

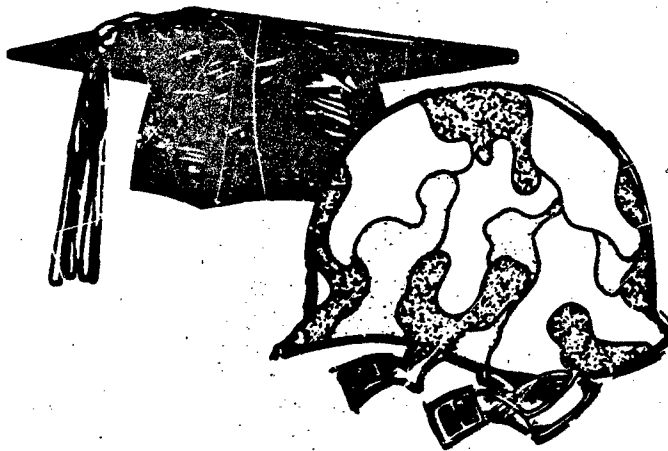
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HEADQUARTERS DEPARTMENT OF THE ARMY  
WASHINGTON, D.C.

LEVEL III

# A Review of Education and Training for Officers



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- ANNEX T -- JUDGE ADVOCATE GENERAL'S CORPS
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 (RETO) .  
 VOLUME 5 • SPECIAL GROUPS •

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 30 June 1978

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Prepared by  
 A Study Group for the  
 Review of Education and Training for Officers

DACS - OTRG  
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## REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

### ANNEX T

#### JAGC PROFESSIONAL DEVELOPMENT

1. **PURPOSE.** This Annex proposes a professional development program for officers of the U.S. Army Judge Advocate General's Corps and outlines a training program in legal subjects for non-JAGC officers. As background, the Annex includes a comparative study of the education and training of lawyers within the other military departments and the civilian community. The study and recommendations are contained in Appendix 1.

2. **GENERAL.** The training and education of lawyers has undergone substantial change in the last decade. Law schools now devote more attention to courses which deal with the legal problems of social change and which provide for the practical application of legal skills. Continuing legal education has been recognized as essential to professional competency and new programs are being developed every day. The unique challenge of the military profession requires a careful analysis of all legal education for the purpose of developing an educational strategy which is both cost-effective and responsive to the needs of the military service.

3. **RECOMMENDATIONS.** A summary of recommendations is at Part VI, Appendix 1.

#### 1 APPENDIX

1. JAGC Professional Development with 1 Inclosure

REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

APPENDIX 1

JAGC PROFESSIONAL DEVELOPMENT

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# REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

## APPENDIX 1

### JAGC PROFESSIONAL DEVELOPMENT

#### TO ANNEX T

### JAGC PROFESSIONAL DEVELOPMENT

#### I. INTRODUCTION

##### A. General

1. On 22 August 1977, the Chief of Staff, Army, established a group to conduct a Review of Education and Training for Officers (RETO) under the chairmanship of Major General Benjamin L. Harrison. The mission of the Review Group was to:

- Determine officer training and education requirements based on Army missions and individual career development needs.
- Develop training and education policies and programs which combine self-development, unit training and experience, and institutional training and education in a phased schedule from precommissioning through career completion.
- Develop a plan for implementing the recommended programs within a constrained resource environment.
- Coordinate the integration of approved programs into the FY 1980-84 program.

2. The Review Group consisting of approximately 30 officers from the Army in the field, to include Reserve Component representation, assembled in Washington, D.C. The group determined requirements by focusing on OPMS specialties and levels of schooling, and by examining specialties not under OPMS, i.e., chaplain, legal and medical services. Alternative programs to meet requirements were developed involving significant changes to the officer education and training system. The Review Group surveyed the officer corps, sister services, industries, universities, and foreign armies, seeking innovative solutions to problems identified during initial research. The final report establishes objectives and goals, specifies priorities for action and coordinates activities of the Army Staff and major Army commands in the development of integrated officer professional development policies and programs.

3. The study was conducted in two phases using systems analysis and a zero base approach. In Phase I, quantitative and qualitative education

requirements were gathered, the current system was assessed and a comparative analysis made of other services, universities, industry and, for the legal study, the civilian bar. The officer's career was given a vertical examination from precommission to general officer. A comprehensive ADP program based upon duty modules, an officer questionnaire to evaluate opinions and perceptions, and conferences in the field accounted for the primary data gathering effort. In Phase II, the analysis of alternatives for optimum officer professional development was conducted with a view toward establishing sound policies and programs, maximum use of resources and rational implementation. The study recommendations are based upon carefully derived requirements for training, maximum utilization of this training and on-the-job experience to produce a program of officer professional development which is affordable, manageable and simple. As a result of this study, it is more clear than ever before that training/education, qualification standards and personnel management are inextricably bound together.

**B. Army Legal Services - The Judge Advocate General's Corps (JAGC)**

1. The Judge Advocate General's responsibility for professional legal training is outlined in AR 351-1, dated 28 September 1977:

- a. Exercises responsibility for the professional legal training for the Army.
- b. Exercises overall supervision of education and training of commissioned officers and warrant officers of the Judge Advocate General's Corps.
- c. Controls the flow of personnel into The Judge Advocate General's School.
- d. In conjunction with DCSPER and the U.S. Army Training and Doctrine Command, develops Active Army training requirements in the field of military law.
- e. Selects JAGC officers and warrant officers to attend certain Army schools.

2. The professional development of Judge Advocate General officers will be put to a severe test in the next 10 years as constrained resources, complex new laws with attendant court decisions and continued legal specialization of the bar challenge the competency of the military lawyer. The requirement for continuing legal education (CLE) in the past has been met largely by The Judge Advocate General's School, US Army (TJAGSA), in Charlottesville, Va. This School has produced courses of instruction responsive to needs of Army lawyers. The high attendance by lawyers of other Federal agencies reflects the quality of these courses. (Table 1 - List of Courses). However, like the Army school system in general, the efforts of this school alone will not be sufficient to meet the challenge of the 1990's.

a. The Strategic Studies Institute, U.S. Army War College projects a concentration of like functions at DOD controlled by a "stove pipe" organization by 1985-1995. Service/logistic agencies not related directly to combat will be civilianized, with a military manager. Medical, legal and chaplain services,

except in specifically combat-oriented units, are key candidates. Only 25% of the positions in the Corps are in TOE organizations. Conceptually, 75% of JAG positions are in the TDA structure and could be civilianized. This idea may gain great impetus if the common misconception of the JAG as a court-martial lawyer is not put to rest. In further observations on specialization and civilianization, the Strategic Studies Institute points out that military service members will insist upon rights and benefits as the service becomes a job rather than a way of life. The Institute concludes that military unions are inevitable. It seems clear that too much emphasis cannot be placed on the study of Federal labor law by military lawyers. In the absence of skilled advocates in uniform, the commander must depend upon the civilian legal specialist for advice and, perhaps, suffer a further erosion of his authority. The growing reliance upon civilian legal specialists presents a unique professional challenge. The JAGC must develop specialists in all grades by the 1990's. The tough legal jobs will no longer be staffed by court-martial experts.

b. It is important to note that there has been a continuing reduction in grade in JAG duty positions based upon manpower considerations unrelated to legal supervisory responsibilities. Typically, grade is based upon military population rather than the nature of the job. This is obviously an appropriate criteria when fixing the grade of nonprofessional supervisors because it relates directly to the size of the workforce under supervision. However, a more rational basis would be to compare responsibilities of the typical deputy SJA or branch chief with his civilian counterpart. In a recent study published in the American Bar Association Journal (January 78), managing attorneys in industry received total compensation in a range \$42,000 - \$61,000. Deputies and Chief Legal Counsel received more. See Table 2. In the JAGC, more and more supervisory positions are being reduced one grade to meet manpower restraints. In the absence of professional pay, it seems clear that OTJAG must vigorously oppose further grade reductions in supervisory positions, based upon current staffing methodology, or suffer further erosion of JAGC pay and compensation.

c. The scope of practice for military lawyers must continue to expand in order to meet burgeoning demands of litigation, environmental, labor, legal assistance and procurement law. This broad scope is the incentive the JAGC must provide to the new lawyer - and the superior law student - for desiring a JAGC career. It is the broad scope of legal experience sought by young lawyers which makes them strive toward legal excellence, and not the steady, monotonous drone of guilty plea special courts-martial and elimination boards. If we attract and keep only those officers who find satisfaction in these latter pursuits, we have failed in our effort to develop a vigorous, competent Corps of military lawyers.

d. There is a vital and continuing need to maintain sound relations with the civilian bar. In the field, legal offices must participate with local bar associations in CLE programs essential to the military and civilian attorney. Similarly, TJAGSA must not become isolated from the University of Virginia Law School, situated adjacent to TJAGSA grounds, and serving as a principal reason for locating TJAGSA in Charlottesville. Military lawyers

must have the esteem of the civilian bar at all levels to provide competent legal services. Today, the military must interface with the civilian community in order to meet its critical responsibilities for the national defense.

C. The RETO study established several basic principles, utilizing sound research techniques and modern educational methodology.

1. Professional development is a continuous process which must be pursued every day of an officer's career. His full potential cannot be realized by isolated learning in the Basic, Advanced and CGSC courses. In the legal profession, this principle is highlighted by the ethical responsibility to "stay current."

2. Professional development must be supervised on-the-job by the first-line supervisor in an annual plan.

3. Qualification standards, as benchmarks for professional development, make meaningful the need to combine education and training with experience in different assignments to meet the demonstrated requirements of senior level jobs. These standards give every officer a goal. In the legal profession, they provide an outline of basic competency.

D. Modern ADP assistance is necessary to quickly retrieve information, catalog it and manage assets and careers. Education, experience and qualification standards must be the sole basis for personnel management in the JAGC.

## II. DATA SOURCES AND EVALUATION

### A. Training and Duty Position Requirements - Systems Analysis

#### 1. Analysis of duty positions

a. Duty positions were categorized by Specialty Skill Indicators (SSI) and duty modules assigned to each job. A duty module is a cluster of related tasks which describe job requirements and, most importantly, the interrelationship between jobs. While the standard list of duty modules developed by the Army Research Institute (ARI) was used in part, a new set of modules for the Army legal service was constructed and used in describing duty positions. These new duty modules have been referred to ARI and accepted for incorporation into the Army system.

b. Based upon this data, a comprehensive scheme for analysis of all duty positions in all grades was programmed for ADP. Recommended training methods, numbers of positions and TOE/TDA breakout were reflected in the ADP program.

#### 2. Specialty Skill Indicators

##### a. Current SSI do not provide a basis for personnel management:

55A - Judge Advocate  
55B - Judge  
55C - Patent Lawyer

(1) There are only 2 patent positions and 59 judge positions. The balance of 1,443 duty positions are coded as Judge Advocate. It is not possible to reflect such duty positions on TAADS documents for management purposes.

(2) Consequently, a substantial investment in ADP capability at DA is rendered useless.

##### b. On a test basis, new SSI were constructed:

55A - Judge Advocate ..... 936 positions  
55B - Criminal Law Specialist ..... 287 positions  
55C - Admin Law Specialist ..... 281 positions

(1) These SSI provide a better description for position management, but still fall far short as an effective management tool. See Table 3.

(2) Discrete coding by SSI must be established for TAADS documents so that requirements for each duty position can be identified in a uniform system throughout the JAGC.

c. In order to fully utilize ADP facilities at DA and provide maximum personnel management capability, SSI's should be expanded to the following list:

- 55A - Judge Advocate (Basic)
- 55B - Staff Judge Advocate
- 55C - Criminal Law Specialist
- 55D - Judiciary
- 55E - Administrative/Civil Law Specialist
- 55F - Procurement Law Specialist
- 55G - International Law Specialist
- 55H - Claims Law Specialist
- 55I - Legal Assistance Specialist

(1) These legal functions have been identified as traditional JAGC specialty areas. In the officer survey, 98% of respondents were able to characterize their job as falling within this list. They complement legal task analysis and provide a rational basis for personnel management.

(2) The utilization of these SSI's should be monitored for a three-year period to insure that they adequately meet TAADS coding requirements.

3. Duty Positions - Analysis of TAADS documents and manning levels produced 1504 duty positions in JAGC.

#### 4. Duty Module Construction

a. A total of 21 new duty modules were constructed for JAGC. See Table 4. Every task performed by an Army lawyer was identified, clustered by skill and established as a duty module. Training and education requirements for each duty module were determined in a joint OTJAG/TJAGSA study. This information served as the raw data for the RETO ADP duty module analysis.

b. ARI duty modules, common to both JAGC and OPMS duty positions, were employed in the JAG analysis. See Table 5. All duty positions, by grade, were then coded with duty modules necessary to perform the job. See Table 6.

#### 5. Duty Module Analysis

##### a. Common and Most Important Duty Modules

(1) Table 7 outlines duty modules which are common to each officer grade. Illustratively, all captains must be provided with the training required by the duty modules in this table.

(2) The duty module appears as common and most important if more than 40% of duty positions require it. Therefore, PP-22 is reflected as common for colonels but not for lieutenant colonels because less than 40% of duty positions in the latter grade perform the job. Nevertheless, the lieutenant colonel would receive such training if he is to assume the job.



(3) Training for these duty modules must be provided for in the JAG Basic Course and in the Post Graduate Military Legal Education course (PGMLE). Training for non-JAGC duty modules would be provided in these courses as well as in CAS<sup>3</sup> and USACGSC.

b. Unique Duty Modules

(1) Table 8 outlines training requirements for unique duty modules. There are no unique duty modules for 699 judge advocate (captain) duty positions. These basic course graduates typically function for up to two years without further resident training. The 243 remaining JAG captains have more than 2 years AFCS, such as appellate advocates and instructors, and must attend TJAGSA CLE courses on a TDY basis.

(2) TJAGSA currently provides CLE resident courses to meet training requirements of both common and unique duty modules. Only patent law and legal assistance are exceptions. The two patent positions may be trained in civilian institutions. Legal assistance CLE is derived largely from state bar groups which concentrate on local law, although TJAGSA does offer an excellent course on general legal assistance subjects such as the Soldiers and Sailors Civil Relief Act. It must be noted that the current effort to achieve a statutory basis for legal assistance, as reflected by S. 1238 and H.R. 7912, creates a recognized need for establishing a legal assistance specialty.

(3) As the captain progresses in professional development from basic entry level skills to a job requiring specialization, he will pursue training for a unique duty module at TJAGSA. Illustratively, when he leaves his position as prosecutor to work in the administrative law section, a requirement for environmental law would be met by a TDY resident course at TJAGSA. He would attend resident training only when he encumbers a job with a unique duty module in it. This judgment would be made by the local supervisor/SJA.

(4) The supervisor would project on an annual basis the CLE requirements which complemented his planned office assignments.

6. Recommendations

a. Establish the following SSI's as DA policy in AR 611-101 and restructure TAADS coding on TDA/TO's to reflect actual jobs rather than "Assistant Staff Judge Advocate." This restructure would permit identification of requirements considered essential by DCSOPS.

- 55A - Judge Advocate (Basic)
- 55B - Staff Judge Advocate
- 55C - Criminal Law Specialist
- 55D - Judiciary
- 55E - Administrative/Civil Law Specialist
- 55F - Procurement Law Specialist
- 55G - International Law Specialist
- 55H - Claims Law Specialist
- 55I - Legal Assistance Specialist

b. Establish the duty modules at Table 4 as JAG policy. ARI presently has the JAG list with skill data and will develop with TJAGSA coordination.

c. TJAGSA review data on common and most important duty modules to insure validity of Basic Course instruction; use in development of PGMLE course.

d. TJAGSA review training requirements for unique duty modules to insure validity of CLE program.

e. TJAG develop ADP capability to maintain properly coded duty positions for identification of requirements and management of resources.

**B. JAG Officer Questionnaire and Survey**

1. General. A survey to sound out the opinion and perception of the Corps on the training and education system, specialty qualifications and suggestions for change was mailed to a random sample of 400 officers. The survey was based largely upon the OPMS model with 20 questions specifically oriented toward the JAGC. (Incl 1). Legal specialty areas in question were based upon traditional legal disciplines within the Corps. Nearly all respondents (98%) were able to categorize their primary specialty - or duty positions - using this list. Response was excellent with a 68% return.

