced cyberspace and counter-space capabilities, and changing demographics that increasingly require operations among urban populations and in complex terrain.” The three strategic objectives outlined in this strategy are CD, Realistic Training, and Institutional Agility.<sup>40</sup> This project is best suited to address the CD LOE. Figure 3 (below) will give a visual representation of the aspects of the AHDS as described above.

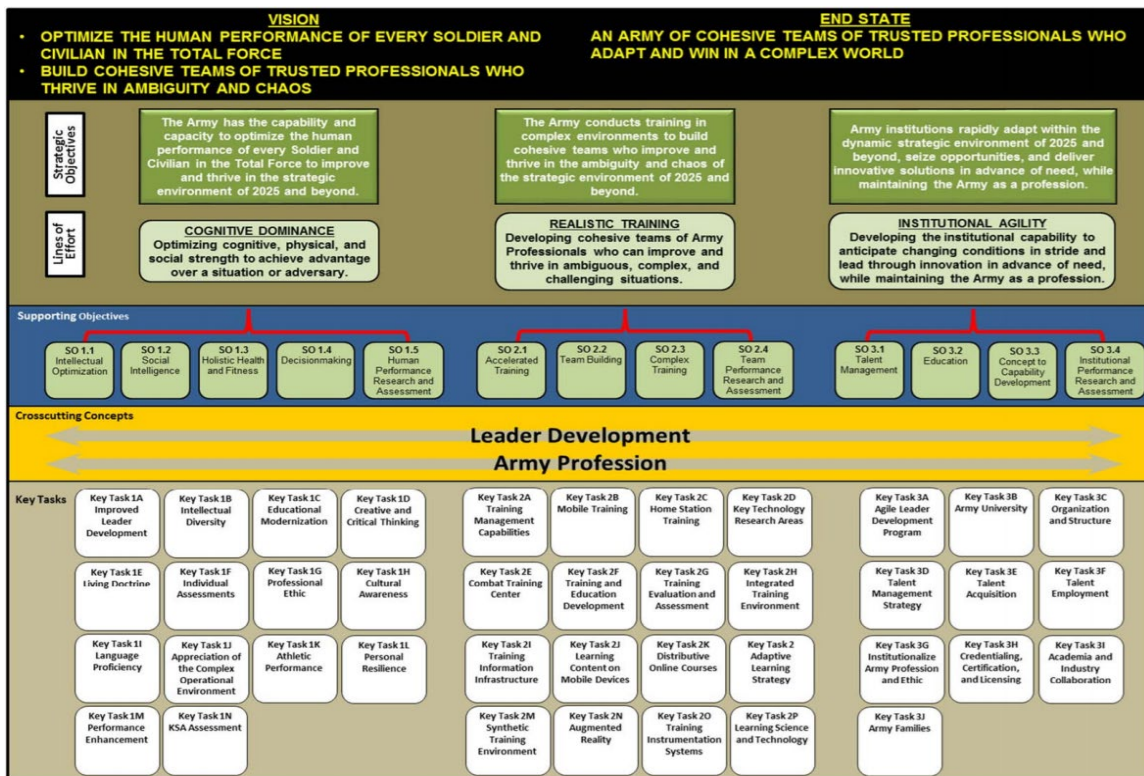


Figure 5. Army Human Dimension Strategy Map

Source: U.S. Army Combined Arms Center (CAC), *The Army Human Dimension Strategy: Building Cohesive Teams to Win in a Complex World* (Fort Leavenworth, KS: CAC, 2015), 19.

<sup>40</sup> CAC, *The Army Human Dimension Strategy*, 2.

## Army Regulation (AR) 350-1

AR 350-1 prescribes the professional requirements for Officers directly tied to the strategic objectives as described in the national and the Army strategic guidance above. While the scope of this project is not directed toward the institutional domain, it is important to highlight the requirements within the PME system. The PME system is designed to develop officers with branch specific and branch immaterial curriculum. It provides technically and tactically sound officers to the force while developing officers to perform at the next higher echelon of command. The scope of each PME course is developed at or above the Department of the Army and meets the intent of the AOC and the Army Vision. AR 350-1 codifies the requirements and delivers the ways by which the Army achieves the institutional objectives.<sup>41</sup>

The operational domain encompasses training opportunities developed, resourced, and executed at the unit level. Some training requirements are prescribed to ensure that combat skills are maintained, but flexibility is ensured so that units can conduct specific training events to address the needs of its individuals and required mission sets. Organizational training can support one or both of the strategic objectives, CD and realistic training. The operational domain should build upon the institutional development and expand the knowledge, understanding, and aptitude of individuals and teams.

The self-development domain includes all training and development external to the institutional and operational domains. Self-development can be structured, guided, or personal. Structured self-development is synchronized and monitored developmental

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<sup>41</sup> HQDA, AR 350-1, 70.

requirements completed by an individual. Guided self-development refers to training opportunities that are recommended, yet optional. Personal self-development are initiated by the individual and the individual defines the goals and timelines.<sup>42</sup> The purpose of this project is to recommend a suitable training platform that is primarily rooted within the self-development domain.

#### Department of the Army Pamphlet (DA PAM) 600-3

“This pamphlet outlines officer development and career management programs for each of the Army’s career branches and functional areas.”<sup>43</sup> It also outlines the developmental requirements at each level for officers to continue progression throughout their careers. At each paygrade, the Army requires specific developmental milestones that are prescribed within the text. The guidelines for officer development by way of institutional requirements and operational criteria are nested with the Army Vision and phase officer progression. The requirements within the self-development domain are intentionally unencumbered to ensure officers are given the flexibility to “attain and sustain the degree of competency needed to perform their varied missions.”<sup>44</sup> The pamphlet also does not limit or restrict the type, frequency, or level of involvement a unit or commander can play in structuring or guiding the self-development process.

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<sup>42</sup> HQDA, AR 350-1, 4.

<sup>43</sup> HQDA, DA PAM 600-3, 6.

<sup>44</sup> Ibid.

## Army Doctrine Publication (ADP) 1

This publication follows the same line of thought which outright states, “The strategic environment has grown increasingly complex. Technological advances have created new ways to communicate with, to understand, and to influence others.” The forward confirms the Army’s stance on the complexities of the current and future OEs. Second, it mentions the technological impact of ever-increasing connectivity around the globe which makes each operating domain more dynamic which requires that the Army “remains adaptive, innovative, versatile and ready” to win our nation’s wars. To win, the Army must be prepared to expand rapidly across four structural domains:

1. Maintain a strong cadre of noncommissioned and mid-grade officers
2. Significant investment in special operating forces
3. Maintain a ready and accessible reserve forces
4. A robust industrial base

The first of the four structural domains requires midgrade officers to build and lead the core of new formations as needed. The midgrade officers need to be prepared to address and operate effectively from the tactical to the strategic level of war. The preparation begins at the time of commissioning and continues throughout the officer’s career.<sup>45</sup>

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<sup>45</sup> Headquarters, Department of the Army (HQDA), Army Doctrine Publication (ADP) 1, *The Army* (Washington, DC: U.S. Government Printing Office, 2012), 4-2.



### Army Doctrine Publication (ADP) 6-0

“An effective mission command system requires trained personnel; commanders must not underestimate the importance of providing training.” While commanders are ultimately responsible for all things their unit accomplished or failed to accomplish, a single person has finite time, energy, and capacity to develop each person and element under their charge. The training platforms developed and/or empowered by the commander affords the necessary coaching within the operational domain while monitoring and guiding the self-development aspects of training. ADP 6-0 “accounts for the nature of military operations as complex human endeavors. Army commanders balance the art of command with the science of control to accomplish missions.”<sup>46</sup>

### Army Doctrine Publication (ADP) 6-22

The CSA stated his leader expectations clearly and set the direction of leader development:

1. Have a vision and lead change
2. Be your formation’s moral and ethical compass
3. Learn, think, adapt
4. Balance risk and opportunity to retain the initiative
5. Build agile, effective, high-performing teams
6. Empower subordinates and underwrite risk
7. Develop bold, adaptive, and broadened leaders

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<sup>46</sup> Headquarters, Department of the Army (HQDA), Army Doctrine Publication (ADP) 6-0, *Mission Command* (Washington, DC: U.S. Government Printing Office, 2012), 12.

## 8. Communicate—up, down, and laterally; tell the whole story

The eight leader expectations are directly in line with the strategic documents and will provide the Army with leaders prepared to address the future OE. Each of the elements listed directly ties back to the CD LOE from the AHDS.

### Battalion and Brigade Training Calendars

The researcher reviewed training calendars across three installations: Fort Bragg, NC; Joint Base Lewis-McChord, WA; and Schofield Barracks, HI. The overall perception from the annual training calendars showed that most of the BNs and brigades directly supported CD. The common training aligned with 8 of the 14 characteristics from the AHDS CD LOE: Improved Leader Development; Living Doctrine; Performance Enhancement; Individual Assessments; Knowledge, Skills, and Attributes; Professional Ethic; Athletic Performance; and Personal Resilience. The remaining characteristics had varying degrees of training planned and/or resourced. However, all of the training depicted captured organizational training. The OPD events were centralized, prescribed, and did not always require personal preparation ahead of time. Overall, it is promising that our operating forces are aligned with strategic guidance, but the self-development domain is primarily unmonitored. The lack of monitoring does not provide the clear overlap of development expected in the ALDM. There is an opportunity to capitalize on self-development whether structured, guided, or personal.

## Summary

The research successfully addressed the subsidiary research questions listed in Chapter 1. A brief review of each of the questions is listed in this summary. The questions and answers are below:

What are the enumerated developmental milestones addressed in the *Army Operating Concept: Forces 2025* and *Talent Management Concept of Operations for Forces 2025*? Army officers are required to develop within the cognitive, physical, and social domains to thrive in complex environments.

Are different milestones required throughout the developmental spectrum? If so, are the factions delineated (i.e. each paygrade, company vs field grade, or all O-1 to O5)? The Army documents do indicate differences between company grade and field grade officers. The institutional domain provides a delineation that, by and large, limits company grade officers' exposure to the operational and strategic levels of war. Field grade officers are expected to work within the operational and strategic levels of war. PME for field grade officers is designed to develop officers for the next higher echelon.

How do organizations currently develop officers? Each organization approaches development differently. From personal experience and the experiences shared by others, the researcher noted that opportunities for development and the focus of each unit can vary widely. There is no standardized platform to monitor guided or personal self-development domain. This chapter used an annual training calendar for one BN as an example.

What self-development requirements are currently set forth for officers? DA PAM 600-3 places emphasis on certain aspects of self-development, but no clearly prescribed

requirements are mentioned. Other sources offer suggestions for professional development such as suggested reading lists, advanced civil schooling opportunities, and professional and military certifications.

How do the operational and self-development domains overlap? The operational domain, as noted earlier, is designed to achieve team and unit dynamic training objectives to fully meet the operational needs of each mission. The self-development domain provides the Army a diverse array of skills and capabilities to add to each team. The AHDS lists its unique strength as its people. The blend of the operational and self-development domains compliment the knowledge gained in the institutional domain.

Is the ALDM tailorable to individuals and specific organizations? The ALDM is most tailorable to individuals within the self-development domain. The operational domain offers some ability to tailor programs and training to support individual and unit development.

How does the Army define *simple*, *static*, *complex*, and *dynamic* operating environments? Each of the OEs was described in the chapter 1 definitions. The importance of defining these terms is at the root of the thesis.

The literature review confirmed the Army's senior leader's guidance to develop more adaptive and agile leaders through application of the ALDM across all developmental domains: institutional, organizational, and self-development. All of the documents maintain a consistent theme throughout. Army officers must: be adaptive and agile; be exposed to operational and strategic development early; exhibit the qualities of the ALRM; and be prepared to "win in a complex world." The ALDM requires overlap between all developmental domains. Coaching from the organizational leaders guide

professional development to support the institutional and operational developmental objectives. The developing officer's personal and professional goals can be supported while providing value added to the organization through the guided development process. Guided development will provide the Army with a wide array of skillsets with linkage to the strategic LOE, CD.

Now that the reader is informed by the Professional Body of Knowledge (PBOK), the reader must understand the methodology used to analyze the data and refine recommendations. In Chapter 3, the research method will be outlined and explained. Chapter 3 will consider the information from Chapter 2 and the scope and perspective of Chapter 1 to complete the framing of the project.

As mentioned in Chapter 1, this study is required to complete an FAA, FNA, and FSA. Chapters 1 and 2 outlined the FAA which expressed the concerns and capability gaps associated with the current leader development model. The global security environment is growing more complex by the day and the CSA stated he wants to address officer development to ensure officers can thrive when faced with ambiguity and chaos. Chapter 2 also identified the FNA requirements. The Army needs to develop company grade and field grade officers within the three developmental domains: institutional, operational, and self-development. As mentioned earlier, the level of oversight for officer PME (institutional) is maintained at the strategic level and is beyond the scope of this project. The operational domain is managed, reviewed, resourced, and approved through command channels to ensure operational capabilities are developed and mission requirements are met. The operational domain has limited flexibility because training requirements are based on mission orders. The self-development domain is largely

unregulated and can be used as an opportunity to develop officers to support organizational goals. Chapter 4 will outline the FSA by grading and prioritizing a lexicon of options for commanders to utilize for officer development. The options will be nested within the strategic guidance and support the education, training, and experience from the institutional and operational domains.

## CHAPTER 3

### RESEARCH METHODOLOGY

If you can't explain it simply, you don't understand it well enough.  
—Albert Einstein, “Addicted2Success: 80 Albert Einstein Quotes to Inspire You for Life”

#### Overview

This chapter details the research methodology used to complete this study and answer the topic question: How can tactical echelon commands operationalize the strategic guidance outlined in *Army Operating Concept Forces 2025* and *Talent Management Concept of Operations for Forces 2025* in order to develop officers to navigate the operational and strategic levels of war starting at the time of commission through the grade of O-5? This research will use the Applied Professional Case Study (APCS) method, to blend quantitative and qualitative data from a variety of sources to make practical, professional policy recommendations to a senior military Chief Decision Maker (CDM) regarding the ALDM. Each program will be assessed across the three developmental domains to identify whether or not inefficiencies and capability gaps exist within the model to provide an informed and refined recommendation. The APCS applies best-practice models, concepts and processes from the Professional Body of Knowledge (PBOK) to be persuasive to the CDM.<sup>47</sup>

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<sup>47</sup> Kenneth E. Long, Lecture, Department of Logistics and Resource Operations, U.S. Army Command and General Staff College, Fort Leavenworth, KS, 2018, and conversation with author 23 October 2018.

## Research Process

The APCS is a three-part research process. First (R1), this thesis outlines the initial perspective of the researcher before the research is conducted or external input is provided. The purpose of the first step is to identify potential biases, outline assumptions, and personal views of the researcher. Outlining the initial perspective is important to guide research and inform readers of possible personal views and to maintain an objective focus on the research project. With this and each subsequent step, the recommendations will be evaluated against the criteria of feasible, suitable, and acceptable. The committee will challenge assumptions and biases of the researcher to ensure the officer maintains an objective view throughout the process.<sup>48</sup>

Second (R2), will provide the readers with a personally refined recommendation. The refined recommendation is a result of research and analysis of information from the PBOK as applied to DOTMLPF domains. The inclusion of information from the PBOK ensures the researcher applied currently accepted concepts to inform recommendations. The DOTMLPF analysis is the current model by which the Army implements change. The PBOK-DOTMILPF crosswalk provides the stakeholders with objective, reasonable, and persuasive recommendations to consider. The stakeholder lens analysis provides a second round of analysis which maintains a systematic approach to research development.<sup>49</sup>

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<sup>48</sup> Long, lecture and conversation.

<sup>49</sup> Ibid.



Third (R3), Chapter 4 will share the results of the Stakeholder Lens Analysis with the reader. The results further refine the R2 recommendations. The researcher will consider the opinions of three stakeholders for this thesis. The stakeholders act as the quality control instruments to remove biases, provide a professional critique, and include experienced perspectives to the research effort. The recommendations are then evaluated against the criteria mentioned in chapter 1: *feasible*, *acceptable*, and *suitable*.<sup>50</sup>

Finally, the researcher will develop a strategy to implement the plan, offer additional questions for further research, and identify lessons learned through the research process in chapter 5. The implementation strategy offers a series of actions to execute training platform within an operational unit.<sup>51</sup> The researcher used the Kotter Change Model as a way to implement the plan.

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<sup>50</sup> Long, lecture and conversation.

<sup>51</sup> Ibid.

## CHAPTER 4

### ANALYSIS

The first step to developing the comparative analysis will be a systematic review of the chapter 2 literature review. This comparative analysis will explain the professional development requirements needed for officers to thrive and win in the emerging global security environment. The process is detailed below.