2. In addition to frequency distribution of responses (Table 9), cross tabulation was established for the following variables:

(1) Military Education Level

(2) Line Officer Experience

**3. General Observations**

a. Respondents were convinced that resident military schooling carried the most weight with selection boards and that both the advanced course and USACGSC were designed to "broaden" the student. Most considered OJE the best way to learn a specialty and defined specialty qualification as the ability to do a job.

b. While most officers believe they are individually responsible for professional development or specialty qualification, few saw the supervisor as playing a role. A majority of officers expressed an interest in qualification standards, but did not want them used for promotion purposes. Professional exams, except for diagnostic purposes, were similarly rejected as promotion criteria.

c. Preference for CLE programs was evenly distributed between resident military, resident civilian and professional association seminars. However, the best CLE programs are sponsored by the JAG School. Most officers declared an interest in formal CLE before assuming a new job.

d. Only 28% objected to required law school courses for JAG appointment. Most agreed Evidence was the most important law school course, while 50% agreed that all seven courses outlined in Question 50 should be required.

e. Few people see the academic efficiency report as important to selection boards, while most agree that field grade lawyers are managers and practice little law. Moreover, most Army lawyers reject the idea that the SJA should see a legal assistance client periodically. There was substantial agreement on the proposition that senior lawyers must be generalists but maintain a legal specialty throughout their career.

f. Extending the service obligation to four years was generally acceptable. Advanced course graduates and more senior officers considered it a good idea, while 51% of new officers disagreed with it. Accession as a first lieutenant was rejected by a substantial margin.

### C. Training and Education in Other Military Services

#### 1. U. S. Navy

a. Navy JAG has 760 lawyers in 19 Naval Legal Service Centers and related activities around the world. (There are, in addition, 300 Marine lawyers). Careerists make up 60% of this force. Identifiable specialties include International Law, Ocean Law, Criminal Law, Labor Law, Tax, Forensic and Environmental Law. These specialists are trained in post-graduate civilian institutions. Each year 12 career officers between their 3rd and 9th year are selected for the LL.M program. These officers are then eligible for one of the 107 validated positions. Assignment orders for specialists are coded; if a lawyer is not qualified, justification for his assignment must be reflected in his orders. The remaining lawyers are general legal officers.

b. The Navy selection rate for promotion to LCDR is 100%; to CDR 70%; to Captain 60%. Schooling is not a requirement for promotions. Two officers are selected each year for NWC and AFSC.

c. Primary focus for training of legal officers is the Navy Justice School at Newport, R.I. All new lawyers go to a 6-week Officer Indoctrination School (OIS) for staff officers (medical, legal, chaplain). This course must

be completed before AD and may be accomplished between law school years. The 8-week basic course for lawyers emphasizes trial advocacy and military justice. About 190 people attend one of the 5 courses each year. The school also conducts 12 Senior Officer Legal Orientation (SOLO) courses on the road and 7 resident SOLO courses each year. Six courses for legal officers each year provide a 5-week orientation for non-lawyer staff officers with para-legal responsibilities. A reserve lawyer course is taught each year. Educational methodology is traditional with lectures, seminars, and practical exercises. Few programmed texts are used. A course for judges has been offered, but TJAGSA will train them starting FY 78. All military court-reporters are trained here. All new lawyers are assigned to a ship for two weeks.

d. Continuing Legal Education (CLE) is monitored by Navy JAG, with the annual conference being the focal point for this. Civilian CLE programs using local funds are also available.

e. The Summer Intern Program permits law students to work in Naval Legal Offices for one or two summers and provides for accession after OIS. Few direct commissions are offered in Navy JAG.

## 2. U.S. Air Force

a. Air Force JAG has 1200 lawyers with about 50 officers in a year group and accessions projected for 130 per year. New JAG officers incur a 4 year obligation. The ROTC program is diminishing in importance and will produce only 21 appointments in 1979. Direct commission is the primary source of accessions. There are 14 students in the Excess Leave program and 25 per year in the Funded Legal Education Program. Specialties include:

889 - Labor Law; 886 - International Law; 886 - Claims and Torts;  
885 - Administrative Law; 883 - General Procurement Law;  
879 - Military Judge; 878 - Appellate Counsel; 877 - Circuit Trial Counsel;  
876 - Area Defense Counsel; and 875 - Staff Judge Advocate

Qualifications for award of these specialty experience indicators (SEI) are screened by USAF TJAG based upon schooling and experience. The basic JAG captain has no SEI's. In the future, SJA's may be responsible for initiating SEI award requests.

b. TJAG personnel managers employ a computer terminal with a data bank containing demographic and service information, SEI's and officer preferences. As requirements for lawyers arise, the data bank produces a list of officers with necessary qualifications and background for assignment.

c. Selection for promotion to major is 92.5%; to LTC is 85%; to Colonel is 60%. Twelve officers attend civilian post-graduate training each year. Currently 7 are in Procurement, 2 in International Law, 2 in Labor Law and 1 is in an Environmental Law LL.M program. One officer each year is selected

for the NWC, 3 for AFWC, 5 for AFCGSC, 1 for AFSC. Many captains attend Squadron Officer School which emphasizes management, writing and speaking. This is a USAF school unrelated to their JAG school.

d. The USAF JAG School at the Air University, Maxwell AFB, conducts a basic course for new JAG officers and a 2-week SJA course. Additionally, they teach a 2-week office management course for NCO's and a 2-week Reserve refresher course. They provide training in legal subjects at related Air University schools, such as the Air War College.

e. Continuing Legal Education is primarily based on courses sponsored by civilian organizations/universities. TJAG funds a number of officers to programs at Northwestern University and Creighton University. Judges and procurement lawyers attend TJAGSA. Major efforts have been made to produce 10 video courses of professional quality. Textual, video, seminar and examination methodologies are employed and all programs meet state mandatory CLE requirements.

### 3. Interservice Training Review Organization (ITRO)

a. ITRO Review Order #6, dated 11 August 77, approved for consolidation at TJAGSA the following courses:

- Military Judge Course
- Military Judge Seminar
- Procurement Attorney Course

b. This Order represents a high water mark in interservice cooperation and reflects the commonality of legal training objectives in the military departments which can be exploited to produce better training at lower cost.

c. The U.S. Coast Guard has established a basic course for their lawyers at Yorktown, Virginia. During the early years of expansion in their legal branch (1969 - 1972), these lawyers attended the basic course at TJAGSA. This change reflects, perhaps, the major differences in entry level legal training requirements between the services.

### D. Education in Professional Associations - The Civilian Bar

#### 1. The Organizations

##### a. National Professional Associations

(1) The largest national professional association is the American Bar Association (ABA) with headquarters in Chicago. Typical of most associations, its objectives are described as professional development and public service. This includes professional ethics and legal education. The ABA represents 50% of the lawyers in the United States. It provides Federally recognized

accreditation services for law schools, authors the Code of Professional Responsibility and engages in public service projects. Its Consortium for Professional Education and National Institutes Program provides continuing legal education (CLE) through seminars, publications and video tape to local bar groups.

(2) The American Association of Trial Lawyers and the Federal Bar Association are exemplary of national bar groups representing specialized interests, i.e., trial practice attorneys and Federal government attorneys, respectively. Both sponsor CLE programs for their members and provide the collegial relationship fostered by common interests.

**b. Local Professional Bar Associations**

Characteristic of membership in most large national groups, membership in state bar associations is voluntary. However, some "integrated" bars require membership as a prerequisite to practicing law in the jurisdiction. State bar associations share objectives with national groups, although resources are naturally limited. CLE is a primary area of interest and drives many organizations. National associations often provide teaching materials for these groups. Several states have mandatory CLE programs, while most are voluntary. In addition to legal education and public service, state bar associations monitor ethical practices and discipline of the bar in conjunction with the local courts.

**c. Organizations for Professional Legal Education**

Continuing legal education is a rapidly growing field. While professional associations may be concerned with professional development and specialization, many CLE organizations are concerned with growth and, sometimes, profit. Selling things to lawyers has doubled in the last five years. CLE organizations include:

(1) Association for Continuing Legal Education Administrators - A group of 70 CLE organizations in the U.S.; rotating directorship; includes most state bar associations; devoted to teaching methodology and administration.

(2) Law school programs geared generally to state practice, include some highly sophisticated operations, such as in California and Michigan with seminars, video tape and publications.

(3) Consortium for Legal Education and National Institutes - ABA programs developed for local bar groups.

(4) Practicing Law Institute (PLI) - In New York City, emphasizes business law.

(5) American Law Institute-American Bar Association (ALI-ABA) - In Philadelphia, conducts seminars and provides materials for wide range of legal subjects.

(6) American Academy of Judicial Education - Devoted to CLE for judges and the judiciary.

(7) Court Practice Institute (CPI) - Primarily trial advocacy programs.

(8) Legal Education Institute of the U.S. Civil Service Commission (LEI) - Offers seminar programs on subjects relevant to Federal civilian attorneys and para-professional personnel.

(9) Federal Publications, Inc. and West Publications, Inc. - Illustrative of purely commercial firms producing CLE for lawyers.

## 2. Analysis

### a. Programs in the Civilian Community

(1) In the civilian legal community, CLE is a fast-developing business. The concern for producing materials and seminar programs which are superior educational products is driven by competition among state and national organizations. Curriculum planning is based upon "what sells" - and trial advocacy sells best these days. While state CLE groups worry about national programs, their primary concern is often competition between CLE sources at the local level. National programs - which are typically excellent - do conflict with local budgeting. Illustratively, a state bar group must serve the entire state and often presents programs in out-of-the-way places at a financial loss to the group. National programs concentrate on large cities, often depriving the state group from such lucrative targets. The result of this desire to grow has resulted in constant expansion of CLE programs. Staffs of CLE groups have doubled and tripled in the last 5 years. The California Continuing Education of the Bar organization has 100 lawyers working on the staff.

(2) Local programs vary in sophistication from a monthly luncheon with guest speakers to comprehensive programs developed in conjunction with local universities and national associations. Teaching methodology includes video tape in a wide range of quality, lectures, seminars, trial practice institutes and printed media.

(3) Several states have specialty programs which make CLE mandatory. In California, an attorney may be accredited as a specialist after a program of study, testing, and several years experience in a particular area of the law. While this program appears to have great merit, it has not been successful. Michigan rejected a similar program which tied advertising to a specialty; that is, a lawyer would be permitted to advertise as a specialist only if he was certified.

(4) Six states have started a movement which may define the future. Each attorney in the state must attend a certain number of hours in general CLE each year to remain eligible to practice before the bar. The

form and content of CLE is prescribed by the local bar association. CLE organizations and national groups, including military departments, strive to obtain the state stamp of approval for their CLE programs so lawyers may participate and get necessary credit. Military JAG schools have extensive CLE programs and a genuine need to obtain state approval so that military lawyers away from their home state can receive credit for the military course. Commercial organizations, with ample resources, generally have no problem getting approval for their materials, while the non-profit CLE organizations do not want to be dropped from local CLE programs. Many lawyers and educators challenge these mandatory requirements as unnecessary. They believe a lawyer has an ethical responsibility to stay current by self-study and voluntary attendance at CLE of his choice. Recently, Virginia, California and Michigan rejected mandatory programs. These states have excellent voluntary programs. Experience indicates that good material will be well-received and lawyers will generally attend a presentation by a competent instructor.

(5) Video tape is often the primary educational medium in state programs. It is the least desirable way to teach and fails to meet even rudimentary teaching objectives. "Talking Heads" predominate, although some local groups are contracting for professional television services or buying their own capability. For this reason, the large state and national groups are much more successful with live speakers and attorneys presenting the material. The TJAGSA Board of Visitors, addressing the School's video capability, rightly observed: "There is no substitute for competent live instruction. Technical intricacy without corresponding educational efficiency should be avoided."

(6) Despite this array of CLE available to all lawyers, it is estimated that only 1/3 of them attend any formal courses. Although entry level training is critical during a lawyer's first year, the civilian bar has not found the key to bringing lawyers to the classroom. There may be many reasons for this.

(a) A lawyer may conscientiously study the developing case law and legislation on his own. He may practice it and be an expert. He is the person who should be teaching CLE.

(b) A lawyer may not be able to afford the cost of CLE, which runs \$70 - 100 per day. If he works for a firm, it may not provide the funds. If he works for the State or Federal government, his employer may not budget for training. This is not uncommon in many Federal agencies.

(c) A lawyer may not have the time to attend. In an active law firm, particularly a small one or two man office, time away from the office means a loss of income and inability to meet court dates and perform other pressing duties.

**b. Programs in the Military Community - Counterpoint**

(1) In the military departments, all JAG officers attend a JAG basic course as the primary entry level CLE effort. In other JAG school courses,



military lawyers are offered the opportunity to attend specialized CLE if time and local funding permit. The U.S. Air Force has an extensive, high quality video tape program. The Army JAG School has resident courses in many specialty areas.

(2) The military lawyer may also participate in the CLE programs of professional organizations without regard to membership. Local groups are usually happy to see the military lawyer participate. The USAF centrally funds for several of these civilian programs. The conclusion from all this must be that military lawyers spend, on the average, more time in school than civilian lawyers. Evidence indicates, however, that such schooling is largely limited to company grade officers.

### III. PROFESSIONAL DEVELOPMENT FOR JAGC OFFICERS -- U.S. ARMY

#### A. Preappointment

1. JAG officers come to the military with professional qualifications established by an ABA accredited law school and a rigorous bar examination. Selection standards are high. For FY 79, 332 applications were screened for 175 appointments. Direct commissions accounted for two-thirds of these appointments. As R.O.T.C. enrollment decreases and the Excess Leave program phases out, accessions will be based largely on direct commissions. The senior law students who apply for a direct commission have no military experience and are selected on records review. No interview is required. Each year, 25 Army officers with a minimum of two years in service are selected for the Fully Funded Legal Education Program (FLEP). Typically, these officers have outstanding military records and proven academic potential.

a. Evaluation of potential for military service must be identified as a critical requirement. If it cannot be met in the preappointment phase, it must be the first order of business upon entrance to active duty. Provisions must be made to determine whether an individual has the ability to function as a military officer as well as a lawyer.

b. Preappointment interviews by qualified service personnel and/or assessment center evaluations may serve threshold needs, but should be considered only as marginally effective.

2. Most law schools present courses which are required by current JAG legal practice. Evidence, Criminal Procedure, Torts, Contracts, Federal Civil Procedure and Trusts/Estates are basic law school courses which, in a survey of the 85th JAG Basic Class, were taken by 84% of the class. Family law, International law, Labor law, Federal Tax law and Environmental law are courses common to most JAG practice.

a. More must be done to encourage preappointment training which serves to benefit both the law school graduate and the Army. Basic law school courses provide a sound basis for continuing legal education in the Corps. Based upon the officer survey, a requirement to take specific fundamental law school courses would have little impact upon the recruiting program.

b. Accordingly, the former list of courses, paragraph 2. above, should be established as important selection factors for appointment, while the latter suggested as serving a useful function in military legal practice. FLEP candidates should consider all as required.