#### 1: Determining Professional Development Needs

As mentioned in chapter 2, the researcher found that National, Joint, and Army documents maintain a consistent message throughout. At each level, senior leaders agree that Army officers are required to develop within the cognitive, physical, and social domains to thrive in complex environments. *Talent Management Concept of Operations for Forces 2025* summarized the leader development requirements best. The CD LOE aims to enhance the capability and capacity of human performance.

#### 2: Army Leader Development Process

The Army uses the institutional, operational, and self-development domains to develop leaders by incorporating education, experience, and training. As a portion of strategy, this is the *way* the Army develops its leaders. Each form of development must be compared with the requirements of the ALDM. The self-development domain provides an opportunity to guide, through coaching and counseling, an individually tailorable platform for officer development thus the majority of this project is heavily reliant on the self-development domain and its overlap with the operational domain.

### 3: Cognitive Dominance Grading Criteria

The menu of training categories developed were graded based on three factors: coverage of the three CD requirements; time required; and coverage of the five CD objectives. Below is a visual depiction of the grading scale.

Table 1. Cognitive Dominance Grading Matrix

Grade	Cognitive Dominance Requirements (Cognitive, Social, Physical)	Personal Time Required Max. [Officer =O Coach = M] *most restrictive	Development Components (5 sub-categories of LOE)
A	Addresses all requirements	Up to 3 hours O or Up to 1 hour M	Addresses all 5 sub-categories
B	Addresses 2 of 3 requirements	3-4.5 hours O or 1-2 hours M	Addresses 4 of 5 sub-categories
C	Addresses 1 of 3 requirements	4.5-6 hours O or 2-3 hours M	Addresses 3 of 5 sub-categories
D	Does not address any requirements	Over 6 hours O or Over 3 hours M	Addresses 2 or less sub-categories

*Source:* Created by author.

The grades in the table above are based on the definition of CD from *The Army Human Dimension Strategy 2015*; the time requirement metrics; and the definition of the CD objectives. Below are the definition and factors used for evaluation.

1. Cognitive Dominance: “The CD LOE describes those objectives and tasks that equip Army personnel with the intellectual aptitude, cultural understanding, physical toughness, and resilience to adapt and thrive in ambiguity and chaos... [Mission Command Center of Excellence] is responsible for planning and coordinating Army CD efforts to optimize Army Professional’s cognitive,

physical, and social strength to achieve advantage over a situation or adversary.”<sup>52</sup>

2. Time Requirements: Time is a resource that cannot be replaced or replenish. It is finite and caution must be taken into consideration when suggesting the use of time external to official duties. Time requirements were based on one of two factors: hours of preparation for the officer in training; or hours of preparation for the coach. Officers in the role of a coach typically have more operational requirements, therefore, preparation thresholds are much lower than those of the officers in training. Officers in training range from three hours per quarter to greater than six hours per quarter. Officer coaches range from one hour to more than three hours per quarter.
3. Objectives: “The CD LOE includes existing initiatives and programs focused on doctrine, leadership, and ethics; diversity and modernization of individual education; athletic performance; resiliency; individual assessments; cultural awareness; and understanding the complex OE in order to support optimization of human performance throughout the Army.”<sup>53</sup>

#### 4: Training Category Assessment

Next, the results of the CD Grading Criteria were rated against additional evaluation criteria to ensure the tasks suggested met the requirements of the ALDM. The table is a visual representation of the assessment standard. The first criterion, how many

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<sup>52</sup> CAC, *The Army Human Dimension Strategy*, 13.

<sup>53</sup> Ibid.

of the developmental domains (*institutional, operational, self-development*) cover the development topic? The second criterion, how many of the ALDM components (experience, training, education) cover the development topic? Below are the definition and factors used for evaluation.

Table 2. Training Task Analysis Matrix

Grade	Developmental Domain (Institutional, Operational, Self-Development)	Leader Development Components (Experience, Training, Education)
A	Covered in all domains	All components covered
B	Covered in 2 of 3 domains	2 components covered
C	Covered in 1 domain	1 component covered

*Source:* Created by author.

### Comparative Results of Parts Three and Four

This section provides a summary of the 24 suggested training categories. Commanders can adjust the training categories, priorities, and time allotted as necessary to meet their objectives. The current configuration is designed to develop officers across all formations and encompass all specialties, theaters of operation, and levels of experience. First, the overall results of the comparative analysis are depicted. Table 3 (below) represents the initial prioritization of training categories. Second, each training category result will be described individually. Finally, a short summary will be provided for all results along with an updated prioritization of training categories based on analysis and feedback. The overall results of the initial comparative analysis are in the chart below (Table 3).

Table 3. Cumulative Comparative Analysis Results Matrix

	Cognitive Dominance abilities (Cognitive, Social, Physical)	Personal Time Required Max. (Officer/Mentor) *most restrictive	Development Components (5 sub-categories of LOE)	Cumulative
Company Grade				
Priority A				
Task 1: Regulation Familiarization	B: Addresses 2 of 3 requirements	A+: max of 3 OFFICER hours/qtr	A-: All categories are supported	A-
Unit Training Management	A: Addresses all requirements	B+: max of 4.5 OFFICER hours/qtr	A: All categories are supported	A-
Organizational Change/Development	A-: Addresses all requirements	B: max of 2 MENTOR hours/qtr	A+: All categories are supported	A-
Force Management Overview	C+: Addresses 1 requirement	B-: max of 2 MENTOR hours/qtr	B: 4 of 5 categories are supported	B-
Priority B				
UCMJ Familiarization	B-: Addresses 2 of 3 requirements	A: max of 3 OFFICER hours/qtr	C+: 3 of 5 categories are supported	B+
METL Development	A: Addresses all requirements	C-: max of 6 OFFICER hours/qtr	A-: All categories are supported	B
Group Dynamics Study	B+: Addresses 2 of 3 requirements	B+: max of 4.5 OFFICER hours/qtr	B+: 4 of 5 categories are supported	B+
Army Ethics	B: Addresses 2 of 3 requirements	A: max of 3 OFFICER hours/qtr	B: 4 of 5 categories are supported	B+
Priority C				
Strategic Guidance	B+: Addresses 2 of 3 requirements	A+: max of 3 OFFICER hours/qtr	C: 3 of 5 categories are supported	B+
Army Design Methodology	C+: Addresses 1 of 3 requirements	B: max of 4.5 OFFICER hours/qtr	C: 3 of 5 categories are supported	C
MDMP and Army Staff Processes	B: Addresses 2 of 3 requirements	A: max of 3 OFFICER hours/qtr	C+: 3 of 5 categories are supported	B
Joint Operations and JPP	B: Addresses 2 of 3 requirements	A+: max of 3 OFFICER hours/qtr	B+: 4 of 5 categories are supported	A-

Field Grade				
Priority A				
GCC Strategic Documents	B+: Addresses 2 of 3 requirements	B: max of 4.5 OFFICER hours/qtr	A: All categories are supported	B+
Mentorship Program	A+: Addresses all requirements	C+: max of 6 OFFICER hours/qtr	A-: All categories are supported	B+
METL Assessment	B+: Addresses 2 of 3 requirements	C: max of 6 MENTOR hours/qtr	A-: All categories are supported	B
Force Management Recommendations	B: Addresses 2 of 3 requirements	C: max of 6 OFFICER hours/qtr	C+: 3 of 5 categories are supported	C+
Priority B				
Organizational Ethics	B+: Addresses 2 of 3 requirements	A+: max of 3 OFFICER hours/qtr	A: All categories are supported	A
Command Structures and Processes	B-: Addresses 2 of 3 requirements	A: max of 1 MENTOR hours/qtr	B-: 4 of 5 categories are supported	B
Team Building	A: Addresses all requirements	B+: max of 4.5 OFFICER hours/qtr	B: 4 of 5 categories are supported	B+
Historical Case Studies	B-: Addresses 2 of 3 requirements	A-: max of 3 OFFICER hours/qtr	B-: 4 of 5 categories are supported	B
Priority C				
Strategic Intent Review	B+: Addresses 2 of 3 requirements	A-: max of 3 OFFICER hours/qtr	C+: 3 of 5 categories are supported	B
Plans Analysis	B: Addresses 1 of 3 requirements	B-: max of 2 MENTOR hours/qtr	B-: 4 of 5 categories are supported	B
MDMP/JPP Development Discussions	B: Addresses 2 of 3 requirements	A: max of 3 OFFICER hours/qtr	B+: 4 out of 5 categories are supported	B+
Professional Certifications	A-: Addresses all requirements	D: Can exceed 7.5 OFFICER hours/qtr	B+: 4 of 5 categories are supported	B-

*Source:* Created by author.

Now the company grade training categories will be addressed. Each training category listed for company grade officers are in the original order of priority. The categories were designed to provide company grade officers exposure and development to the operational and strategic levels. These priorities were ordered based on initial assumptions of importance after the literature review was complete. No quantitative measures were incorporated to create the priority or the order. A combined chart depicting the updated priorities will be provided at the end of the chapter.

Priority A, Task 1: Company Grade Regulation Familiarization

Army regulations codify the profession of arms and govern the organization as a whole. Doctrine is designed to be a starting point and a guide to generate solutions and resolve issues. Officers should develop a general understanding of the series of regulations, which regulations govern their roles and responsibilities, and comprehension of the language. Regulations and doctrine are introduced in all developmental domains through training, education, and experience. Below are the CD Grade and Task Analysis Grade.

Table 4. Regulation Familiarization Cognitive Dominance Grade

Task A1	Cognitive Dominance	Personal Time	Development components	Cumulative
Regulation Familiarization	B: Addresses 2 of 3 requirements	A+: max of 3 OFFICER hours/qtr	A-: All categories are supported	A-

Source: Created by author.

Table 5. Regulation Familiarization Analysis Grade

Task A1	Developmental Domain (Institutional, Operational, Self-Development)	Leader Development Components (Experience, Training, Education)	Overall Grade
Regulation Familiarization	A	A	A

Source: Created by author.



Priority A, Task 2: Company Grade Unit Training Management

Officers are responsible for the training development within their organizations. As such, it is necessary to develop appropriate training requirements and regiments at echelon to meet requirements. The officer must take guidance and develop an appropriate plan to achieve the end state. An understanding of time management, resource allocation, personnel, Mission Essential Tasks, and a method to capture and improve upon training are vital elements of good unit training management. Unit training management is introduced in all developmental domains through training, education, and experience. Below are the CD Grade and Task Analysis Grade.

Table 6. Unit Training Management Cognitive Dominance Grade

Task A2	Cognitive Dominance	Personal Time	Development components	Cumulative
Unit Training Management	A: Addresses all requirements	B+: max of 4.5 OFFICER hours/qtr	A: All categories are supported	A-

Source: Created by author.

Table 7. Unit Training Management Analysis Grade

Task A2	Developmental Domain (Institutional, Operational, Self-Development)	Leader Development Components (Experience, Training, Education)	Overall Grade
Unit Training Management	A	A	A

Source: Created by author.

Priority A, Task 3: Company Grade Organizational Change and Development

Just as officers are responsible for the training development, the officer is also responsible for integrating and maximizing the effectiveness of their formation. Officers should have a working understanding of social dynamics early in their careers to support unit growth, cohesion, and cultural awareness. The strength of Army is its people. A cohesive unit capable of overcoming challenges helps maximize human capital. Organizational change and development is introduced in all developmental domains through training, education, and experience. While institutional and operational domains ensure a focus on team dynamics, there is no standardized platform for self-development training or education on the topic. Below are the CD Grade and Task Analysis Grade.

Table 8. Organizational Change and Development Cognitive Dominance Grade

Task A3	Cognitive Dominance	Personal Time	Development components	Cumulative
Organizational Change/Development	A-: Addresses all requirements	B: max of 2 MENTOR hours/qtr	A+: All categories are supported	A-

Source: Created by author.

Table 9. Organizational Change and Development Analysis Grade

Task A3	Developmental Domain (Institutional, Operational, Self-Development)	Leader Development Components (Experience, Training, Education)	Overall Grade
Organizational Change/Development	A	B	A/B

Source: Created by author.

Priority A, Task 4: Company Grade Force Management Overview

As leaders of the Army, officers are responsible for managing the development and progression of the organization. It is necessary to provide the nation with a lethal force capable to carrying out the national objectives through the Military arm of national power. The Army uses the DOTMLPF methodology to review, adjust, and recommend changes to and within the organization. Without proper knowledge, the process is complicated, arduous, and time-consuming. Early exposure to the concepts and principles of force management will: afford officers numerous years of exposure before directly interfacing with the system; reduce the learning curve when assigned force management tasks; and provide officers a basis to understand how the Army works. Force management is not introduced in all institutions which may result in a gap within the self-development domain. Exposure through training and experience is the primary means to provide familiarity. Below are the CD Grade and Task Analysis Grade.

Table 10. Force Management Overview Cognitive Dominance Grade

Task A4	Cognitive Dominance	Personal Time	Development components	Cumulative
Force Management Overview	C+: Addresses 1 requirement	B-: max of 2 MENTOR hours/qtr	B: 4 of 5 categories are supported	B-

Source: Created by author.

Table 11. Force Management Overview Analysis Grade

Task A4	Developmental Domain (Institutional, Operational, Self-Development)	Leader Development Components (Experience, Training, Education)	Overall Grade
Force Management Overview	C	B	B/C

Source: Created by author.

Priority B, Task 1: Company Grade Uniform Code of Military Justice (UCMJ) Familiarization

A specific regulatory caveat for Army officers is the UCMJ. This is the codified law for the armed forces of the US. This code provides the legal boundaries within which the Army must operate. Legal considerations are evident in numerous aspects of operations. Because all Army operations are governed by law, regulation, or policy, officers must be familiar with the legal process in order to request a legal opine; managing ethical considerations; managing appropriate; etc. UCMJ Familiarization is introduced in all developmental domains and within each of the leader development components. Below are the CD Grade and Task Analysis Grade.

Table 12. UCMJ Familiarization Cognitive Dominance Grade

Task B1	Cognitive Dominance	Personal Time	Development components	Cumulative
UCMJ Familiarization	C+: Addresses 1 requirement	B-: max of 2 MENTOR hours/qtr	B: 4 of 5 categories are supported	B-

Source: Created by author.

Table 13. UCMJ Familiarization Analysis Grade

Task B1	Developmental Domain (Institutional, Operational, Self-Development)	Leader Development Components (Experience, Training, Education)	Overall Grade
UCMJ Familiarization	C	B	B/C

Source: Created by author.

Priority B, Task 2: Company Grade Mission  
Essential Task List (METL) Development

The METL development outlines the process by which an Army unit develops a training regimen to prepare for the mission sets established for the unit. The Mission Essential Tasks are specified by the Combined Arms Center and are the mission sets each unit is required to accomplish based on its assigned personnel, equipment, and skills. Whether in command or an enabling element within the staff, METL development provides officers with an understanding of the tasks, conditions, and standards for the formation to be successful. METL development is introduced in all developmental domains and within each of the leader development components. Below are the CD Grade and Task Analysis Grade.\

Table 14. METL Development Cognitive Dominance Grade

Task B2	Cognitive Dominance	Personal Time	Development components	Cumulative
METL Development	A: Addresses all requirements	C-: max of 6 OFFICER hours/qtr	A-: All categories are supported	B

Source: Created by author.

Table 15. METL Development Analysis Grade

Task B2	Developmental Domain (Institutional, Operational, Self-Development)	Leader Development Components (Experience, Training, Education)	Overall Grade
METL Development	A	A	A

Source: Created by author.

### Priority B, Task 3: Company Grade Group Dynamics Study

Group Dynamics Studies is a training category that can support social intelligence and social maturity. Officers lead formations and need to understand social dynamics and social norms. Officers also need to understand other cultures and climates to be effective in complex environments. Each environment presents unique stressors on formations. Social maturity and social intelligence will allow an officer to adapt more rapidly to develop situations and lead more effectively. Group dynamics study is introduced in all developmental domains, but there is nothing to capture self-development. Without a quantifiable metric, this paper cannot account for the self-development domain. Group

dynamics study is captured within each of the leader development components. Below are the CD Grade and Task Analysis Grade.

Table 16. Group Dynamics Study Cognitive Dominance Grade

Task B3	Cognitive Dominance	Personal Time	Development components	Cumulative
Group Dynamics Study	B+: Addresses 2 of 3 requirements	B+: max of 4.5 OFFICER hours/qtr	B+: 4 of 5 categories are supported	B+

Source: Created by author.

Table 17. Group Dynamics Study Analysis Grade

Task B3	Developmental Domain (Institutional, Operational, Self-Development)	Leader Development Components (Experience, Training, Education)	Overall Grade
Group Dynamics Study	B	B	B

Source: Created by author.