#### B. Basic Entry Skill Training

##### 1. Military Skills

a. There is a growing concern for officership and physical training in the military service. In the Corps, this has always been a matter of importance to officers who are aware of the critical need to understand their client's business and to identify with the unique problems of command. In 1967 when the requirement ended for JAG appointees to graduate from a combat arms basic course, there developed a serious gap in JAG military training. There is no adequate period of evaluation to determine whether an appointee can serve successfully as an Army officer. It may be argued that the 3-week Fort Lee course or the JAG Basic Course serves this purpose, but neither course is structured to provide the evaluative environment or the military skills which are required today. This lack of orientation in soldier skills, responsibility of officers, military history and small unit organization often starts the new officer off with a misconception of his role in the Army and lays the foundation for discontent early in his career.

b. The JAG course at Fort Lee must be reviewed for a major change in structure. Most of the present course could be taught at Charlottesville. Many of the subjects may best be pursued as OJE, such as "getting to know your IG." Soldier skills are secondary in the COI, by both scheduling and methodology. Such training fails to provide the officer with an opportunity to identify with his client. Only the subjects which cannot be taught in Charlottesville would be preserved, such as the FTX and weapons training.

c. Alternatively, the course should be presented at Fort Benning utilizing a COI which highlights military skills and officership training. The course could be conducted over a 4 or 6-week period. Lawyers would participate in class with other officers as a way to an early understanding of the military environment. The Navy requires such basic officer training as a prerequisite to serving as a JAG officer. While the USAF has a one-week orientation course, it may be argued that the environment of discipline in a ground combat organization is unique and substantially different than the technological environment of the typical USAF operation.

d. The JAG officer survey reflects substantial interest in a combat arms OBC. It is unlikely that the requirement to attend such a course would discourage many applications for JAG appointment. Moreover, appropriate evaluation could take place as the student pursued his studies with other officers and a judgment made concerning his ability to become a successful military officer. This evaluation and early military training would have a substantial positive effect on retention as candidates were made aware of their officer/lawyer responsibilities.

e. This additional training would impact upon the utilization of the Army lawyer serving a three-year obligation. For this reason, serious consideration must be given to returning to a four-year obligation for JAGC officers.

## 2. Legal Skills

a. The JAG basic course provides basic entry skills essential to providing competent legal services upon initial assignment. All the other military departments provide similar training, although Navy and USAF concentrate on military justice. This Army course is held in high esteem by the civilian bar (ABA) and by major law schools. The lack of such a course would require up to 6 months OJE before a new lawyer could become effective. In most law firms a new lawyer seldom enters the courtroom in his first year. The JAG officer can do the job much sooner. However, these threshold skills must be developed by continuing legal education and the basic course serves as the catalyst for professional development.

b. While the basic course provides a balanced introduction to skills essential in JAG legal practice, survey notes indicate a need for more emphasis on writing and professional awareness. Teaching hard skills sometimes obscures the overall view of military law, the Army, and its position before the bar. Illustratively, DA forms can be mastered by OJE, but the discussion of leading U.S. Supreme Court cases affecting the Army may never take place in some JAG offices.

c. The course would provide more cost-effective training if unique initial assignments were identified and students trained to meet these specific job requirements. Nineteen hours of procurement law instruction may be unnecessary if the student will not practice it upon his first assignment. Before assigning a captain as Procurement Legal Advisor, most SJA's will send him to the 2-week procurement law course at the JAG School (TJAGSA). Many will also require the 4-week ALMC Contracting Officers Course which emphasizes post, camp and station procurement. Efforts in years past to identify and train for all initial assignments were not successful. Today, however, diminishing resources make it imperative that SJA's plan office assignments 3 or 4 months in advance in order to insure the best possible training for new accessions. While most new JAG officers will fill duty positions requiring the skills presented in the basic course, at least 20% will encumber positions requiring specialized knowledge. This additional training must be incorporated into the basic course.

### C. Current Professional Development: 1 - 7 Years

1. Upon arrival at his first assignment, the new JAG lawyer begins a period of legal practice and professional development which will influence his success as a military lawyer, his retention and his growth as a skilled advocate. Every effort must be made to insure that his professional duties and his CLE are carefully structured to achieve maximum utility to the Army, job satisfaction for himself and close contact with the profession both within and without the Army. Each lawyer must become a specialist as new legal requirements are thrust upon the Corps, become a manager as he grows in professional ability and continue the practice of law as he advances in grade.

2. During his first seven years, the JAG passes two career gates. At the end of his three-year obligation, he must be selected for retention on active duty. At the end of his seventh year, he must be selected for promotion to major. (Later, at 10 - 11 years, he must pass the DOPMA gate). Any training investment during this first seven years must be evaluated in terms of these gates and its cost-effectiveness. The single largest investment in training during this period is the JAG 41-week advanced course.

a. About 50% of JAG officers eligible for this course attend on a "quality-cut" basis. Officers with 4 - 7 years service are in the zone. While the training is excellent and deemed essential for advancement, a large part of the year group does not attend. Thus, JAG careers are substantially skewed toward success or failure after only four to six years in service.

b. The course is too early. While all students have been given career status, several fail in selection for promotion to major each year and others leave the service after graduation.

c. Failure to be selected for the course after achieving career-status serves to demotivate officers.

d. The course ostensibly trains officers for deputy SJA/SJA jobs, but officers with 4 - 6 years in service are unlikely to get such jobs.

e. Goals and experience of officers in the 4 to 7-year range are so diverse as to make COI construction difficult. Subjects are presented, such as International Law (60 hours) and Procurement Law (47 hours) which dissipate rapidly and may not be utilized by the student for years, if at all. The elective program is a fine effort towards tailoring instruction to current requirements, but ADP duty module analysis clearly reflects training for captains which cannot possibly be utilized effectively.

f. The course takes 50 officers out of the field for one academic year. During this period, individual specialty goals and qualification standards should be pursued rather than generalized education.

g. The course saps incentive for the setting of individual professional goals and requires TJAGSA to replace the supervisor as responsible agent for professional development of lawyers in military legal offices.

h. At this early career point, the civilian community and the other Military Departments provide no such training. Formal, extended training is common in business and in major law firms but only for lawyers assuming managerial responsibilities in the 7 to 12-year period.

#### D. Proposed Professional Development: 1 to 7 Years - Qualification and Specialization

1. The primary need for change in educational strategy must take place during the Army lawyer's first seven years. Broad, mandatory training, such

as the advanced course, must give way to professional education programmed by the individual and his supervisor with TJAGSA CLE courses serving as the focal point for resident instruction. The SJA/staff supervisor must accept responsibility for officer development and become part of the system. He must chart out a program of specialty training and qualification objectives for each officer, based upon counseling with the individual and the needs of the Corps. In pursuit of this program, he must schedule resident training at TJAGSA for each officer on a projected annual basis. TJAGSA courses provide a sound basis for specialty training and are considered among the best in the legal community. Additionally, civilian CLE courses must be scheduled to orient officers on local law and provide necessary interface with the local bar.

a. Qualification Standards for Lawyers

(1) At the present time, there are few published qualification standards for duty positions in the JAGC. The system provides little incentive for the officer to seek jobs which serve as logical steps to SJA positions. He leaves this to JAG personnel managers who have no information on his intraoffice duty assignments. Moreover, with poor TAADS coding, it is difficult to define any duty assignments for captains in garrison operations. As a result, neither the local supervisor nor personnel managers effectively guide the new captain through his first four years.

(2) Qualification standards are critical and provide a blueprint for officer development - at least through the grade of major. They provide an incentive to study, produce more efficient learning in school, and serve as bench marks for career development by the officer himself. They emphasize the primary role of the officer in professional development as well as the important role of his supervisor.

(a) A preliminary plan for these standards has been developed. See Table 10. They are the keystone to the RETO Study and provide a rational process with ADP assistance to select personnel for schools, promotions and assignments. Illustratively, if designated resident courses, an assignment requiring criminal law specialization and one requiring administrative law specialization were qualification standards for an O-4 deputy staff judge advocate job, personnel managers would assign no one without these qualifications. Conversely, no officer would expect to see service as a deputy SJA unless he met these standards.

(b) These qualification standards should be published as JAGC policy. Only substantive changes in job requirements would permit deviation. A five-year implementation would be necessary to develop the program which outlines prerequisite jobs, experience and training.

(3) Late accessions would benefit substantially from this program. At present, officers transferring to JAG as senior captains and majors have

neither the training nor experience to undertake the responsibilities of supervisory positions. Yet, they are routinely assigned to such jobs. Many are wise enough to trade upon the education and experience of their subordinates in order to get the job done. Others are simply unable to do the job and suffer a loss of professional respect by office members while imperiling the competent delivery of legal services. Qualification standards would insure against such assignments.

(4) Survey data indicates conclusively that on-the-job experience as training is by far the most effective educational medium for lawyers. Moreover, without a supervised plan for specialization and qualification, officers frequently attend courses unrelated to their jobs simply because money is available. On the other hand, excellent military and civilian CLE resources supportive of the military legal mission are available but often unattended because supervisors cannot obtain local funding.

(5) ADP analysis of duty positions at the 0-3 level indicates little need for a large combination of duty modules or variety of duties. In addition to several common duty modules reflecting basic adversary skills and pre-appointment training, only one or two specialized skills can be effectively utilized by any officer in this grade. Accordingly, lawyers should attend resident CLE training only when they will utilize it in their current practice of law.

b. Specialization is the key to professional development at this career point. Every lawyer should be expected to select a specialty, to study and practice it on-the-job and maintain it throughout his career. Specialty selection should be accomplished at three years AFCS. It is a fallacy that specialists are developed only in LL.M programs. Most specialists in the civilian community develop their skills through short CLE seminars, self-study and practice. The LL.M serves primarily as a credential necessary in jobs where tradition or common practice demand it. There are such jobs in the Corps.

(1) Specialization for the JAGC is a matter of survival today. We must, e.g., develop the field grade officer who is an expert in administrative law but who is trained to be an SJA; we must have supervisors who can research and write opinions on their own volition without relying entirely on recent basic class graduates. We must insure that legal skills are not dissipated through non-use and that senior partners of the "firm" continue to practice law.

(2) Each officer would select a specialty at 3 years AFCS which has been coordinated with his supervisor and OTJAG. While he would not work continuously in such a specialty - or perhaps not more than once in a particular grade - he would continue to pursue it through professional literature, self-study and OJE.

(3) An annual CLE plan for each officer would be developed to meet with the specialty and qualification standards objectives. See Table 11. These plans would be used as the basis for the budgeting and request for funds in order to insure timely programming of financial resources. TJAG must review current policy of funding CLE on a "hit or miss" basis from local resources with a view to central funding at MACOM.

(4) ADP - assisted program management by OTJAG would be updated annually. Specialty qualification would become part of the officer's OTJAG file.

c. Trial advocacy training, patterned after the National Institutes of Trial Advocacy (NITA) must be developed as an integral part of the TJAGSA curriculum. In this program, a faculty team forwards actual cases for research and preparation and then travels to a city where they monitor and critique a role-playing court case. A small one or two man faculty team using proven methodology and SJA resources, i.e., the courtroom, the library, the judge, could accomplish the same training at modest cost which is now considered the best in the legal profession.

(1) Trial advocacy training has been recognized by both the military and civilian bars as a critical requirement today. The NITA program has been the most successful. It incorporates necessary case law and research with the legal arts in order to maximize training value in a one-or two-day program.

(2) Trial advocacy courses at TJAGSA are extremely well-structured and exceed the requirements of both the military and civilian bar. However, attendance at these resident courses has been limited. Based upon TJAGSA attendance figures (Dec 1977), an average of only 60 officers per year have completed such trial advocacy courses in the past three years. This short-coming may be attributed to a lack of local funds for travel and TDY as well as staffing problems which make it difficult to release an officer for the period of the course. Local training funds will undergo a dramatic reduction in the next 5 years.

(3) The need for trial advocacy training is well-recognized. As the court-martial load continues to decrease, Army lawyers have fewer opportunities to practice in the criminal tribunal. Their skills must be maintained through training and education. The NITA program provides a cost-effective educational system for advocates, their supervisors and clerical personnel, bringing the CLE concept to the law office.

d. Publication of timely, well-written articles by officers in the field while pursuing their specialty through on-the-job experience and study, would be encouraged under a program monitored by TJAGSA. Papers written in a law office environment would be practical and useful aids to the field and would serve as a valuable evidence of specialty qualification.



e. Law libraries in the field will become even more important in locally-oriented professional development. It has become increasingly difficult to procure treatises, reporters and legal services through the Army library system. Moreover, local funds for books will continue to dwindle. Under the sponsorship of TJAGSA, the JAG Field Law Library system must be given a comprehensive one-time review to determine basic research materials which must be available at every post. A long-range plan for programming funds must be developed for centralized procurement.

f. Stabilize tours. In order to prevent disruption of the training program, officer assignments should be stabilized for two years. As in the USAF, no one would be moved for any reason, except in dire emergency.

2. The much-discussed generalist-specialist dichotomy usually results in conclusions which obscure accepted management and education objectives. Every Army lawyer must be soundly grounded in the basic fundamentals of military officership. He must be aware of responsibilities to the military and his legal profession. He must have the ethical scruples to disdain advocacy which conflicts with integrity.

a. Every officer in the Corps must be a specialist and work to stay current until he retires. As he reaches field grade, he must strive to continue his professional development by CLE and self-study. He must practice law every day. In this way, he provides a needed resource in a time of manpower constraints, he fulfills his obligation to his profession and he maintains the respect of his subordinates who look to him for professional guidance.

b. Nevertheless, every lawyer who seeks to advance in a law firm or legal service activity must become a generalist. He does not cease practicing law to become a supervisor. Supervisors are not necessarily generalists. The generalist must have broad experience in a variety of assignments. He must be able to acquire new skills to manage personnel resources and facilities in addition to practicing law. His job is far more demanding than the supervisor's. All generalists must receive formal resident training in these new responsibilities. This training should be offered only when he is eligible to assume the supervisory job as a field grade officer.

3. ADP- assisted personnel management would be necessary to monitor specialization progress and qualification standards achieved. ORB information on each officer and an annual qualification standards and specialization summary would be included in the data bank. TJAG must review present staffing of PPTO with a view to establishing a professional development office to:

- a. Develop and monitor program for qualification standards.
- b. Establish specialization program.

- c. Monitor annual CLE requirements.
  - d. Budget for centralized CLE program administered by MACOM.
- E. Post-Graduate Military Legal Education (PGMLE) - Training for Majors
1. After serving as a Captain, acquiring a hard legal specialty and successfully completing assignments and CLE to meet qualification standards, the Army lawyer must be formally prepared for positions requiring staff, managerial and broad substantive law skills. At this point, as he enters his 7th year, he has passed two gates - retention on active duty and selection for promotion to major. It is most likely he will pass the DOPMA gate at 10 - 11 years. An investment for extended resident training at this point can be justified by the soundness of training only those with the proven ability to succeed, in skills that can be readily identified and at a career point when they can be utilized upon graduation.
  2. The resident training, formerly given as the advanced course in the 4 to 8-year period, would be phased out. A new Post-Graduate Military Legal Education Course would be offered to selected majors and captains (P) at the 7 to 11-year level. This 31-week course would meet ABA standards for continued accreditation as graduate law school training and the LL.M would be conferred upon graduation. The course would prepare officers as generalists to assume supervisory attorney positions in the Corps. This would include jobs as deputy SJA, SJA and staff positions at corps/MACOM, DA and USALSA.
    - a. The PGMLE course would treat substantive law and procedure. It would concentrate upon the several dimensions of leadership and management behavior including human relations, communications, counseling, management science, planning, decision making and ethics.
    - b. Each year 25 - 30 officers would be selected for attendance based upon OPMD/OGLA/DOPMA career models which project the number of majors necessary to fill the 103 colonel (O-6) positions requiring this type of training. Late accessions from FLEP and Excess Leave would have the opportunity to compete for this course.
    - c. A rigorous examination policy would be maintained in the course and the results reflected on the academic OER.
    - d. Each year, six officers would pursue LL.M degrees at civilian institutions in order to fill validated positions in the Corps. Validation would be based on the need for academic credentials for ABA/AALS accreditation at TJAGSA and for those jobs requiring interface with the civilian legal community in CONUS and overseas.

e. The PGMLE course would serve as the vehicle for ABA accreditation of TJAGSA.

f. The requirement of a growing number of states which prescribe mandatory CLE as prerequisite to practicing law in their jurisdiction would be supported by courses and instruction derived from the PGMLE curriculum.

g. This course meets the requirement to invest substantial time and money only in career officers who have demonstrated potential, who are willing to take an active part in managing their own development and who are about to assume supervisory positions. See Table 12, Cost Data.

#### F. Advanced Military Training for JAGC Officers

##### 1. Combined Arms and Services Staff School (CAS<sup>3</sup>)

All JAGC officers will attend CAS<sup>3</sup> as majors or lieutenant colonels. This 9-week TDY course at Ft Leavenworth will have a nonresident phase and an examination which is prerequisite to the resident course. See Appendix 2, Annex M, for general discussion.