#### Priority B, Task 4: Company Grade Army Ethics

Army ethics are the foundation of core values and shared beliefs that provide a moral compass to the force. The cultural standards and expectations that drive decisions “is the heart of our shared professional identity.”<sup>54</sup> Officers are expected to be

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<sup>54</sup> Hoffman, “OE Conditions for Training.”

trustworthy leaders of character. Army ethics explain why to respond to situations and how to serve the nation. Army Ethics is introduced in all developmental domains and within each of the leader development components. Below are the CD Grade and Task Analysis Grade.

Table 18. Army Ethics Cognitive Dominance Grade

Task B4	Cognitive Dominance	Personal Time	Development components	Cumulative
Army Ethics	B: Addresses 2 of 3 requirements	A: max of 3 OFFICER hours/qtr	B: 4 of 5 categories are supported	B+

Source: Created by author.

Table 19. Army Ethics Analysis Grade

Task B4	Developmental Domain (Institutional, Operational, Self-Development)	Leader Development Components (Experience, Training, Education)	Overall Grade
Army Ethics	A	A	A

Source: Created by author.

### Priority C, Task 1: Company Grade Strategic Guidance Exposure

Strategic guidance comes from senior leaders and drives the training, requirements, missions, and readiness for the force. Familiarity with strategic guidance will help officers develop effective priorities to support strategic objectives and support lines of effort. It also provides insight into the commander's priorities. Exposure early in



an officer’s career will help develop holistic concepts to support staff efforts for future assignments. Strategic guidance exposure is introduced in the institutional domain and the operational domain. It can be introduced within the self-development domain, but again, there is no data found thus far suggesting strategic guidance exposure within the self-development domain. Experience and education are the two leader development components currently supported. Training on development or synthesis is not supported. Below are the CD Grade and Task Analysis Grade.

Table 20. Strategic Guidance Exposure Cognitive Dominance Grade

Task C1	Cognitive Dominance	Personal Time	Development components	Cumulative
Strategic Guidance Exposure	B+: Addresses 2 of 3 requirements	A+: max of 3 OFFICER hours/qtr	C: 3 of 5 categories are supported	B+

Source: Created by author.

Table 21. Strategic Guidance Exposure Analysis Grade

Task C1	Developmental Domain (Institutional, Operational, Self-Development)	Leader Development Components (Experience, Training, Education)	Overall Grade
Strategic Guidance Exposure	B	B	B

Source: Created by author.

Priority C, Task 2: Company Grade  
Army Design Methodology (ADM)

ADM is a conceptual planning process that helps commanders understand, visualize, and describe their operational environment. It allows the commander and staff to properly define a problem that hinders mission accomplishment. Officers must be able to properly define problems, mitigate risk, and incorporate commander’s guidance to effectively operate at the operational level. The strategic level incorporates an additional element of ambiguity. As the conceptual framework for problem-solving, ADM heavily focuses on the cognitive aspect of CD. ADM is introduced in all developmental domains and within each of the leader development components. Below are the CD Grade and Task Analysis Grade.

Table 22. Army Design Methodology Cognitive Dominance Grade

Task C2	Cognitive Dominance	Personal Time	Development components	Cumulative
ADM	A: Addresses all requirements	C-: max of 6 OFFICER hours/qtr	A-: All categories are supported	B

Source: Created by author.

Table 23. Army Design Methodology Analysis Grade

	Developmental Domain (Institutional, Operational, Self-Development)	Leader Development Components (Experience, Training, Education)	Overall Grade
ADM	A	A	A

Source: Created by author.

### Priority C, Task 3: Company Grade Military Decision Making Process (MDMP) and Army Staff Processes

MDMP is the detailed planning process that the Army uses to address problems. The staff synthesizes information for the commander to help develop a problem statement and the courses of action to resolve the issue. The Army also has several components, echelons, and command structures. The nuances between commands should be expressed to provide some familiarity. Understanding the culture and relationships between organizations and their capabilities will assist in unity of effort. MDMP and Army staff process development is introduced in the operational and self-development domains, but the institutional domain primarily focuses on Troop Leading Procedures for company

grade officers. However, each leader development component is supported. Below are the CD Grade and Task Analysis Grade.

Table 24. MDMP and Army Staff Processes Cognitive Dominance Grade

Task C3	Cognitive Dominance	Personal Time	Development components	Cumulative
MDMP and Army Staff Processes	B: Addresses 2 of 3 requirements	A: max of 3 OFFICER hours/qtr	C+: 3 of 5 categories are supported	B

Source: Created by author.

Table 25. MDMP and Army Staff Processes Analysis Grade

Task C3	Developmental Domain (Institutional, Operational, Self-Development)	Leader Development Components (Experience, Training, Education)	Overall Grade
MDMP and Army Staff Processes	B	A	B/A

Source: Created by author.

#### Priority C, Task 4: Company Grade Joint Operations

Joint operations is a cognitive and social necessity to develop. Each service has its own concept of management and its own planning processes. When working in Joint environments, even if the assignment is not in a Joint command, officers must be able to understand and navigate the cultural differences. Partnership and cohesion add combat power. The more combat power that is generated through strong relationships, the better

the services will be when facing opposition. Joint operations are addressed in all developmental domains and through experience and education. Some officers also receive training this area, but the large majority do not. Below are the CD Grade and Task Analysis Grade.

Table 26. Joint Operations Cognitive Dominance Grade

Task C4	Cognitive Dominance	Personal Time	Development components	Cumulative
Joint Operations	B: Addresses 2 of 3 requirements	A+: max of 3 OFFICER hours/qtr	B+: 4 of 5 categories are supported	A-

*Source:* Created by author.

Table 27. Joint Operations Analysis Grade

Task C4	Developmental Domain (Institutional, Operational, Self-Development)	Leader Development Components (Experience, Training, Education)	Overall Grade
Joint Operations	A	B	A/B

*Source:* Created by author.

Now the field grade training categories will be addressed. Most of the training tasks for field grade officers reflect similarities to that of company grade officers but modified to address an expanded scope of development and influence. This structure is designed to provide mutually supportive tasks and aid in coaching. Similar to the company tasks, each of the tasks listed for the field grade officers are in the original order

of priority. These priorities were ordered based on initial assumptions of importance after the literature review was complete. No quantitative measures were incorporated to create the priority or the order. A combined chart depicting the updated priorities will be provided at the end of the chapter.

Priority A, Task 1: Field Grade Geographic Combatant  
Command (GCC) Strategic Documents

Field grade officers are expected to operate at whichever level of war is necessary for their assignment. As such, it is imperative for them to develop familiarity and understanding of strategic guidance specific to their theater of operations. The GCC is entrusted with a great deal of authority by the President of the United States. The GCC places a regional lens on national and joint strategies to protect the interests of the US, its allies, and its partners. Unity of command and unity of effort are helpful to achieve the strategic vision of the GCC. Studying the GCC’s strategic documents is addressed in some of the institutional and operational development domains, but is largely overlooked within the self-development domain. Within each of the leader development components, officers gain experience training and education as necessary. Below are the CD Grade and Task Analysis Grade.

Table 28. METL Development Cognitive Dominance Grade

Task A1	Cognitive Dominance	Personal Time	Development components	Cumulative
GCC Strategic Guidance Review	B+: Addresses 2 of 3 requirements	B: max of 4.5 OFFICER hours/qtr	A: All categories are supported	B+

*Source:* Created by author.

Table 29. METL Development Analysis Grade

Task A1	Developmental Domain (Institutional, Operational, Self-Development)	Leader Development Components (Experience, Training, Education)	Overall Grade
GCC Strategic Guidance Review	B	B	B

Source: Created by author.

Priority A, Task 2: Field Grade Coach Junior Officers

In every professional field, coaching is a valuable key to developing junior personnel. The Army is no different. Junior officers should be afforded the opportunity to learn from successful leaders. Field grade officers are at a point in their careers where they manage organizations and systems. Coaching will allow junior officers to learn from leadership, receive direct guidance from a higher echelon, and begin to develop a professional network. The coaches are provided a system to indirectly influence the progress of the organization, support leadership strategies, and develop the upcoming generation of leaders. If the coaching relationship evolves into a voluntary development relationship, then it will be classified as mentoring. This training category can span beyond the confines of the training categories of this thesis. Coaching is introduced in all developmental domains and within each of the leader development components. Below are the CD Grade and Task Analysis Grade.

Table 30. Mentor Junior Officers Cognitive Dominance Grade

Task B2	Cognitive Dominance	Personal Time	Development components	Cumulative
Mentor Junior Officers	A+: Addresses all requirements	C+: max of 6 OFFICER hours/qtr	A-: All categories are supported	B+

Source: Created by author.