##### 2. U.S. Army Command and General Staff College

JAGC participation in this course will continue, although the total number attending will be reduced consistent with reduced participation by OPMS officers. See Appendix 3, Annex M, for general discussion.

##### 3. Senior Officer Education and Training

JAGC participation at Senior Service Schools will continue at present levels. However, OTJAG will be required to conduct a position analysis as outlined and discussed in Appendix 1, Annex N.

#### G. Warrant Officer Training

The JAGC Warrant Officer Program is small (60 officers). Training is generally pursued by OJE. This has proven effective. TJAGSA continues to upgrade its Law Office Management Course and civilian courses are available and attended by selected warrant officers. A new program for court-reporter warrant officers has been recently initiated on a test basis. Training is by OJE following completion of court-reporter's school. See Annex W for general discussion of Army Warrant Officer Program.

#### IV. JAGC RESERVE OFFICER EDUCATION AND TRAINING

##### A. Current Program\*

1. The Judge Advocate Reserve consists of a total of 1,830 officers as follows: 776 officers in the Selected Reserve (Troop Program Units), 205 Mobilization Designees, 440 Non-Unit Ready Reservists, and 409 in the Standby Reserve. Table 13 shows a breakdown of the above categories. (It should be noted that the total strength figure fluctuates monthly and that at any given moment the figures may be plus or minus 100 officers, because of retirements, new appointments, movement of individuals into and out of units, etc.) At Table 14 are miscellaneous TOE units having Judge Advocate positions and at Table 15 is a breakdown of the JAGSO units. It should be noted that there are actually 926 unit positions (Table 14 plus Table 15). However, because some of these positions are currently filled by non-Judge Advocates, the total unit strength figure is only 776. In the future, all unit positions will be filled by JAGC-qualified individuals.

2. These "Selected Reserve units" are the ones which have been designated for early deployment in the event of mobilization. Obviously, the miscellaneous units are support type units which have in their TOE only one or two SJA positions, none of which would be capable of exercising any authority above special court-martial jurisdiction in the absence of an augmentation. In the event of mobilization, this augmentation would come from the JAGSO teams. TOE 27-600H shows the basis of allocation of each type of team. These teams are designed to provide the necessary Judge Advocate assets for support of nondivisional troops in the event of mobilization. For example, if USAREUR were to be augmented by a COSCOM of 60,000 troops it would be authorized (under the basis of allocation provisions of TOE 27-600H) as many as two Military Law Centers, two Claims Teams, two International Law Teams, three Court-Martial Teams, three Court-Martial Defense Teams, two Legal Services Teams, and at least two of each of the other types of teams for the theater Army. A better way of planning is to use the present JAG doctrine which calls for one Judge Advocate officer to support each 1,000 troops. Thus, 60,000 additional troops would require sixty additional Judge Advocate officers less Staff Judge Advocates. So, 60,000 nondivisional troops with no organic SJA section would justify, for example, two Military Law Centers (14 JAG's plus two SJA's), two Court-Martial Trial Teams (8 JAG's), two Court-Martial Defense Teams (8 JAG's), two Claims Teams (6 JAG's), two International Law Teams (6 JAG's), two Legal Services Teams (6 JAG's) and two Procurement Law Teams (12 JAG's), for a total of 60 attorneys plus the two Staff Judge Advocates. Of course, a planner can have any kind of a "mix" of teams that he wanted in order to come up with the 60 Judge Advocates.

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\*Extract of memo by LTC Jack H. Williams, Director, JAGC Reserve Affairs Dept., TJAGSA

3. The members of the Selected Reserve units are the only Judge Advocates in the Reserve who are authorized 48 paid drills per year. The 205 mobilization designees as shown at Table 13 are those individuals who are listed in the mobilization TDA's of units, posts and agencies as being required immediately in the event of mobilization. These individuals are authorized two weeks' active duty per year at their mobilization station. This is considered on-the-job training for the jobs which they would perform in the event of mobilization. In the event of mobilization, the mobilization TDA's of the various installations would need to be filled with additional individuals, and these would come from the pool of 440 Ready Reserve (Table 13) and those individuals in the Standby Reserve.

4. Specialties:

a. As with the Active Army, grade is not really a prerequisite for any specialties except staff judge advocate positions. In the JAGSO units (TOE 27-600H) the specialties are as follows:

- (1) SJA
- (2) International Law
- (3) Procurement Law (with subspecialties)
- (4) Claims
- (5) Administrative Law
- (6) Trial Counsel
- (7) Defense Counsel

In the miscellaneous units the only real "specialty positions" are as Staff Judge Advocates or deputy Staff Judge Advocates.

b. Total JAG Reserve strength (not including the Retired Reserve, National Guard and the Standby Reserve) at present is 1,421, broken down as follows:

		(Troop Program Units)			
COL	LTC	MAJ	CPT	1LT	TOTAL
71	160	182	331	32	776
		(Ready Reserve) (Includes MOBDES)			
COL	LTC	MAJ	CPT	1LT	TOTAL
94	104	85	344	18	645

(Standby Reserve)

COL	LTC	MAJ	CPT	1LT	TOTAL
3	11	18	344	33	409

While there is no way to precisely determine the specialties of JAG reservists by grade, JAGSO unit reservists break down as follows:

International Law

COL	LTC	MAJ	CPT	1LT	WO
	20	20	20		20

Trial Counsel

COL	LTC	MAJ	CPT	1LT
	31	31	62	

Defense Counsel

COL	LTC	MAJ	CPT	1LT
	31	31	62	

Administrative Law

COL	LTC	MAJ	CPT	1LT
	6	6	6	

Procurement Law

COL	LTC	MAJ	CPT	1LT
	10	20	30	

Staff Judge Advocate or Equivalent - 36 Colonels

Deputy SJA's - 36 Lieutenant Colonels

c. There is no way to determine the selection rates of each specialty based upon recent promotion lists.

d. The Advanced Course and the U.S. Army Command and General Staff Course selection is not based upon a selection board process, but solely upon the individual's completing the required courses of study for his grade. Basically, the requirements for appointments and promotions apply, as is explained in paragraph 5 below.

e. Obviously, all of the specialties are dissipated through non-use. For this reason, the Judge Advocate Reserve has a comprehensive unit training program on an annual basis in order to insure that all units are well-trained in their specialties in the event of mobilization. These training programs are prepared by each of the 19 Law Centers for their use and that of their subordinate units as well.

5. Requirements for appointment and promotion in the Judge Advocate Reserve:

a. Appointment to unit vacancies: If no qualified officer is available in a control group (paragraph 1-2a(2), AR 135-100).

b. To the control group only if exceptionally well-qualified (paragraph 1-2a(3), AR 135-100).

c. Individual must have a minimum of two years of practice of law, or be engaged in the practice of law, or hold a judicial office or be a professor of law.

d. Individual must be able to complete 20 "good" years of service before mandatory removal (paragraph 1-5n, AR 135-100).

e. Must be a graduate of an ABA approved law school.

f. Promotion in the Reserve is based upon time in grade and completion of various courses of instruction. The promotion Table 2-2, from AR 135-155, sets forth these requirements, which are:

Second Lieutenant to First Lieutenant -- Three years in grade.

First Lieutenant to Captain - Four years in grade plus a basic course.

Captain to Major -- Seven years in grade plus advanced course of branch which assigned.

Major to Lieutenant Colonel -- Seven years in grade plus 50% of all of CGSC or all of the Judge Advocate Reserve Component General Staff College Course.

Lieutenant Colonel to Colonel -- Time in grade is announced yearly by RCPAC, plus completion of all of CGSC or all of the Judge Advocate Reserve Component General Staff Course.

g. The courses required for the Judge Advocate Basic Course, the Judge Advocate Officer Advanced Course and the Judge Advocate Reserve Components

General Staff Course are listed at Table 16, which is an excerpt from the current Judge Advocate General's School Annual Bulletin.

6. In addition to the above, members of JAGSO units are required to attend quadrennial training at The Judge Advocate General's School in the area of specialty conforming to the unit's designation. For example, in the summer of 1978, all Judge Advocate Court-Martial Defense Teams will attend a two-week training session at The Judge Advocate General's School, conducted by the Criminal Law Division, to insure that all of these units receive the most current information available in the field of courts-martial defense. In 1979, the Court-Martial Trial Teams will go to the School to receive this same type of training. This is followed until all of the teams have received training in their specialties, and they will return to the School once every four years for this specialized training.

7. Reserve Component Technical Training (On-Site) Program:

a. The Reserve Component Technical Training (On-Site) Program was developed by The Judge Advocate General's School in fulfillment of its mission responsibility for technical training of U.S. Army Reserve Component Judge Advocate General's Corps units. The purpose of the technical training is to bring all Reserve Component Judge Advocate General's Corps officers up to date in all aspects of military law through periodic professional instruction at their home site. The thrust of the training is directed to all unit and non-unit Judge Advocate Reserve officers throughout the country over whom the Commandant, The Judge Advocate General's School has technical supervision. In addition, all active duty JAGC officers assigned to posts, camps and stations located near the scheduled training sites are encouraged to attend the training sessions.

b. The practical application of the on-site technical training program is the presentation of relevant and current material in a professional manner to the Reservists in the local area. Such training also allows Reserve Component officers to participate in the study of challenging military legal problems, thereby achieving a uniform standard of excellence throughout the Active Army and the Reserve components.

c. During academic year 1976-1977, 23 trips to 52 cities were planned for the four academic divisions at The Judge Advocate General's School. These figures were later reduced to 22 trips to 51 cities as it was necessary to cancel one trip due to the inclement weather. The total number of Reserve Component JAG officers who received instruction was 630. Participation by Reserve Judge Advocates of the other services was not as high as in past years, however, 46 Judge Advocate officers of the Naval/Marine Reserve, two officers of the Air Force Reserve and one Coast Guard Reserve JAG officer attended the training. On the other hand, National Guard attendance was somewhat higher than the previous year as 74 National Guard Judge Advocates attended the sessions.



d. Personnel from the Reserve Affairs Department, TJAGSA, made nine liaison trips to 15 cities in conjunction with the on-site instruction. These officers provided an update on recent developments in Judge Advocate Reserve matters to include the reorganization of the JAGSO detachments, the Pre-mobilization Legal Counseling program, and Court Reporter training. They also answered questions dealing with unit problems and assisted officers in the area of career management.

e. Video tapes of Criminal Law instruction, developed by the Criminal Law Division at TJAGSA, were taken on two trips by an instructor from one of the other departments in lieu of a criminal law instructor making the trip. Results of this form of instruction were mixed; however, all academic divisions at TJAGSA are in the process of improving existing tapes and developing new tapes for use in academic year 1978-79.

**B. Reserve Support of the Active Army\***

1. During the last quarter of 1977 (Oct-Dec), personnel in Judge Advocate Reserve units provided a total of 20,106 man-hours in support of the active military broken down as follows:

**Legal Assistance	12,196
Claims	1,796
Criminal Law	2,572
Administrative Law	1,133
Environmental Law	41
Labor Law	736
Other	692

The above categories are man-hours of support, on location, at 61 active military installations. In addition, JAG Reserve unit personnel provided 562 hours of military justice instruction at colleges and universities in support of the ROTC program, and 378 man-hours of other types of support for the Active Army (primarily, legal assistance for service members and dependents not living near Army installations, e.g., ROTC staffs, Army recruiters, dependents whose sponsors are stationed overseas, etc.).

2. The fall quarter surveyed is probably lower than the period April-September, so it is a very conservative figure for a year's projection. Even using this figure, however, gives one a yearly projection of over 80,000 man-hours provided by unit JAG reservists for the active military.

3. Using the ABA minimum fee schedule (\$40 per hour) the yearly cost of such legal services would be in excess of \$3 million.

\*Extract memo by LTC Jack H. Williams, Director, JAGC Reserve Affairs Dept., TJAGSA

\*\*RETO note: While 60% of man-hours were devoted to legal assistance, this JAGSO specialty was recently abolished.

4. The above data was collected from the 117 JAGSO detachments (538 officers), the 19 ARCOM SJA's, and the SJA's of 12 training divisions. (Total 630 JAG officers surveyed). At 48 pay drills, these officers put in 120,960 man-hours per year. 80,000 hours in support of the active military means that they devoted 68% of their reserve time to the active services (plus clerical and other administrative support). As requests for support by the active military have increased dramatically recently, this percentage is expected to increase within the coming year.

C. Recommendations:

1. The current system of training and education is highly effective and a model for other military services.

a. Resident courses at TJAGSA provide pedagogically sound continuing legal education which is both current and meets qualification requirements for promotion.

b. Nonresident basic and advanced course curricula are updated periodically. All correspondence courses are reviewed continuously in order to stay abreast of changing case law and legislation.

c. Quadrennial training at TJAGSA for JAGSO units in their specialty areas provides an opportunity to unit reservists to survey new developments in a concentrated refresher program. This training complements the multi-year training plans established by the Reserve Legal Center organization.

d. Periodic "on-site" training provides an extremely cost-effective delivery of CLE to hundreds of reservists. The quality of this program is reflected in the large number of Reserve lawyers of other services who attend and by the participation of Active Army JAGC officers.

e. Legal publications such as The Army Lawyer, Judge Advocate Legal Service, Military Law Review and the excellent legal reference books produced by TJAGSA offer the reservist a further opportunity to "stay current".

f. Video tape programs continue to improve in quality, although they are not readily accepted as CLE.

2. The most valuable training a Reserve lawyer receives is through OJE. He gets to know his client, stay in touch with the Active Army and address current Army problems. The value of these services to the Active Army exceeds \$3 million annually. Reserve lawyers not only practice a full range of law in SJA offices, providing critical services, but they have stemmed the steady erosion of military benefits by offering weekend legal assistance services at many Army installations. For this latter reason, serious consideration must be given to reestablishing legal assistance as a JAGSO specialty.

a. Annual training (AT) for JAG Reservists should be programmed throughout the year. While Reserve commanders desire units to train together at AT, SJA facilities can usually accommodate only three or four additional lawyers at one time. When the SJA has the opportunity to schedule AT in his office, he can insure full utilization of the reservist and adjust the workload of his active duty staff.

b. The current program to establish mobilization designee positions in SJA offices should be given high priority. Training and education of Reserve lawyers is best served when they work in an SJA office. Moreover, this gives supervisors an opportunity to evaluate Reserve lawyers' job performance and review professional competence.

3. The management of JAGC Reserve officers by OTJAG under the current program has proven to be extremely effective and responsive to the needs of the Army. This program provides for the sound training and utilization necessary to meet mobilization requirements.

V. LEGAL SUBJECTS TRAINING FOR OPMS OFFICERS

A. The Military Qualification Standards System (MQS) requires a restructuring of current JAG legal subjects training at Army branch schools. After a careful study and task analysis, the training outlined below was developed to meet current and future requirements. It meets the requirement for front-end analysis of this training.

1. MQS 1 - Precommissioning - 36 Hours

a. US Military Law - The Uniform Code of Military Justice (UCMJ)

(1) Outline the background, development and purpose of military law; how the UCMJ has been influenced by U.S. civil law; why there is a need for a separate system of law for the military services.

(2) Employ the jurisdiction of the military justice system over persons, places and crimes and apply it to case studies.

(3) Outline the fundamental concept of due process and individual rights in the criminal process; be able to define the rights of a suspect, including permissible questioning, right to remain silent and right to counsel and requirement for expeditious processing of the case.

(4) Outline the structure and composition of military courts-martial, maximum punishments and general procedural rules, including nonjudicial punishment; be able to recommend action in a case study.

(5) Apply the legal concept of search and seizure and distinguish inspections and inventories in a case study.

b. Law of Land Warfare - Hague/Geneva Conventions

(1) Outline the sources of the law of land warfare, its development and the influence of treaty-made law such as the Hague and Geneva Conventions.

(2) Apply the basic provisions of these treaties to case studies.

(3) Identify violations of these treaties by enemy and friendly forces.

c. Code of Conduct of the American Fighting Man

(1) Outline the source and development of the Code of Conduct; state the requirement for it.

(2) Apply the general provisions to case studies; relate these provisions to violations of the UCMJ.

2. MQS 2 - Basic Course - 20 Hours

a. The Military Justice System

(1) Outline the procedure for a preliminary inquiry; using case studies, conduct the investigation; outline the nature and purpose of an investigation under Article 32, UCMJ.

(2) Advise an accused on his rights and safeguards, including right to remain silent (Article 31), right to counsel and right to expeditious processing of the case.

(3) Apply the law of search and seizure in a case study; distinguish authorized command inspections and inventories.

(4) Outline the composition and jurisdiction of military courts-martial; apply maximum punishment schedule in a case study.

(5) Identify the elements of common offenses, including unauthorized absence, larceny, failure to obey an order, disrespectful conduct, assault and battery using case studies,

(6) Prefer charges in a case study and make/recommend appropriate disposition.

(7) Administer Article 15, UCMJ (Nonjudicial Punishment) and dispose of offenses in case studies.

b. Administrative Discharges

(1) Outline the nature and types of administrative elimination proceedings, including the Expeditious Discharge Program.

(2) Take action in a case study applying applicable Army regulations.

c. The Army Legal Assistance Program

(1) Outline the rights and entitlements of soldiers and their dependents to personal legal services provided by the Staff Judge Advocate.

(2) Counsel a soldier and identify problems requiring legal help using case studies.

d. The Army Claims System

(1) Outline the rights and entitlement of a soldier to file a claim for loss or damage to personal property.

(2) Counsel a soldier who has suffered a loss which is cognizable under the Military and Civilian Employee Claims Act using case studies.

3. MQS 3 - Company Command - 10 Hours

a. The Military Justice System

(1) Conduct a preliminary inquiry, using case studies, and prepare a recommendation for disposition of the case; determine advisability of investigation under Article 32, UCMJ.

(2) Outline the rights and safeguards of the accused, determine their applicability in the case study and recommend the nature of restraint appropriate under the circumstances.

(3) Determine the requirement for a lawful search, outline the common pitfalls and set forth the procedure for conducting the search.

(4) Determine the appropriate level of court-martial tribunal, based upon the facts of the case study, discuss composition, jurisdiction and maximum penalties which may be adjudged; outline elements of the offense and possible legal defenses.

(5) Outline the responsibilities of the commander following disposition of the accused by the court-martial; discuss confinement and unit administration.

(6) Dispose of a case under Article 15, UCMJ, by reviewing the facts, determining level of Article 15 (company/field grade); outline the procedure which must be followed by the unit commander.

b. Administrative Discharges

(1) Outline procedures for common administrative elimination actions; recommend appropriate disposition of an individual in a case study.

(2) Determine advisability of administrative action versus judicial (military justice) action and outline primary considerations in an ADP discharge.

c. Unlawful Command Influence

(1) Identify unlawful command influence, understand its sources and outline common infractions of the law.

(2) Outline penalties/consequences of unlawful command influence.  
Note: Functional Courses - Legal subjects as necessary.

B. The Combined Arms and Services Staff School (CAS<sup>3</sup>) provides a new opportunity for training of all field grade OPMS officers in legal subjects. The training developed for this course is outlined below. This training is a culmination of exposure to legal subjects during the MQS phase and the

nonresident phase of CAS<sup>3</sup>. Consequently, the teaching methodology must be based upon a seminar/problem-solving strategy which reinforces earlier training. Lecture presentations are not considered appropriate for this course. Use of video tape character sketches would be ideal for case analysis.

1. Nonresident Phase - 5 Hours  
Review and Examination on MQS Legal Subjects
2. Resident Phase - 9 Hours
  - a. Duties/Responsibilities under UCMJ - 3 Hours.
    - (1) Preliminary inquiry
    - (2) Disposition of charges
    - (3) Article 32 investigation
    - (4) Court-Martial duties
  - b. Law of search and seizure - 1 Hour.
  - c. Constitutional rights/safeguards - 1 Hour.
    - (1) Article 31 warnings
    - (2) Confessions
  - d. Article 15 - use and procedure - 1 Hour.
  - e. Administrative due process (AR 15-6) - 1 Hour.
  - f. Law of war - 2 Hours.
    - (1) Hague/Geneva Conventions
    - (2) Status of Forces Agreements

**C. Battalion/Brigade Command Course (Senior Officer Legal Orientation - SOLO)**

1. Battalion Command - A 16-hour program for officers assuming command at battalion level will be presented in the command development phase of the command course outlined in Appendix 2, Annex F. Course content will be based upon TJAGSA course 5F-F1, SOLO.

2. Brigade Command - A 32-hour course for officers assuming command at brigade and higher level will be presented in conjunction with the command course discussed in Appendix 2, Annex F. Course content will be based upon TJAGSA course 5F-F1, SOLO.

**D. Resource Implications for JAGC - New/Increased Instruction Requirements**

1. Military Qualification Standards (MQS)

- a. MQS 1 - Precommissioning - Preparation of course materials.
- b. MQS 2 - Basic Course through 3 years AFCS. (19-week Basic Course).
  - (1) Resident course - prepare/present material.
  - (2) Preparation of legal subjects for MQS book of tasks and skills.
  - (3) Participation in unit schools.
- c. MQS 3 - Four through 10 years AFCS.
  - (1) Preparation of materials for MQS book of tasks and skills.
  - (2) Participation in unit schools.
  - (3) Resident courses (TDY) - prepare/present course material.
    - (a) Commander's course
    - (o) Functional courses (Logistics, Finance) - Legal subjects as appropriate.
  - (4) Nonresident - preparation of materials.

2. Combined Arms and Services Staff School (CAS<sup>3</sup>)

- a. Nonresident phase - preparation of materials for pre-CAS<sup>3</sup> Course.
- b. Resident phase.
  - (1) Prepare/present materials. Ft Leavenworth - 9 weeks TDY.
  - (2) 9 hours legal subjects.  
4 classes per year of 572 students; 13 sections of 44 students each.

3. Battalion/Brigade Command Course (Senior Officer Legal Orientation Course - SOLO).

- a. Nonresident phase - preparation of course materials.
- b. Resident phase - preparation/presentation.

Combat Arms - 240 students  
 Combat Svc Support - 265 students  
 Training Cnds - 89 students  
 TOTAL 594 students per year



VI. SUMMARY OF RECOMMENDATIONS

A. Implement Position Management System.

1. Establish new Specialty Skill Identifiers for JAGC (AR 611-101).

55A - Judge Advocate (Basic)	55B - Staff Judge Advocate
55C - Criminal Law Specialist	55D - Judiciary
55E - Admin/Civil Law Specialist	55F - Procurement Law Specialist
55G - International Law Spec.	55H - Claims Law Specialist
55I - Legal Assistance Specialist	

2. Publish TAADS coding directive for JAGC to require TDA/TOE's to reflect standard job positions, coded by new SSI's.

3. Establish new duty modules as JAG policy. Army Research Institute presently has list with skill data and will develop with TJAG coordination.

4. TJAGSA review data on common and most important duty modules to insure validity of basic course instruction; use in development of Post Graduate Military Legal Education Course (PGMLE).

5. TJAGSA review training requirements for unique duty modules to insure validity of CLE short course program.

6. TJAG develop ADP capability to monitor properly coded duty positions for identification of requirements and management of resources.

B. Preappointment - Recruiting Standards for the JAGC.

1. Evaluation of candidates for appointment.

a. All candidates will be required to report to an Assessment Center for medical/physical/psychological testing. See Annex C.

b. Assessment Center data will be available to JAGC selection boards.

2. Law school courses to be considered as factors for appointment by JAGC selection boards.

- Evidence	- Contracts
- Criminal procedure/Criminal law	- Federal civil procedure
- Constitutional law	- Trusts/Estates
- Torts	

3. Law school courses to be suggested as important to the military lawyer in JAGC recruiting literature.

- Family law
- Labor law
- Federal tax law

- International Law
- Environmental law

4. Officers in the Fully Funded Legal Education Program will be required to take all the courses outlined in paragraphs 3 and 4 above.

C. Entry Skill Training for Lawyers.

1. Military officership training.

a. Alternative #1 - Restructure Ft Lee orientation course.

(1) Delete all subjects which can be presented at TJAGSA.

(2) Increase leadership, FTX, weapons training, physical training, survival, escape and evasion.

b. Alternative #2 - Establish 4-week Ft Benning Officer Basic Course (RETO recommended course of action).

(1) Leadership training/Field training.

(2) Provide test and evaluative environment for military officer potential.

2. Legal Training - JAGC Basic Course.

a. Emphasize writing/professional awareness in curriculum.

b. Train to next assignment, when possible, by offering responsive CLE courses to officers with unique assignments.

D. JAGC Professional Development: 1 - 7 Years.

1. Qualification standards for career development.

a. Develop standards through grade O-4 for all duty positions.

b. Fix SJA/supervisor responsibility for counseling and professional development in meeting qualification standards,

c. Publish qualifications - outline prerequisite jobs, experience and schooling.

d. Establish ADP program for management of demographic information and individual qualifications with annual update.

e. Standardize TAADS coding by duty position for efficient assessment of JAG manning requirements.

- f. Establish annual CLE program for JAGC officers and program local funds.
  - g. Initiate staff action to program/budget/manage CLE funds by MACOM.
- 2. Specialization for JAGC officers.
    - a. Selection/assignment of a legal specialty for each officer with three years AFCS.
    - b. Fix responsibility of SJA/supervisor for counseling and professional development in meeting specialization requirement.
    - c. Develop procedure for OTJAG approval of specialty selection by individual officer.
    - d. Establish ADP program for management of officer specialty program.
    - e. Establish annual CLE program as outlined in paragraph f, above, to meet specialization training requirements.
- 3. Trial advocacy training in the field.
    - a. Establish National Institutes of Trial Advocacy-type program for the JAGC.
    - b. Develop faculty team and produce case materials.
    - c. Conduct training using local JAGC facilities.
- 4. Articles for publication by JAGC officers in the field.
    - a. Publish guidance for the preparation of legal articles under TJAGSA mentorship; each officer will be encouraged to write one as evidence of specialty qualification.
    - b. Publication of articles will be reflected in JAGC officer's OMPF.
- 5. Stabilize JAGC officer tours.
    - a. Minimum two year tour of duty.
    - b. Necessary for pursuit of specialization and qualification standards.
- 6. JAGC Field Law Library Service.
    - a. TJAGSA will conduct a review of legal research reference material in JAG offices for the purpose of establishing a standard list of research tools.

b. TJAGSA will program/budget/manage funds for procurement of legal reference material in order to develop a library system responsive to the needs of Army legal offices.

7. Establish professional development office in OTJAG.

- a. Develop and monitor program for qualification standards.
- b. Establish specialization program.
- c. Monitor annual CLE requirements.
- d. Program/budget for centralized CLE program managed by MACOMs.

E. Post-Graduate Military Legal Education.

1. Establish 31-week course for post-graduate military legal education (PGMLE) - two semesters.

- a. Majors and captains (P) will attend at 7 - 10 years AFCS.
- b. Prepare JAGC officers for supervisory positions.
- c. Curriculum will emphasize substantive law and procedure.
- d. Curriculum will emphasize leadership and management behavior.
- e. Matriculate 25-30 officers per year (OGLA/DOPMA).
- f. Conduct examinations with grades recorded in academic officer efficiency report.
- g. Course to provide basis for certification of mandatory CLE programs.

2. Select six JAGC majors or captains (P) each year for civilian post-graduate education, based upon validation of positions.

F. Advanced Military Training for JAGC Officers.

1. Combined Arms and Services Staff School (CAS<sup>3</sup>). See Appendix 2, Annex M.

2. U.S. Army Command & General Staff College. See Appendix 3, Annex M.

3. Senior officer education and training. See Appendix 1, Annex N. OTJAG to conduct position analysis to validate jobs requiring this training.

G. Warrant Officers. See Annex W.

H. Reserve Officer Education and Training.

1. Continue and reinforce current programs.
  - a. Reservists may attend short resident courses at TJAGSA for CLE.
  - b. Reservists may pursue nonresident courses for training and grade qualification.
  - c. Reservists in JAGSO units may participate in unit quadrennial training at TJAGSA.
  - d. TJAGSA will continue to conduct highly successful "on-site" training program for reservists.
  - e. Distribution to reservists of all JAGC legal publications.
  - f. Video tape CLE programs will continue to be available to reservists in the field.
2. Continue to program annual training in JAG law offices for small groups on a year-round basis.
3. Continue to establish mobilization designee positions in JAG law offices.
4. Reaffirm requirement of TJAG to manage JAG Reserve program as professional resource for mobilization.

I. Legal Subjects Training for OPMS Officers.

Based upon task analysis, the following requirements exist for preparation of materials and instruction. See Part V, Appendix 1, for course content.

- a. MQS 1 (Preappointment) - 36 hours.
- b. MQS 2 (Basic course) - 20 hours.
- c. MQS 3
  - (1) Company commander's course - 10 hours.
  - (2) Functional courses - training as needed.
- d. Combined Arms and Services Staff School (CAS<sup>3</sup>): Resident phase - 9 hours; nonresident phase - 5 hours.
- e. Battalion commander's course - 16 hours.
- f. Brigade commander's course (SOLO) - 32 hours.

1 Inclosure

1. JAGC Officer Questionnaire for RETO Survey

REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

APPENDIX 1

JAGC PROFESSIONAL DEVELOPMENT

TO ANNEX T

JAGC PROFESSIONAL DEVELOPMENT

TABLE 1

T-1-43a

### TJAGSA CLE Courses.

May 1-12: 75th Procurement Attorneys' Course (5F-F10).

May 8-11: 7th Environmental Law Course (5F-F27).

May 15-17: 2d Negotiations Course (5F-F14).

May 15-19: 8th Law of War Instructor Course (5F-F42).

May 22-June 9: 17th Military Judge Course (5F-F33).

June 12-16: 41st Senior Officer Legal Orientation Course (5F-F1).

July 24-August 4: 76th Procurement Attorneys' Course (5F-F10).

August 7-11: 8th Law Office Management Course (7A-713A).

August 7-18: 2d Military Justice II Course (5F-F31).

August 21-25: 42d Senior Officer Legal Orientation Course (5F-F1).

August 28-31: 75th Fiscal Law Course (5F-F12).

September 18-29: 77th Procurement Attorneys' Course (5F-F10).

October 2-6: 9th Law of War Workshop (5F-F42).

October 10-13: Judge Advocate General's Conference and CLE Seminars.

October 16-December 15: 83th Judge Advocate Officer Basic (5-27-C20).

October 16-20: 5th Defense Trial Advocacy.

October 23-November 3: 78th Procurement Attorneys' (5F-F10).

November 6-8: 2d Criminal Law New Developments (5F-F35).

November 13-16: 8th Fiscal Law (5F-F12).

November 27-December 1: 43d Senior Officer Legal Orientation (5F-F1).

December 4-5: 2d Procurement Law Workshop (5F-F15).

December 7-9: JAG Reserve Conference and Workshop.

December 11-14: 6th Military Administrative Law Developments (5F-F25).

January 8-12: 9th Procurement Attorneys' Advanced (5F-F11).

January 8-12: 10th Law of War Workshop (5F-F42).

January 15-17: 5th Allowability of Contract Costs (5F-F13).

January 15-19: 6th Defense Trial Advocacy (5F-F34).

January 22-26: 44th Senior Officer Legal Orientation (5F-F1).

January 29-March 30: 80th Judge Advocate Officer Basic (5-27-C20).

January 29-February 2: 18th Federal Labor Relations (5F-F22).

February 5-8: 8th Environmental Law (5F-F27).

February 12-16: 5th Criminal Trial Advocacy (5F-F32).

February 21-March 2: Military Lawyer's Assistant (512-71D20/50).

March 5-16: 79th Procurement Attorneys' (5F-F10).

March 5-8: 45th Senior Officer Legal Orientation (War College) 5F-F1).

March 19-23: 11th Law of War Workshop (5F-F42).

March 26-28: 3d Government Information Practices (5F-F28).

April 2-6: 46th Senior Officer Legal Orientation (5F-F1).

April 9-12: 9th Fiscal Law (5F-F12).

April 9-12: 2d Litigation (5F-F29).