Table 31. Mentor Junior Officers Analysis Grade

Task B2	Developmental Domain (Institutional, Operational, Self-Development)	Leader Development Components (Experience, Training, Education)	Overall Grade
Mentor Junior Officers	A	A	A

Source: Created by author.

Priority A, Task 3: Field Grade Mission Essential Task List Assessment

The METL assessment process by which an Army unit develops a training regimen to prepare for the mission sets established for the unit. The Mission Essential Tasks are specified by DA and are the mission sets each unit is required to accomplish based on its assigned personnel, equipment, and skills. Field grade officers are expected to lead the planning process within BNs and brigades. The planning, execution, and priorities are all reviewed and validated by external agencies. METL assessment is introduced in all developmental domains and within each of the leader development components. Below are the CD Grade and Task Analysis Grade.



Table 32. METL Assessment Cognitive Dominance Grade

Task A3	Cognitive Dominance	Personal Time	Development components	Cumulative
METL Assessment	B+: Addresses 2 of 3 requirements	C: max of 6 MENTOR hours/qtr	A-: All categories are supported	B

Source: Created by author.

Table 33. METL Assessment Analysis Grade

Task A3	Developmental Domain (Institutional, Operational, Self-Development)	Leader Development Components (Experience, Training, Education)	Overall Grade
METL Assessment	B	A	B/A

Source: Created by author.

Priority A, Task 4: Field Grade Force Management Recommendations

Force management is how the Army builds and develops capabilities. Officers are required to be stewards of the resources entrusted to them by Congress. To do so, the Army must build lethality and capabilities while maintaining efficiency. Force management recommendations and updates can affect the tactical, operational, and/or strategic level of war. Field grade officers, as with many processes, provide a linkage between the tactical, operational, and strategic levels. Force management is introduced in all developmental domains and within each of the leader development components.

Below are the CD Grade and Task Analysis Grade.

Table 34. Force Management Recommendations Cognitive Dominance Grade

Task A4	Cognitive Dominance	Personal Time	Development components	Cumulative
Force Management Recommendations	B: Addresses 2 of 3 requirements	C: max of 6 OFFICER hours/qtr	C+: 3 of 5 categories are supported	C+

Source: Created by author.

Table 35. Force Management Recommendations Analysis Grade

Task A4	Developmental Domain (Institutional, Operational, Self-Development)	Leader Development Components (Experience, Training, Education)	Overall Grade
Force Management Recommendations	A	A	A

Source: Created by author.

#### Priority B, Task 1: Field Grade Organizational Ethics Development

Organizational ethics development strikes at the heart of the profession of arms. The Army has a culture guided by morality and discipline. Field grade officers should have a vested interest in maintaining the values and culture of the Army. Officers are expected to live the Army Values and build the same standard within their formations. Field grade officers are also expected to improve and guide the ethical behavior within their organizations. Organizational ethics development is introduced in all developmental domains and within each of the leader development components. Below are the CD Grade and Task Analysis Grade.

Table 36. Organizational Ethics Development Cognitive Dominance Grade

Task B1	Cognitive Dominance	Personal Time	Development components	Cumulative
Organizational Ethics Development	B+: Addresses 2 of 3 requirements	A+: max of 3 OFFICER hours/qtr	A: All categories are supported	A

Source: Created by author.

Table 37. Organizational Ethics Development Analysis Grade

Task B1	Developmental Domain (Institutional, Operational, Self-Development)	Leader Development Components (Experience, Training, Education)	Overall Grade
Organizational Ethics Development	A	A	A

Source: Created by author.

### Priority B, Task 2: Field Grade Command Structures and Processes

Field grade officers have the opportunity to work at various echelons within the Army. There are opportunities to serve in multi-compositional organizations that are a combination of any or all of the following: Regular Army, Army National Guard, and Army Reserve. Additionally, field grade officers may serve in Joint or multinational commands. Each has its own culture, design, and focus. The social and cognitive growth can be overwhelming when assigned to new organizations. That is why field grade officers should begin to educate themselves on the relationships, missions, cultures, and focus of various command structures, processes, and missions. Command structures and

processes are introduced in the institutional and operational domains. The self-development in this category can be gained through experience and on the job training. Education is supported within the institutional domain. Below are the CD Grade and Task Analysis Grade.

Table 38. Command Structures and Processes Cognitive Dominance Grade

Task B2	Cognitive Dominance	Personal Time	Development components	Cumulative
Command Structures and Processes	B-: Addresses 2 of 3 requirements	A: max of 1 MENTOR hours/qtr	B-: 4 of 5 categories are supported	B

Source: Created by author.

Table 39. Command Structures and Processes Analysis Grade

Task B2	Developmental Domain (Institutional, Operational, Self-Development)	Leader Development Components (Experience, Training, Education)	Overall Grade
Command Structures and Processes	B	B	B

Source: Created by author.

### Priority B, Task 3: Field Grade Team Building

The Army is a team of teams. Field grade officers are expected to develop teams and systems as organizational leaders. The growth and development of the organization are progressed by organizational leaders and proper management. Developing the team

dynamic and building cohesion generates efficiencies and enhances combat power. Combat power is needed to fight and win our nation’s wars. Therefore, team building is essential to achieving the CSA’s end state: “win in a complex world.” Team building is introduced in all developmental domains and within each of the leader development components. Below are the CD Grade and Task Analysis Grade.

Table 40. Team Building Cognitive Dominance Grade

Task B3	Cognitive Dominance	Personal Time	Development components	Cumulative
Team Building	A: Addresses all requirements	B+: max of 4.5 OFFICER hours/qtr	B: 4 of 5 categories are supported	B+

Source: Created by author.

Table 41. Team Building Analysis Grade

Task B3	Developmental Domain (Institutional, Operational, Self-Development)	Leader Development Components (Experience, Training, Education)	Overall Grade
Team Building	A	A	A

Source: Created by author.

#### Priority B, Task 4: Field Grade Historical Case Study

Historical case studies enhance the cognitive and social aspect of officers. They provide historical context, professional development, and points of reference for tactics, operations, and strategy. Great military minds throughout history were known for their

studies of culture, war, topography, and so on. These elements are essential to the commander and his or her staff during the planning and execution of operations. As mentioned before, the field grade officers are entrusted to support the commander in understanding, visualizing, and describing the operational environment. Historical case studies are introduced in all developmental domains and within each of the leader development components. Below are the CD Grade and Task Analysis Grade.

Table 42. Historical Case Study Cognitive Dominance Grade

Task B4	Cognitive Dominance	Personal Time	Development components	Cumulative
Historical Case Study	B-: Addresses 2 of 3 requirements	A-: max of 3 OFFICER hours/qtr	B-: 4 of 5 categories are supported	B

Source: Created by author.

Table 43. Historical Case Study Analysis Grade

Task B4	Developmental Domain (Institutional, Operational, Self-Development)	Leader Development Components (Experience, Training, Education)	Overall Grade
Historical Case Study	A	A	A

Source: Created by author.

### Priority C, Task 1: Field Grade Strategic Intent

Field grade officers are expected to operate at whichever level of war is necessary for their assignment. As such, it is imperative for them to develop familiarity and understanding of strategic guidance. As noted in chapter 2, strategic guidance will inform the direction and focus within the purview of the commander. Each organization should generate or support combat power and be linked to strategy. It is incumbent upon the staff officers to help the commander understand, visualize, and describe courses of action to support strategic intent. This category is broadened beyond the GCC to gain perspective external to any specific region. Strategic intent is addressed in some of the institutional and operational development domains, but is largely overlooked within the self-development domain. Within each of the leader development components, officers gain experience training and education as necessary. Below are the CD Grade and Task Analysis Grade.

Table 44. Strategic Intent Cognitive Dominance Grade

Task C1	Cognitive Dominance	Personal Time	Development components	Cumulative
Strategic Intent	B+: Addresses 2 of 3 requirements	A-: max of 3 OFFICER hours/qtr	C+: 3 of 5 categories are supported	B

*Source:* Created by author

Table 45. Strategic Intent Analysis Grade

Task C1	Developmental Domain (Institutional, Operational, Self-Development)	Leader Development Components (Experience, Training, Education)	Overall Grade
Strategic Intent	A	A	A

Source: Created by author.