April 17-19: 3d Claims (5F-F26).

April 23-27: 9th Staff Judge Advocate Orientation (5F-F52).

April 23-May 4: 80th Procurement Attorneys' (5F-F10).

May 7-10: 6th Legal Assistance (5F-F23).

May 14-16: 3d Negotiations (5F-F14).

May 21-June 8: 18th Military Judge (5F-F33).

May 30-June 1: Legal Aspects of Terrorism.\*

June 11-15: 47th Senior Officer Legal Orientation (5F-F1).

June 18-29: JAGSO (CM Trial).

June 21-23: Military Law Institute Seminar.

July 9-13 (Proc) and July 16-20 (Int. Law): JAOGC/CJSC (Phase VI Int. Law, Procurement).

July 9-20: 2d Military Administrative Law (5F-F20).

July 16-August 3: 19th Military Judge (5F-F33).

July 23-August 3: 81st Procurement Attorneys' (5F-F10).

July 30-August 3: NCOES Advanced Course (Phase II) (Ft. Benjamin Harrison) (71D50).

August 6-October 5: 90th Judge Advocate Officer Basic (5-27-C20).

August 13-17: 48th Senior Officer Legal Orientation (5F-F1).

August 20-May 24, 1930: 26th Judge Advocate Officer Graduate (5-27-C22).

August 27-21: 9th Law Office Management (7A-713A).

September 17-21: 12th Law of War Workshop (5F-F42).

September 24-28: 49th Senior Officer Legal Orientation (5F-F1).

\*Tentative.

REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

APPENDIX 1

JAGC PROFESSIONAL DEVELOPMENT

TO ANNEX T

JAGC PROFESSIONAL DEVELOPMENT

TABLE 2



SALARIES FOR CORPORATE LEGAL PERSONNEL 1977  
 ABA JOURNAL (January 1978)

	<u>Chief Legal</u>	<u>Deputy</u>	<u>Managing Attorney</u>	<u>Attorney</u>	<u>Paralegal</u>	<u>New Graduate</u>
Number reported	368	293	745	3,345	316	94
Average salary	\$67,776	54,109	48,065	31,496	15,691	18,233
Number paid bonus	216	183	409	777	27	11
Avg. Total Comp.	80,493	63,846	53,589	32,592	15,806	18,490
Lower quartile	56,000	48,000	42,540	24,288	12,600	16,500
Median Comp.	72,750	61,000	51,500	31,100	15,000	18,300
Upper quartile	98,650	75,000	61,100	39,000	18,250	20,000

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REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

APPENDIX 1

JAGC PROFESSIONAL DEVELOPMENT

TO ANNEX T

JAGC PROFESSIONAL DEVELOPMENT

TABLE 3

A. SSI Structure

1. TOE/TDA SSI Requirements

- a. 75% duty positions in TDA
- b. 25% duty positions in TOE
- c. Summary - 1504 duty positions

	<u>TOE</u>	<u>TDA</u>	<u>TOTAL</u>
CPT	214/23%	728/77%	942/63%
MAJ	104/35%	193/55%	297/20%
LTC	45/29%	112/71%	157/10%
COL	7/6%	101/94%	108/7%
TOTAL	370/25%	1134/75%	1504/100%

2. Summary - SSI

	<u>55A</u>	<u>55B</u>	<u>55C</u>
CPT	702/75%	104/11%	136/14%
MAJ	79/27%	122/41%	96/32%
LTC	101/64%	20/13%	36/23%
COL	54/50%	41/38%	13/12%
TOTAL	936/62%	287/19%	281/19%

NOTES:

- a. SSI designation

55A - Judge Advocate  
 55B - Criminal Law Specialist  
 55C - Administrative Law Specialist

- b. Duty positions (1504) compare favorably with authorizations (1647 less TPS)

- c. Grade of duty positions compares favorably with authorizations (See 1c, total):

COL	110/6.5%
LTC	170/10%
MAJ	322/19%
CPT	1085/64%

REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

APPENDIX 1

JAGC PROFESSIONAL DEVELOPMENT

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JAGC PROFESSIONAL DEVELOPMENT

TABLE 4

DUTY MODULES, 55 LEGAL

- PP-1 Advises command/staff and investigators on criminal prosecution--UCMJ/Federal/State.
- PP-2 Prosecutes in criminal judicial/administrative tribunals.
- PP-3 Defends military personnel in criminal judicial/administrative tribunals.
- PP-4 (Blank insert)
- PP-5 Represents Government before military appellate tribunals.
- PP-6 Represents military personnel before military appellate tribunals.
- PP-7 Presides over courts-martial/magistrate proceedings.
- PP-8 Supervises administration of judicial matters.
- PP-9 Adjudicates appellate issues.
- PP-10 Counsels command and staff on civil/administrative law (basic).
- PP-11 Represents Government at administrative hearings.
- PP-12 Represents Government before Federal courts.
- PP-13 Counsels on international law/law of war policy and procedure.
- PP-14 Processes and adjudicates claims involving U.S. Army.
- PP-15 Advises and assists individuals in personal and legal matters.
- PP-16 Counsels on procurement/fiscal law policy and procedure.
- PP-17 Counsels on civilian personnel/labor law policy and procedure.
- PP-18 Counsels on patent law policy and procedure.
- PP-19 Counsels on environmental law policy and procedure.
- PP-20 Counsels on criminal law policy and procedure.
- PP-21 Counsels on administrative law policy and procedure.
- PP-22 Serves as Staff Judge Advocate.

Note: Discussion and list of skills for each duty module follows,

## ARMY OFFICER DUTY MODULE

BACKGROUND INFORMATION. To provide a general understanding of the Army Officer Duty Module concept, the following information has been extracted from the Army Officer Duty Module Manual, American Institute for Research in the Behavioral Sciences, dated October 1975.

1. The U.S. Army has developed an experimental system to improve communication among personnel resource planners, personnel assignment officers and manning table designers, and to facilitate the development of a common data bank of information on officer jobs. This new system has modular work activity descriptions that are based upon clusters of tasks. These task clusters have been given the name "Duty Modules". While the concept is adaptable to other large organizations and to jobs held by civilian and enlisted personnel as well as officers, development of the system to date has been directed toward support of the Army's officer corps generally, and particularly, the Officer Personnel Management System (OPMS).

2. A Duty Module, as the term is used herein, is a codifiable cluster of related tasks that tend to go together, occupationally and organizationally, in meaningful ways. In terms of relative size, a Duty Module is thought of as being smaller than an MOS and larger than a single task statement. To be useful in personnel management, each task cluster, or Duty Module, must be a coherent, distinctive and relatively self-contained segment of a significant work activity. By and large, each Duty Module should be applicable to a number of different duty positions and a wide variety of personnel. Properly composed and standardized Duty Modules become usable as "plug-in" units, like building blocks, for describing job requirements of manning table positions and qualifications and capabilities of personnel in a common language. To a far greater degree than either officer MOS or single task statements. Duty Modules also show the full interrelationship among jobs, including both the similarities and the differences.

Advises Command/Staff and Investigators on Criminal  
Prosecution--UCMJ/Federal/State

1. Monitors criminal investigations to ensure compliance with constitutional, statutory and regulatory requirements.
2. Advises criminal investigators on legality of investigative technique.
3. Orients commanders on alternatives to courts-martial and/or the appropriate level of courts-martial.
4. Counsels commanders on advisability of accepting pretrial agreements.
5. Advises law enforcement officials on release of evidence.
6. Coordinates with civilian law enforcement and prosecution agencies.
7. Keeps Staff Judge Advocate informed as to status of investigation and/or progress of court-martial.
3. Reviews Article 15 appeals and advises commanders thereon.

## Prosecutes in Criminal Judicial/Administrative Tribunals

1. Advises commanders on institution of court-martial proceedings including appropriate level of court-martial.
2. Prepares pleadings and allied paper work.
3. Prepares and presents government's case at Article 32 investigation.
4. Secures the presence at trial of witnesses, civilian and military, local and distant.
5. Advises commander on advisability of accepting a pretrial agreement.
6. Prepares written documents for use at trial, including stipulations, motions, etc.
7. Represents the interest of the government in a court-martial proceeding.
8. Supervises preparation of records of trial and ensures their accuracy.
9. Coordinates with civilian law enforcement and prosecution agencies.
10. Interviews witnesses and prepares them to testify in courts-martial.



Defends Military Personnel Before Criminal  
Judicial/Administrative Tribunals

1. Advises servicemen on their rights and alternatives with regard to nonjudicial punishment, courts-martial, and adverse administrative actions.
2. Utilizes all legitimate means of discovery, including effective representation at Article 32 investigations.
3. Prepares pretrial agreements and otherwise negotiates with command for favorable disposition of case.
4. Represents accused before commander and military judge with respect to pretrial matters.
5. Represents accused before military magistrate with respect to pretrial confinement.
6. Advises client of his post-trial and appellate rights and takes appropriate steps to protect those rights.
7. Reviews record of trial for accuracy and prepares objections, if necessary.
8. Reviews post-trial review and prepares rebuttal, where appropriate.
9. Ensures client prepares requests for appellate representation if he so desires.

Represents Government Before Appellate  
Military Tribunals

1. Prepares and/or responds to petitions for extraordinary relief, on behalf of government.
2. Responds to inquiries from the field JAG offices.
3. Analyzes records of trial and develops government position with respect to legal issues raised therein.
4. Prepares oral arguments on behalf of government for presentation to the Army Court of Military Review (ACMR) and Court of Military Appeals (COMA).
5. Prepares appellate written briefs on behalf of government for submission to COMA and the ACMR, including motions for reconsiderations and other miscellaneous motions.
6. Prepares legal memoranda for government appellate branch and division chiefs.

Represents Military Personnel Before  
Appellate Military Tribunals

1. Analyzes records of trial and develops legal issues on behalf of servicemen appellants.
2. Prepares petitions for extraordinary relief as needed.
3. Responds to appellate inquiries from servicemen and defense counsels.
4. Prepares and presents oral arguments on behalf of servicemen to the Army Court of Military Review (ACMR) and Court of Military Appeals (COMA).
5. Prepares appellate written briefs on behalf of servicemen for submission to COMA and the ACMR, including motions for reconsiderations and other miscellaneous motions.
6. Prepares legal memoranda for Defense Appellate Branch and Division chiefs.

Presides as Military Judge Over  
Court-Martial/Magistrate Proceedings

1. Supervises and manages trial counsel who appear before him.
2. Conducts pretrial hearings and resolves motions raised therein.
3. Conducts the arraignment proceeding.
4. Presides over open sessions of court in jury trials and instructs the jury as to the appropriate law in the case before it.
5. Presides over the court in judge alone trials and determines the guilt or innocence of the accused, and if convicted, determines the appropriate sentence.
6. Resolves all legal issues arising during the course of the trial.
7. Reviews records of trial for accuracy and completeness, and authenticates those records properly prepared.

Supervises the Administration of Judicial Matters

1. Organizes the docketing of courts-martial cases.
2. Administers the issuance of search warrants.
3. Renders reports to the trial judiciary, as necessary.
4. Supervises legal clerks, court reporters, and civilian employees.
5. Acts as military magistrate with respect to pretrial confinement.

Adjudicates Appellate Issues

1. Reads and analyzes the records of trial of servicemen convicted by court-martial.
2. Develops and analyzes legal issues arising from courts-martial.
3. Decides legal issues raised in courts-martial and renders clear and concise legal opinions with respect to those decisions.
4. Conducts appellate oral argument session.
5. Supervises and manages research assistants.
6. Dockets cases for disposition and for oral argument.
7. Administers the rules of the Court of Military Review practice.
8. Works towards consensus with fellow judges on legal and factual issues.
9. Contributes to professional legal education by writing articles on relevant legal issues.

Counsels Command/Staff on  
Civil/Administrative Law

1. Analyzes and provides legal opinions with regard to military personnel matters, including military status, pay, allowances, promotions, reductions, separations, appeals to administrative boards, and complaints under Article 138, UCMJ.
2. Provides legal advice regarding nonappropriated funds, donations, use and disposal of government property, military installations, military support to civilian authorities, disaster relief, civilian defense, the Freedom of Information Act, and the Privacy Act.
3. Advises with respect to legal issues arising from the Civilian Personnel System and the Federal Personnel Manual.
4. Advises on the regulatory requirements involving line of duty investigations and reports of survey.
5. Counsels the commander and staff with regard to the standards of conduct and conflicts of interest pertinent to Department of Army personnel.
6. Advises the commander and staff with respect to the legal aspects of the Army Equal Opportunity and Drug and Alcohol Programs.

Represents Government at  
Administrative Hearings

1. Determines the appropriate statutory or regulatory provisions governing the hearing.
2. Prepares the government's position, collects the evidentiary materials, and interviews prospective witnesses prior to the hearing.
3. Introduces evidence, conducts examinations of witnesses, and argues the government's position during the hearing.
4. Evaluates the desirability of appealing adverse decisions from the board, and when necessary, prepares appellate brief.
5. Briefs and advises superior and others regarding findings of the board.
6. Prepares recommendations, when appropriate, for modification of policy based on adverse ruling of board.



Represents Government Before  
Federal Courts

1. Litigates cases involving the Department of the Army in the Federal court system.
2. Prepares litigation reports.
3. Prepares pleadings before the Federal courts.
4. Responds to discovery requests and develops the government's case through effective discovery means.
5. Collects evidence in support of the government's case and prepares the evidence for admission before the court.
6. Prepares affidavits.
7. Removes civil actions and criminal prosecutions from state to Federal courts.
8. Identifies cases for administrative settlement as opposed to litigation.
9. Evaluates the desirability of appealing adverse decisions from a lower Federal court.
10. Presents legal arguments on any matter at the direction of The Judge Advocate General at the request of the U.S. Attorney.

## Counsels on International Law/Law of War

1. Advises concerning international legal implications of command action, treaty rights and obligations.
2. Advises commander with respect to status of forces arrangements.
3. Maintains liaison with foreign judicial authorities.
4. Advises commander concerning obligations to protect interests of U.S. personnel and dependents subject to foreign criminal and civil jurisdiction.
5. Monitors and reports on all foreign criminal cases involving military and civilian personnel of the force and their dependents, and acts as trial observer and prison visitor.
6. Gives legal assistance in matters involving international law, foreign law, and conflicts of law.
7. Advises the commander on the law of war as it pertains to military operations including the use of force, operations plans, and rules of engagement.
8. Advises commanders concerning the international law affecting the commission of war crimes, the United States policy in regard to the prosecution of war criminals, and the proper procedures in investigating, charging, and prosecuting war crimes.
9. Acts as war crimes investigator, or as prosecutor or defense counsel in war crimes trials.\*
10. Advises commander on the legal rules which relate to the administration of occupied territory.
11. Issues guidance and monitors law of war training within the command, and gives training as required.
12. Advises commander concerning the background and rules of the Code of Conduct, how they relate to the law of war, and how they should be integrated into law of war training.

Counsels on International Law/Law of War (Cont)

- \* Prosecution and defense functions are normally covered in the criminal law area. However, this would not cover persons charged with "war crimes" as such, e.g., enemy personnel, or persons to be tried by special war crimes procedures such as before a war crimes tribunal or commission.

Processes and Adjudicates Claims  
Involving the Army

1. Evaluates all claims against and in favor of the U.S. Army, applying pertinent statutes, directives, regulations and case law.
2. Processes claims arising from the following:
  - a. Federal Tort Claims Act.
  - b. Military Personnel and Civilian Employees Claims Act.
  - c. Foreign claims.
  - d. Military and National Guard Claims Act.
  - e. Non-Scope Claims Act.
  - f. Article 139, UCMJ.
  - g. Affirmative claims for the government under the Federal Claims Collection Act and Medical Case Recovery Act.
3. Investigates, coordinates, and reports claims matters in accordance with applicable regulations.
4. Prepares claims memoranda on claims forwarded for final disposition.
5. Prepares files for centralized third-party recovery action.