Priority C, Task 2: Field Grade Plans Analysis

Plans Analysis is included to serve two purposes: inform field grade officers of the current expectations and scale of the threats we face; and to ensure the adequate number of forces and proper capabilities are aligned to the mission. Strategic planners provide in-depth analysis of capabilities and requirements. However, as new capabilities emerge or technical fields are improved, the subject matter experts have a professional responsibility to provide insight and constructive input. Plans analysis is introduced in all developmental domains, but not all officers attend those institutions. The percentage of officers with experience, education, or training fluctuates over time. Below are the CD Grade and Task Analysis Grade.

Table 46. Plans Analysis Cognitive Dominance Grade

Task C2	Cognitive Dominance	Personal Time	Development components	Cumulative
Plans Analysis	B: Addresses 1 of 3 requirements	B-: max of 2 MENTOR hours/qtr	B-: 4 of 5 categories are supported	B

Source: Created by author.



Table 47. Plans Analysis Analysis Grade

Task C2	Developmental Domain (Institutional, Operational, Self-Development)	Leader Development Components (Experience, Training, Education)	Overall Grade
Plans Analysis	B	B	B

Source: Created by author.

Priority C, Task 3: Field Grade Lead MDMP Discussions

MDMP is the detailed planning process used by BNs and brigades. It is a staff led process based on the commander’s guidance and intent. Field grade officers are the staff leaders and provide oversight throughout the process. They set the example for junior officers and set the standard for the organization. Plans are only as good as the level of detail placed on the process. MDMP requires critical and objective thought to produce recommendations that are feasible, acceptable, and suitable. Leading MDMP is introduced in all developmental domains and within each of the leader development components. Below are the CD Grade and Task Analysis Grade.

Table 48. Lead MDMP Discussions Cognitive Dominance Grade

Task C3	Cognitive Dominance	Personal Time	Development components	Cumulative
Lead MDMP Discussions	B: Addresses 2 of 3 requirements	A: max of 3 OFFICER hours/qtr	B+: 4 out of 5 categories are supported	B+

Source: Created by author.

Table 49. Lead MDMP Discussions Analysis Grade

Task C3	Developmental Domain (Institutional, Operational, Self-Development)	Leader Development Components (Experience, Training, Education)	Overall Grade
Lead MDMP Discussions	A	A	A

Source: Created by author.

Priority C, Task 4: Field Grade Professional Certification

Professional certifications either provide officers with a new skillset or enhance a skill set. The certifications ensure the officer achieved a specific standard in a given field. Whether the skill is new or further developed, each organization reaps a benefit. The strength of the Army is its people. Building diversity and depth while setting an example of lifelong learning is important for the Army. The organization can also gain diversity through personal certifications. Professional certification is introduced in all developmental domains and within each of the leader development components. Below are the CD Grade and Task Analysis Grade.

Table 50. Professional Certification Cognitive Dominance Grade

Task C4	Cognitive Dominance	Personal Time	Development components	Cumulative
Professional Certification	A-: Addresses all requirements	D: Can exceed 7.5 OFFICER hours/qtr	B+: 4 of 5 categories are supported	B-

Source: Created by author.

Table 51. Professional Certification Analysis Grade

Task C4	Developmental Domain (Institutional, Operational, Self-Development)	Leader Development Components (Experience, Training, Education)	Overall Grade
Professional Certification	A	A	A

*Source:* Created by author.

After applying a numerical rating to each of the training categories, some notable changes were made. The most notable changes for the company grade officers are Force Management Overview (changed Task A4 to Task C4) and Joint Operations (changed Task C4 to Task A4). The most notable changes for field grade officers are Force Management Recommendations (changed Task A4 to Task C4) and Lead MDMP Discussions (changed Task C3 to Task A4). The images below depict the original prioritization (left) and the updated prioritization (right).



Figure 6. Training Category Prioritization Previous (Left) and Present (Right)

Source: Created by author.

## CHAPTER 5

### CONCLUSION AND RECOMMENDATIONS

#### Conclusions

This study aimed to answer the research question to propose a solution(s) to the perceived capability gap as defined by the Army's senior leaders. After completing the research, I concur with the findings of the CSA's working group. There is a capability gap in exposure and development of company and field grade officers within the operational and strategic levels of war. This is not to state that all officers lack the ability or capability to operate at those levels. Rather, it suggests that as a profession, it is our responsibility to create opportunities and mitigate risk. All of the strategies, from DA through national, focus on the US maintaining the lead on CD within the global security environment. In chapter 4, one way to address operational and strategic exposure is recommended, guided self-development. Below, is a suggested implementation plan for a BN.

#### Recommendations

Commanders must support the training efforts within their formation for the training categories in chapter 4 to be effective. Training is a commander's responsibility and he or she has the authority to ensure the plan is sound, completed to standard, and properly resourced. The primary resources needed to implement the plan as currently drafted are time and personnel. The researcher aligned the implementation plan with the eight-step Kotter Change Model. The first four steps were completed prior to this project. The eight steps and corresponding actions are listed below:

1. Create a Sense of Urgency: The CSA identified that officers O-1 to O-5 must be developed to thrive and win in complex environments—often with ambiguity and chaos. The former Secretary of Defense stated his “intent to pursue urgent change at significant scale.”<sup>55</sup>
2. Build a Guiding Coalition: In 2015, the CSA developed the Strategic Studies Group as the guiding coalition to develop the concepts and strategies to address the Army’s concerns.
3. Form a Strategic Vision: The Strategic Studies Group developed options for the CSA. Ultimately their ideas were developed into the Army Human Dimensions Strategy.
4. Enlist a Volunteer Army: The CSA clearly communicated his vision, the expectation of officers and leadership, and published a strategy.
5. Enable Action by Removing Barriers: Step 5 is the first step used by the researcher to introduce recommendations. This thesis takes advantage of the broad options afforded within the self-development domain and narrowed the focus to guided self-development. This allows all developing officers personal and/or professional development, and coaching to support strategic objectives. It also reduces the time requirements for the commanding officer.
6. Generate Short-Term Wins: Each training category offers development along the CD LOE. The commanders and staffs can tie organizational goals to officer development and define the goals as necessary within their formations.

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<sup>55</sup> SecDef, NDS, 1.

7. Sustain Acceleration: There are currently 24 total training categories. The commander has the ability and flexibility to update, change, or narrow the focus each quarter and annually to support development as he or she sees fit. It also supports dynamic training by refreshing familiar topics and introducing new concepts while supporting the unit training plan.
8. Institute Change: The OPD is intended to be a planned training event. The planned calendar time is intended to for coaching, not conducting the entire training event. This keeps guides the self-development without evolving into organizational training. The results should be captured, tracked, and reviewed. The training records associated with the OPD can remain with the officer throughout their subsequent assignments. This provides gaining commands further insight into the strengths and developmental needs of their officer corps.

#### Further Research Opportunities

The scope and limitations of this project did not permit a full analysis of the capability gap at hand. Below are additional research questions of interest regarding this topic.

1. Can this OPD platform be aligned or refined by unit mission, by unit type, or by branch?
2. What are the secondary and tertiary effects of a formal implementation with regards to commander flexibility and oversight?
3. Will the OPD model remain relevant if the security environment is defined differently?

## Personal Takeaways

Conducting professional research allowed me to reflect on my perception of the world and to better understand others' perspectives. Below are some of the personal takeaways from this process that will definitely remain with me through the years.

1. I did not realize how the Army worked or how it changed. I was never taught or shown how to read and decipher strategic guidance. This process helped me understand the nuances of strategic guidance and how corresponding actions were developed. The coaching and mentorship from my committee guided me through the process. I still have a lot to learn, but now I have an understanding of where to look, what to look for, and how to link messaging between documents.

2. One question I had going into this process was: how do Army senior leaders think and shape their environments? Between Command and General Staff College classes and this project, I was able to gain insight on the process. As I mentioned in the paragraph above, linkages and correlations between strategies, policies, and doctrine shape the environment. Senior leaders navigate the conceptual framework along with their staff to develop further guidance for their formations. It is a complex process explained simply.

3. I learned how to conduct proper research and develop helpful and supportive recommendations supported by a PBOK. The APCS forced me out of my comfort zone, identified personal biases, required transparency for readers, and maintained an objective view of the problem. I realized throughout this process just how often I needed to reread the research questions. Without that continual reminder, I drafted biased opinions instead of objective findings. Maintaining research discipline was unexpectedly difficult.



4. This project is the first step down the path to my next degree. I would like to earn a Master's in organizational development or organizational psychology. First, the process of learning how to do proper research was necessary. Second, this is a step in the right direction for developing a personal body of work. Finally, I was able to complete a Master's program after hard work and dedication. Perseverance paid off.