Advises/Assists Individuals in Personal Civil Legal Matters

1. Advises eligible clients of the military community on diverse fields of noncriminal law, including domestic relations, consumer rights, property, contracts, and tax and estate planning laws.
2. Manages the personnel and equipment, to include law libraries of the Legal Assistance Office.
3. Extracts and applies relevant legal and factual information from available sources through research, coordination, and interviews.
4. Utilizes effective counseling and negotiating techniques to solve the client's legal problems.
5. Drafts understandable, legally correct documents, to include wills, powers of attorney, contracts, and other legal instruments on behalf of clients.
6. Advises clients with respect to the extralegal social services that compliment Army legal assistance functions.
7. In-court representation of clients in expanded Legal Assistance Program.

COUNSELS ON PROCUREMENT LAW

1. Advises on preparation, drafting, review and award of contracts, to include review and advice concerning bid protests and mistakes.
2. Advises on contract financing.
3. Advises on problems and disputes arising from contract performance.
4. Advises on preparation of reports concerning appeals of contracting officer's final decision to the ASBCA; prepares pleadings and reports for litigation in the Federal Courts.

## Counsels on Civilian Personnel/Labor Law

1. Advises civilian personnel officers and other management representatives on all legal aspects of the Federal Labor Relations Program.
2. Represents management at third-party hearings on labor relation matters.
3. Advises command on procedural and substantive legal requirements for routine personnel actions such as hiring, promoting, disciplining, evaluating, and removing civilian Federal employees.
4. Advises on proper implementation of reduction in force and proper processing of Equal Employment Opportunity complaints.
5. Counsels on management obligations to investigate and present evidence at unfair labor practice hearings, arbitration hearings for grievances, and agency hearings for EEO and adverse action appeals.
6. Researches and applies applicable laws and regulations to legal aspects of collective bargaining obligations, including impasse procedures.
7. Advises on legal aspects of organizational and representational activities of labor groups.
8. Advises contracting officers on labor laws applicable to government contract work.
9. Coordinates with appropriate Department of Army, Department of Labor, and Civil Service representatives in resolving local labor problems.

Counsels on Intellectual Property  
Law Policy and Procedure

1. Advises staff personnel, including procurement officials, on intellectual property matters involving patents, technical data, copyrights, trademarks, trade-secrets, computer software, invention secrecy, and employee rights determinations.
2. Performs patent searches and prepares and prosecutes patent and trademark applications.
3. Investigates administrative and judicial claims of patent infringement or violation of other intellectual property rights, performing extent-of-use investigations and validity searches.
4. Facilitates technology transfer for government-owned intellectual property by negotiation with and preparation of sale or licensing agreements with domestic and foreign producers and foreign governments.



Counsels on Environmental Law  
Policy and Procedure

1. Advises on the impact of the National Environmental Policy Act of 1969 upon military activities.
2. Advises commanders as to their role in the environmental consideration process.
3. Identifies the requirements for the preparation of environmental impact statements.
4. Advises the command on the Federal statutory and administrative plans for the abatement of pollution and the effect of such plans on military installations.
5. Advises commanders of the effect of conservation, historic preservation, and other environmental management and control laws on military operations.

Counsels on Criminal Law  
Policy and Procedure

1. Briefs and advises superior and others concerning criminal law matters within the command.
2. Interprets and implements higher policy guidance pertaining to criminal law.
3. Issues technical guidance to subordinate personnel and commands on criminal law.
4. Prepares correspondence, reports and studies, including policy recommendations on criminal law.
5. Ensures that subordinate personnel and commands receive latest developments in the area of criminal law.
6. Monitors performance of command in the criminal law area and takes action to deal with problems.
7. Establishes and monitors procedures to report criminal law data.

Counsels on Administrative Law  
Policy and Procedures

1. Briefs and advises superior and others concerning administrative law matters within the command.
2. Interprets and implements higher policy guidance pertaining to administrative law.
3. Issues technical guidance to subordinate personnel and commands on administrative law.
4. Prepares correspondence, reports, and studies, including policy recommendations on administrative law.
5. Ensures that subordinate personnel and commands receive latest developments in the area of administrative law.
6. Monitors performance of command in the administrative law area and takes action to deal with problems.

## Serves as Staff Judge Advocate

1. Administers military justice and provides other relevant legal advice and services within the command.
2. Organizes and manages the judge advocate section to accomplish the legal mission.
3. Provides legal advice to the commander, staff, and subordinate commanders on all matters involving military law, domestic law, foreign law, status of forces agreements, and international law.
4. Examines and recommends to the convening authority appropriate action on charges before they are referred for trial, reviews records of trial, and recommends to the convening authority the action that should be taken.
5. Reviews records of trial for legal sufficiency, initiates appropriate corrective action, when necessary, and acts as custodian of special and summary courts-martial trial records.
6. Prepares and processes correspondence concerned with the imposition of nonjudicial punishment under Article 15, UCMJ, when required; in appropriate cases, reviews appeals from punishment imposed under Article 15, UCMJ, and makes recommendations to the commander.
7. Recommends policy relating to pretrial and post-trial confinement.
8. Recommends policies relating to liaison with civil law enforcement and civil judicial agencies.
9. Reviews reports of investigating officers and boards of officers to determine legal sufficiency and makes appropriate recommendations to the commander.
10. Supervises military justice and other legal training in the command.
11. Supervises legal assistance and advice to military personnel, their dependents, and other authorized persons.
12. Supervises and administers all matters pertaining to claims and recommends actions to be taken, including certification for payment, if appropriate.

PP-22 (Continued)

13. Furnishes legal advice to the command and to individuals as required on military personnel matters, including military status, pay, promotions, reductions, separations, authorized activities, appeals to administrative boards, and complaints under Article 138, UCMJ.

14. Provides legal advice concerning nonappropriated funds, donations, use and disposal of government property, military installations, military support to civilian authorities, disaster relief, civil defense, the Freedom of Information Act, and the Privacy Act.

REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

APPENDIX 1

JAGC PROFESSIONAL DEVELOPMENT

TO ANNEX T

JAGC PROFESSIONAL DEVELOPMENT

TABLE 5

T-1-72a

## ARI MODULES

GRADE	TITLE	MODULE
A-3	Exercises military Command authority	
A-5	Supervises a staff section, detachment or office	
A-8	Directs, coordinates and supervises a staff	
B-2	Performs personnel management staff functions	
B-4	Performs officer personnel management at departmental level	
E-1	Trains troops and/or civilian employees in units and activities	
i-1	Performs program and budget staff functions	
N-1	Prepares and conducts formal instruction in a school	
N-3	Prepares doctrinal or formal instructional publications	
W-1	Provides personnel assistance to general officers	
W-7	Provides advice and assistance for Army reserve components	

Date: October 1975

Code: \_\_\_\_\_

DUTY MODULE O-A-3 Exercises command authority in military justice matters	(5) Direct	(4) Supervise	(3) Do and supervise	(2) Do	(1) Assist	N/A Not applicable
0022 Issue formal admonitions and reprimands.						
0023 Prefer charges.						
0024 Appoint investigating officers, boards, and members of courts-martial.						
0025 Review and take command action on findings of investigating officers, courts, and boards.						
0026 Exercise authority of non-judicial punishment under UCMJ.						



AIR Duty Module Survey Form (Rev. 1974)

Identification No. \_\_\_\_\_

Date: October 1975

Code: \_\_\_\_\_

DUTY MODULE 0-A-5 Supervises a staff section, detachment, or office	(5) Direct	(4) Supervise	(3) Do and supervise	(2) Do	(1) Assist	(0) None of these
0027 Gather, interpret and apply pertinent directives and information.						
0028 Organize personnel and other resources into functional elements to accomplish mission.						
0029 Prescribe standing operating procedures for internal functioning.						
0030 Schedule and allocate work, assign priorities, issue guidance.						
0031 Monitor, review and evaluate work.						
0032 Operate a system for filing, retrieval, display and reporting of information.						
0033 Provide for office services and clerical support.						
0034 Monitor safeguarding classified information and other aspects of internal security.						
0035 Motivate, evaluate, and counsel subordinates.						

Date: October 1975

Code: \_\_\_\_\_

DUTY MODULE 0-A-8 Directs, coordinates and supervises a staff	(5) Direct	(4) Supervise	(3) Do and supervise	(2) Do	(1) Assist	(0) Not applicable
0054 Issue guidance for establishment and operation of head- quarters command post, and Tactical Operations Center.						
0055 Formulate policies and SOP for staff operation.						
0056 Transmit and interpret command guidance to staff.						
0057 Assign and coordinate work of staff by issuing instructions to principal staff officers and monitoring results.						
0058 Review studies, plans, orders, reports and correspondence prepared by staff and approve or disapprove or refer to commander with recommendation.						
0059 Arrange and control liaison with other headquarters.						
0060 Conduct specialized staff training and professional development.						
0061 Monitor performance of command and take action to deal with problems.						
0062 Inform and advise commander in matters of concern to him.						
0063 Conduct staff conferences.						
0064 Represent commander and act for him in his absence.						
0065 Arrange for reception of visitors.						

Date: October 1975

Code: \_\_\_\_\_

DUTY MODULE 0-B-2 Performs personnel management staff functions	(5) Direct	(4) Supervise	(3) Do and Supervise	(2) Do	(1) Assist	(0) Not Applicable
0113 Advise superior and other concerning management of personnel.						
0114 Prepare personnel management policy directives and SOPs.						
0115 Establish, post and employ a system of personnel records and related files.						
0116 Coordinate procurement and assignment of military personnel as individuals.						
0117 Coordinate personnel selection, testing, pay, and career development.						
0118 Monitor civilian personnel management.						
0119 Recommend individual assignments to key positions.						
0120 Coordinate personnel aspects of casualty handling and reporting.						
0121 Coordinate personnel aspects of POW handling and reporting.						
0122 Control personnel management operations of subordinate personnel section or special staff.						
0123 Prepare studies, plans, reports and correspondence pertaining to personnel management.						
0124 Prepare and present personnel management briefings.						

Date: October 1975

Code: \_\_\_\_\_

DUTY MODULE 0-B-4 Performs officer personnel management functions at department level	(5) Direct	(4) Supervise	(3) Do and supervise	(2) Do	(1) Advise	(0) Not Significant
0139 Brief and advise superior and others concerning management of officer personnel within career branch or group.						
0140 Interpret and implement higher policy guidance pertaining to officer personnel management, including assignments, personnel actions, professional development, and specialization.						
0141 Recommend or concur in individual officer assignments on basis of policy and review of officer's record and preferences in comparison to job requirements.						
0142 Prepare nominative, eligibility or other special lists for consideration by selection boards.						
0143 Recommend, concur in or process requests for retirement, resignation, relief from active duty, inter-branch or inter-service transfer, compassionate reassignment, special schooling, Regular Army status, continuation on active duty of a physically disabled officer, continuation on flight status, reclassification of an officer who has become disqualified for a particular MOS or branch of service, as well as assignment instructions, promotions, flagging actions, involuntary separations from active duty, and casualty reporting.						
0144 Counsel officers and provide information concerning assignment, professional development or personnel actions by correspondence, telephone or personal contact during visits.						
0145 Prepare correspondence, reports, personnel estimates and studies including policy recommendations on officer personnel management matters.						

AIR Duty Module Survey Form (Rev 1974)

Identification No \_\_\_\_\_

Date October 1975

Code: \_\_\_\_\_

DUTY MODULE O-E-1 Trains troops and/or civilian employees in units and activities	151 Direct	141 Supervise	131 Do and supervise	121 Do	111 Assist	101 Not applicable
0277 Prepare training schedules in accordance with training programs and directives.						
0278 Prepare lesson plans for training.						
0279 Arrange for training areas, training materials and aids.						
0280 Teach formal classes by lecture.						
0281 Conduct group instruction.						
0282 Conduct demonstrations.						
0283 Conduct individual on-the-job training.						
0284 Conduct practical applicatory team training.						
0285 Manage range firing.						
0286 Conduct physical training.						
0287 Conduct unit operational training exercises.						
0288 Monitor and inspect training.						
0289 Test and evaluate training status and proficiency.						
0290 Post training records, training publications, and submit training reports.						

DUTY MODULE 0-N-3 Prepared doctrinal or formal instructional publications	(1) Direct	(4) Supervise	(3) Do not supervise	(2) No	(1) Assist	Not applicable
0699 Conduct preparatory research in assigned subject area.						
0723 Review pertinent reports and field evidence.						
0724 Develop, coordinate and publish doctrinal or instructional material, or modifications thereof.						
0725 Edit for publication, material prepared by others.						
0726 Review documents, programs, and publications prepared by others for consonance with current policy and doctrine.						
0727 Evaluate responses from individuals and groups elicited by material published, and prepare replies.						
0728 Prepare studies, correspondence and reports associated with projects.						
0729 Prepare and present briefings on projects.						
0730 Analyze proposed new or modified equipment testing directives to determine appropriateness and realism.						
0731 Prepare recommendations for limitations and capabilities of new or modified equipment.						

October 1975

Identification No. \_\_\_\_\_

Code: \_\_\_\_\_

DUTY STATION	DUTY DESCRIPTION	(5) Direct	(4) Supervise	(3) Dealing Supervise	(2) Do	(1) Assist	C Participate
DUTY STATION	MODULE 0-1-1						
	Program and budget staff functions						
0541	Advise superior and others on program and budget matters.						
0542	Interpret, coordinate and disseminate program and budget guidance from higher headquarters.						
0543	Develop plans, policies and procedures to execute command budget activities, including break-out of funds.						
0544	Prepare directives for development and preparation of command operating program and budget and concomitant budget execution review.						
0545	Recommend program and budget priorities.						
0546	Provide authority for use and distribution of funds in execution of budget within prescribed constraints.						
0547	Develop methods for preparation of budget statistics.						
0548	Design procedures and factors for preparation of cost analysis and cost estimates within command.						
0549	Analyze program and budget performance to focus on rates of obligations and expenditures, impact, and trends.						
0550	Recommend fund redistribution to priority activities after budget reviews to achieve optimum fund utilization.						
0551	Prepare budgetary impact statements for submissions to higher headquarters.						
0552	Conduct special studies as a basis for planning, programming and budgetary decisions.						
0553	Prepare and present briefings concerning program and budget matters.						