## GLOSSARY

**Acceptable.** This criterion determines if the recommendations for change are worth the risk of implementing the recommended changes.

**Army Leader Development Process.** Throughout an Army leader's entire career, the Army enterprise utilizes training, education, and experience to develop officers based on the direction from the Army Capstone Concept.

**Army Leader Requirements Model.** The ALRM consists of attributes and competencies. The ALRM defines attributes as characteristics that define what leaders are. Competencies are characteristics that define what leaders do.

**Capability Based Assessment.** Department of Defense's methodology to identify capability requirements and capability gaps that are developed into requirements and solutions. This process takes an objective look at the following: ensure requirements and capabilities are properly identified; delineate capability performance standards; mitigate or eliminate redundancies; consider associated operational risks due to capability gaps; identify and analyze non-materiel solutions; and provide recommendations to address the identified gaps and risks.

**Coaching.** Refers to the function of helping someone through a set of tasks or with general qualities. Those being coached may, or may not, have appreciated their potential. The coach helps them understand their current level of performance and guides them how to reach the next level of knowledge and skill.

**Complex.** The OE is defined as complex when four or more variables influence military operations or have a direct or secondary effects on the outcome of military actions.

**Counseling.** Uses a standard format to help mentally organize and isolate relevant issues before, during, and after the counseling session.

**Dynamic.** *Dynamic* OEs use the same operational variables as *complex* environments. When the "threat and OE change" the OE is considered *dynamic*.

**Feasible.** This criterion determines if the recommendations can be accomplished with the available resources.

**Functional Area Analysis.** This is the first step of the CBA. During this step, critical requirements are fed into the system to develop an analytical output for operational tasks, conditions, and standards needed to achieve military objectives.

**Functional Needs Analysis.** Step 2 of CBA –Assesses current forces' and programmed forces' ability to achieve the objectives and end states as prescribed by the FAA while identifying unwanted or unneeded redundancies.

Functional Solution Analysis. Step 3 is the final step in the CBA process. This step cross-references capability needs and gaps across potential DOTMLPF domains to develop solutions to include in the recommendations.

Mentoring. The voluntary developmental relationship that exists between a person of greater experience and a person of lesser experience that is characterized by mutual trust and respect.

Officer Education System. The Officer Education System (OES) is a prescriptive overview of the multi-domain requirements for company and field grade officers. The OES is designed to prepare officers to successfully perform with increased responsibilities at the next higher level. The OES is the linkage between the developmental domains describing the *ways* the Army will develop its officer corps.

Simple. *Simple* OEs use the same operational variables as *complex* environments. *Simple* environments consist of a regular or irregular threat with minimal OE effects.

Static. *Static* OEs use the same operational variables as *complex* environments. When the “threat and OE do not change” the OE is considered *dynamic*.

Suitable. This criterion determines if the recommendations achieve the required end state.

## APPENDIX A

### TERMS OF ART

The Army, as a profession, requires experienced individuals to influence the development of less experienced personnel. Terms such as coaching, counseling, and mentoring are used frequently. “These terms are foundational to a professional understanding of Army leadership. Many Army leaders misunderstand and improperly use them, creating unnecessary confusion for everyone involved in professional development. Our goal and standard should be the clear and precise use of professional language in this area, because it affects how develop soldiers and communicates respect for the professional body of knowledge.” However, the Army provides clear delineations between the terms. Below are the Army definitions of the terms along with their source document references. ADRP 6-22, paragraph 7-59 states, “Leaders have three principal ways of developing others. They can provide knowledge and feedback through counseling, coaching, and mentoring.”

Counseling: ADRP 6-22, paragraph 7-60 states, “Counseling uses a standard format to help mentally organize and isolate relevant issues before, during, and after the counseling session.”

Coaching: ADRP 6-22, paragraph 7-62 states, “Coaching refers to the function of helping someone through a set of tasks or with general qualities. Those being coached may, or may not, have appreciated their potential. The coach helps them understand their current level of performance and guides them how to reach the next level of knowledge and skill.”

Mentoring: ADRP 6-22, paragraph 7-67 states, Mentorship is the voluntary developmental relationship that exists between a person of greater experience and a person of lesser experience that is characterized by mutual trust and respect.”

Table 52. Counseling—Coaching—Mentoring Comparison

	<b><i>Counseling</i></b>	<b><i>Coaching</i></b>	<b><i>Mentoring</i></b>
Purpose	Review past or current performance to sustain and improve current or future performance.	Guide learning or improvement skills.	Provide guidance focused on professional or personal growth.
Source	Rater, chain of command.	Assigned coach or trainer with special knowledge.	Those with greater experience.
Interaction	As a formal or informal conversation between superior and subordinate.	During practice or performance between a coach/trainer and the individual, observation, guidance.	Conversation on a personal level.
How it works (what the counselor, coach or mentor does)	Identify the need. Prepare for the session. Conduct counseling to encourage subordinate’s active participation. Set goals. Follow-up on progress.	From opportunities for demonstration of a skill, observe performance and provide guidance.	Apply the mentor’s experience to guide the protégé.
Outcome	Formal (Individual Development Plan) or informal goals for sustainment and improvement.	Behaviors identified for improvement, higher performance level.	Personal commitment to career choices, intent to improve.
Requirement	Required – all subordinates are to be developed and counseled.	Required or voluntary.	Voluntary, mutual commitment.
Occurrence	Prescribed times IAW performance evaluation or upon event when rater determines a need.	Training or performance events.	Initiated by either party.

Source: Headquarters, Department of the Army, Army Doctrine Reference Publication 6-22, *Army Leadership* (Washington, DC: U.S. Government Printing Office, 2012), Table 7-3: Counseling—Coaching—Mentoring Comparison.

## APPENDIX B

### EXAMPLE BATTALION SELF-DEVELOPMENT PLAN

Appendix C is a representation of a generic professional development platform based on the researcher's current personal and professional goals. The guided plan is based on conversations with the rater, the BN Executive Officer, and the Battalion Commander. The Key Tasks are directly associated with the Army Human Dimensions Strategy within the CD LOE.

Currently, the researcher will have 12 months at a division headquarters within a GCC under which he has never served. To be effective at the division and in the follow on assignment, he needs to develop across the following training categories:

- a. Team building (Key Task: 1A, 1H, 1K, 1M) – Time: continual
  - a. Develop a professional network
  - b. Find and engage coaches and mentors
  - c. Learn the personalities, departments, and working groups
  - d. Learn new skills to be value added
- b. GCC strategic documents (Key Task: 1B, 1D, 1E, 1J) – Time: Apr thru 4 Qtr FY-19
  - a. Read through USINDOPACOM strategies
  - b. Take note of 25<sup>th</sup> ID roles and responsibilities
  - c. Take note of 8<sup>th</sup> TSC roles and responsibilities
  - d. Review as documents update
- c. Strategic intent (1A, 1D, 1E, 1J)– Time: 4 Qtr FY-19
  - a. Analyze strategies

- b. Review unit missions (25<sup>th</sup> ID and 8<sup>th</sup> TSC)
  - c. Gain insights through professional network
  - d. Crosswalk strategy and intent with unit mission
  - e. Review as necessary (change of command, new guidance, change in OE)
- d. OPLAN/CONPLAN analysis (1A, 1B, 1D, 1E, 1J) – Time: continual
    - a. Understand the concept of protection for 25<sup>th</sup> ID and 8<sup>th</sup> TSC
    - b. Coordinate with USARPAC to refine products
    - c. Identify and articulate any possible changes if necessary
  - e. Lead MDMP discussions (1D, 1E, 1H, 1J, 1N)– Time: continual
    - a. Build upon critical thinking skills
    - b. Active participation in exercise and mission preparation
    - c. Gain depth of knowledge within the Movement and Maneuver Warfighting Function
    - d. Carry over lessons learned to support MDMP as an operations officer
  - f. METL assessment (1A, 1D, 1J, 1M, 1N) – Time: continual/3 Qtr FY-20
    - a. Provide support when possible to help build BDE readiness
    - b. Understand the scope and direction of subordinate elements
    - c. Support the commander’s vision
    - d. 3 Qtr FY-20 begin reviewing EOD BN METL
  - g. Personal SCUBA Certification (1H, 1K, 1M)– Time: continual
    - a. Learn the local culture (OCONUS assignment)
    - b. Develop a new physical fitness activity

c. Translate civilian competencies to similar military capabilities



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