Date: October 1975

Code

	(5) Direct	(4) Supervise	(3) Directly supervise	(2) Do	Assist	Participate
<p>0-90 MODULE 0-90-7 Provides advice and assistance for Army reserve components</p>						
<p>0-90-9 Represent and advise superior and others on Army National Guard or U.S. Army Reserve matters.</p>						
<p>0-90-10 Interpret and implement policy guidance concerning Army reserve component activities.</p>						
<p>0-90-91 Advise commander of reserve component units on training, administration, operations, logistics, planning personnel management, intelligence, communications and ceremonies.</p>						
<p>0-90-92 Assist in planning and preparation of Army reserve component units for mobilization.</p>						
<p>0-90-93 Coordinate activities of subordinate units and supported units concerning Army reserve component activities.</p>						
<p>0-90-94 Provide periodic reports and records on training and readiness status of reserve units.</p>						
<p>0-90-95 Accompany Army reserve component unit commander and staff on inspections and assist in dealing with remedial actions for problems surfaced.</p>						
<p>0-90-96 Coordinate activities of subordinate advisory personnel.</p>						



REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

APPENDIX 1

JAGC PROFESSIONAL DEVELOPMENT

TO ANNEX T

JAGC PROFESSIONAL DEVELOPMENT

TABLE 6

T-1-82a

JUDGE ADVOCATE

55A

GRADE	TITLE	MODULE
03	Judge Advocate Officer Resource Management	PP-1, 2, 3, 10, 11, 14, 15; E-1 E-2; W-7
04	Post/Command Judge Advocate Deputy Staff Judge Advocate	PP-22; A-5; E-1; i-1 PP-1, 10, 14, 15, 20, 21; A-5; E-1
05	Staff Judge Advocate/Division Installation Asst Ch, PPTO Div, CTJAG Director, DDL Div, TJAGSA Deputy Staff Judge Advocate - Corps/ MACOM/Installation Asst. Exec., TJAG	PP-22; A-8; E-1; i-1 B-4 A-5; N-3 PP-1, 10, 14, 15, 16, 20, 21; A-5; E-1 W-1
06	Staff Judge Advocate, Corps/MACOM/Major Installation Commandant/Deputy Commandant - TJAGSA Exec. OTJAG Ch, PPTO Div, CTJAG Director, Reserve Affairs	PP-22; A-8; E-1; B-2; i-1 N-1, 3; E-1 A-8; i-1; A-3 A-8; B-4; i-1 A-8; B-4 A-8; E-1; i-1; B-4; W-7
07	USAREUR Judge Advocate	PP-22; A-8; B-4; i-1; E-1
08	ATJAG TJAG	PP-22; A-8; B-4 PP-22; A-8; B-4

T-1-83

Table 6

CRIMINAL LAW

55B

GRADE	TITLE	MODULE
03	Appellate Advocate Criminal Law Specialist Instructor	PP-5,6 PP-20 PP-20; N-1,3
04	Ch., Criminal Law Branch Senior Instructor Criminal Law Specialist Military Judge	PP-1, 20; A-5 N-1,3; A-5; PP-20 PP-20 PP-7, 8
05	Ch., Criminal Law Branch, MACOM/OTJAG Ch., Criminal Law Div; TJAGSA Military Judge	PP-20; A-5 PP-20; N-1,3; A-5 PP-7,8; A-5
06	Ch, Criminal Law Div; OTJAG Military Judge Ch., Trial Judiciary Appellate Judge Ch., Government Appellate Div. USA Judiciary Ch., Defense Appellate Div; USA Judiciary	PP-20; A-8 PP-7,8; A-5 PP-7,8; A-8 PP-9 PP-5; A-8 PP-6; A-8
07	ATJAG, Mil. Law Ch., USA Judiciary	PP-13, 15, 20, 21 PP-5,6,7,8; A-8

CIVIL/ADMINISTRATIVE LAW  
55C

GRADE	TITLE	MODULE
03	Administrative Law Specialist	PP-21
	Litigation Specialist	PP-12
	Instructor	N-1, 3; PP-21
	Environmental Law Specialist	PP-19
	International Law Specialist	PP-13
	Procurement Legal Advisor	PP-11, 12, 16
	Labor Law Specialist	PP-17
	Patent Law Specialist	PP-18
	Administrative Law Counsel	PP-21
04	Ch., Administrative Law Br	PP-17, 19, 21; A-5
	Senior Instructor	N-1, 3; A-5
	Ch., Litigation Br	PP-11, 12, 16; A-5
	Administrative Law Counsel	PP-21
	Ch., Claims Branch	PP-14; A-5
	Ch., Legal Assistance Branch	A-5, PP-15
05	Ch., Administrative Law Br. OTJAG	PP-21; A-5
	Ch., Administrative Law Div; Ch., IA Div; Ch., Procurement Law Div, TJAGSA	A-5; N-1,3; PP-13, 16, 21
	Ch., Admin. Law Div., MACOM	A-5; PP-17, 19, 21
	Admin. Law Counsel	PP-21
	Administrative Judge-Procurement	PP-9, 16
	Ch., International Law Br., OTJAG	A-5; PP-13
	Ch., Claims Branch, USA Claims Service	A-5; PP-14
	Ch., Legal Assistance Branch	A-5; PP-15
	Ch., Litigation Br. OTJAG	A-5; PP-12
	Sr. Instructor, USACGSC	N-1, 3; PP-15, 20, 21

CIVIL/ADMINISTRATIVE LAW  
55C

GRADE	TITLE	MODULE
06	Ch., Administrative Law Div. OTJAG	A-8; PP-21
	Admin. Law Counsel	PP-21
	Ch., Procurement Law Div. OTJAG	A-8, PP-16
	Ch., International Law Div. OTJAG	A-8; PP-13
	Ch., Patent Law Div. OTJAG	A-8; PP-18
	Ch., Litigation Div. OTJAG	A-8; PP-12
	Ch., Legal Assistance Div. OTJAG	A-5; PP-15
	Ch., Trial Attorney, Contract Appeals Div, USALSA	A-8, PP-11, 16
	Law Professor (AWC, AHS, USMA)	N-1,3; PP-13, 20, 21
07	Ch., U.S.A. Claims Service	A-8; PP-14; I-1; B-2
	ATJAG Civil Law	A-8; PP-12, 16, 17, 18, 19

NOTES:  
ADD:

03	Procurement Trial Attorney, Contract Appeals Div, USALSA,	PP-11, 16
05	Labor Advisor, OTJAG	A-5, PP-16, 17
05	TM Chief, Contract Appeals, DIV, USALSA	A-5, PP-11, 16

REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

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TO ANNEX T

JAGC PROFESSIONAL DEVELOPMENT

TABLE 7

T-1-86a

B. Common and Most Important Duty Modules

1. CAPTAIN

TITLE	DUTY MODULE	CODE	TRAINING METHOD
Train TRP and/or Civ Employees in U and ACTV		E 001	1M
Adv CMD & STF, Inves on Criminal Prosecution-UCMJ/FED/STATE		PP001	1M
Prosecute in Criminal Judicial & Admin Tribunals		PP002	1P
Defend Mil Pers in Criminal Judicial & Admin Tribunals		PP003	1P
Counsel CMD & STF on Civil/Admin Law (Basic)		PP010	1M
Represent Govt at Admin Hearings		PP011	1M
Process & Adjudicates Claims Involving US Army		PP014	1M
Adv & Assists Individuals in Personal & Legal Matters		PP015	1P

2. MAJOR

TITLE	DUTY MODULE	CODE	TRAINING METHOD
Supervises a Staff Section, Detachment, or Office		A 005	1M
Train TRP and/or Civ Employees in U and ACTV		E 001	3M
Perf Prog and Budget STF FUNC		I 001	1M
Adv CMD & STF, Inves on Criminal Prosecution-UCMJ/FED/STATE		PP001	3M
Prosecute in Criminal Judicial & Admin Tribunals		PP002	3M
Defend Mil Pers in Criminal Judicial & Admin Tribunals		PP003	3M
Counsel CMD & STF on Civil/Admin Law (Basic)		PP010	3M
Represent Govt at Admin Hearings		PP011	3M
Processes & Adjudicates Claims Involving US Army		PP014	3M
Adv and Assists Individuals in Personal & Legal Matters		PP015	3M
Counsels in Criminal Law Policy & Procedure		PP020	3M
Counsels in Admin Law Policy & Procedure		PP021	3M

3. LIEUTENANT COLONEL

TITLE	DUTY MODULE	CODE	TRAINING METHOD
Directs, Coordinates, and Supervises a Staff		A 008	1M
Train TRP and/or Civ Employees in U and ACTV		E 001	2E
Perf Prog and Budget STF FUNC		I 001	3M
Adv CMD & STF, Inves on Criminal Prosecution-UCMJ/FED/STATE		PP001	2M
Prosecute in Criminal Judicial & Admin Tribunals		PP002	2E
Defend Mil Pers in Criminal Judicial & Admin Tribunals		PP003	2E
Counsel CMD & STF on Civil/Admin Law (Basic)		PP010	2E
Represent Govt at Admin Hearings		PP011	2E
Processes & Adjudicates Claims Involving US Army		PP014	2M
Adv & Assists Individuals in Personal & Legal Matters		PP015	2E
Counsels on Criminal Law Policy & Procedure		PP020	2M
Counsels on Admin Law Policy & Procedure		PP021	2M

4. COLONEL

<u>TITLE</u>	<u>DUTY MODULE</u>	<u>CODE</u>	<u>TRAINING METHOD</u>
Directs, Coordinates, and Supervises a Staff		A 008	3M
Performs Personnel Management Staff Functions		B 002	3E
Train TRP and/or Civ Employees in U and ACTV		E 001	3E
Perf Prog and Budget STF FUNC		I 001	3M
Adv CMD & STF, Inves on Criminal Prosecution-		PP001	3E
Prosecute in Criminal Judicial & Admin Tribunals		PP002	3E
Defend Mil Pers in Criminal Judicial & Admin Tribunals		PP003	3E
Counsel CMD & STF on Civil/Admin Law (Basic)		PP010	3E
Represent Govt at Admin Hearings		PP011	3E
Processes & Adjudicates Claims Involving US Army		PP014	3E
Adv & Assists Individuals in Personal & Legal Matters		PP015	3E
Serves as a Staff Judge Advocate		PP022	3M

NOTES:

a. Duty module appears as common and most important only if it appears in 40% of the duty positions in the grade.

(1) Total of 115 duty positions require PP-22.

(2) Deputy SJA duty positions do not carry PP-22, but preparatory training for 06 requires it.

b. There are no unique duty modules for 699 of 942 captain duty positions, i.e. Basic Course provides essential training. The remaining 243 positions are primarily appellate advocates and instructors.

(1) Captains should receive formal resident training only when they are about to assume a job with a unique duty module.

(2) The number of duty positions requiring unique duty modules, particularly procurement, is low and reflects inadequate TAADS coding.

c. TJAGSA currently provides all necessary CLE courses for duty module requirements.

(1) Exception - legal assistance CLE primarily derives from local jurisdictions, and TJAGSA course must be supplemented by civilian CLE programs.

(2) Exception - patent law must be pursued in civilian program. Query: do we need military attorney duty positions in this specialty?



**REVIEW OF EDUCATION AND TRAINING FOR OFFICERS**

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**JAGC PROFESSIONAL DEVELOPMENT**

**TO ANNEX T**

**JAGC PROFESSIONAL DEVELOPMENT**

**TABLE 8**

DUTY POSITIONS

TABLE 18

SPECIALTY CODE: 55

SPECIALTY TITLE: LEGAL

GRADE: 03

ANALYZED DUTY POSITIONS  
CORE JOBS

	REQUIREMENTS	% JOB TYPE	% ANALYZED FOS	TOE	TDA	CMD
C001A JUDGE ADVOCATE OFFICER	699	74.4	74.2	197	502	0
C002B APPELLATE ADVOCATE	59	6.2	6.2	0	59	0
C003B CRIMINAL LAW SPECIALIST	16	1.7	1.6	9	7	0
C004B INSTRUCTOR	29	3.0	3.0	0	29	0
C005C ADMINISTRATIVE LAW SPECIALIST	21	2.2	2.2	5	15	0
C006C INSTRUCTOR	14	1.4	1.4	0	14	0
C007C LITIGATION SPECIALIST	26	2.7	2.7	0	26	0
C008C PATENT LAW SPECIALIST	1	0.1	0.1	0	1	0
C009C PROCUREMENT LEGAL ADVISOR	21	2.2	2.2	0	21	0
C010C ADMINISTRATIVE LAW COUNSEL	9	0.9	0.9	0	9	0
C011C LABOR LAW SPECIALIST	16	1.7	1.6	0	16	0
C012C ENVIRONMENTAL SPECIALIST	16	1.7	1.6	0	16	0
C013C INTERNATIONAL LAW SPECIALIST	12	1.2	1.2	3	9	0
SUB TOTAL	939	99.9	99.6	214	725	0

RELATED JOBS

RC01 RESOURCE MANAGER

Table 8

DUTY POSITIONS

TABLE 19  
 SPECIALTY CODE: 55  
 SPECIALTY TITLE: LEGAL  
 GRADE: 04

ANALYZED DUTY POSITIONS CORE JOBS	REQUIREMENTS	% JOB TYPE	% ANALYZED POS	TOE	TDA	CMD
C001A POST/COMMAND JUDGE ADVOCATE	30	10.1	10.1	7	23	0
C002A DEP STAFF JUDGE ADVOCATE	49	16.4	16.4	22	27	0
C003B CHIEF CRIMINAL LAW BR	61	20.5	20.5	40	21	0
C004B SENIOR INSTRUCTOR	9	3.0	3.0	0	9	0
C005B CRIMINAL LAW SPEC	20	6.7	6.7	7	13	0
C006C CHIEF ADMIN LAW BR	70	23.5	23.5	28	42	0
C007C SENIOR INSTRUCTOR	11	3.7	3.7	0	11	0
C008C CHIEF LITIGATION BR	3	1.0	1.0	0	3	0
C009C ADMINISTRATIVE LAW COUNSEL	7	2.3	2.3	0	7	0
C010C CHIEF CLATM'S BRANCH	5	1.6	1.6	0	5	0
C011B MILITARY JUDGE	32	10.7	10.7	0	32	0
SUB TOTAL	297	99.9	99.9	104	193	0

DUTY POSITIONS

TABLE 20

SPECIALTY CODE: 55

SPECIALTY TITLE: LEGAL

GRADE: 05

ANALYZED DUTY POSITIONS

CORE JOBS	REQUIREMENTS	% JOB TYPE	% ANALYZED POS	TOE	TDA	CMD
C001A STAFF JUDGE ADVOCATE	47	29.9	29.9	22	25	0
C002A ASSISTANT CHIEF PERSONNEL PLAN	3	1.9	1.9	0	3	0
C003A DIRECTOR DOC DEVEL LIT DIV	1	0.6	0.6	0	1	0
C004A DEPUTY STAFF JUDGE ADVOCATE	49	31.2	31.2	7	42	0
C005A ASST EXECUTIVE OFFICER	1	0.6	0.6	0	1	0
C006B CHIEF CRIMINAL LAW BR	14	8.9	8.9	9	5	0
C007B CH CRIMINAL LAW DIV TJAGSA	1	0.6	0.6	0	1	0
C008E MILITARY JUDGE	5	3.1	3.1	0	5	0
C009C CHIEF ADMIN LAW BR OTJAG	3	1.9	1.9	0	3	0
C010C CHIEF ADMIN LAW DIV TJAGSA	1	0.6	0.6	0	1	0
C011C CH PROC LAW DIV TJAGSA	1	0.6	0.6	0	1	0
C012C CHIEF INTERNATIONAL AFF TJAGSA	1	0.6	0.6	0	1	0
C013C CHIEF ADMIN LAW DIV	12	7.6	7.6	7	5	0
C014C ADMIN LAW COUNSEL	6	3.8	3.8	0	6	0
C015C ADMINISTRATIVE JUDGE PROCUREME	2	1.2	1.2	0	2	0
C016C CH INTERNATIONAL LAW BR	2	1.2	1.2	0	2	0
C017C CHIEF CLAIMS BR	4	2.5	2.5	0	4	0
C018C CHIEF LITIGATION BR	3	1.9	1.9	0	3	0
C019C SENIOR INSTRUCTOR USAO3SC	1	0.6	0.6	0	1	0
SUB TOTAL	157	99.9	99.9	45	112	0

DUTY POSITIONS

TABLE 21

SPECIALTY CODE: 55

SPECIALTY TITLE: LEGAL

GRADE: 06

ANALYZED DUTY POSITIONS CORE JOBS	REQUIREMENTS	% JOR TYPE	% ANALYZED POS	TOE	TDA	CHD
0001A STAFF JUDGE ADVOCATE	48	45.7	44.4	7	41	0
0002A COMDNT TJAGSA	1	0.9	0.9	0	1	1
0003A CHIEF PERS PLANS & TNC OFF	1	0.9	0.9	0	1	0
0004B CHIEF CRIMINAL LAW DIV	1	0.9	0.9	0		0
0005B MILITARY JUDGE	22	20.9	20.3	0	22	0
0006B CHIEF TRIAL JUDICIARY	1	0.9	0.9	0	1	0
0007B APPELLATE JUDGE	15	14.2	13.8	0	15	0
0008B CH GOVT APPEL DIV	1	0.9	0.9	0	1	0
0009B CHIEF DEFENSE APPELLATE DIV	1	0.9	0.9	0	1	0
0010C CHIEF ADMIN LAW DIVISION	1	0.9	0.9	0	1	0
0011C ADMIN LAW COUNSEL	2	1.9	1.8	0	2	0
0012C CHIEF PROCUREMENT LAW DIV	1	0.9	0.9	0	1	0
0013C CH INTERNATIONAL LAW DIV OTJAG	1	0.9	0.9	0	1	0
0014C ASST CHIEF PATENTS DIVISION	1	0.9	0.9	0	1	0
0015C CHIEF LITIGATION DIV	1	0.9	0.9	0	1	0
0016C CH LEGAL ASSISTANCE DIV OTJAG	1	0.9	0.9	0	1	0
0017C LAW PROFESSOR	2	1.9	1.8	0	2	0
0018C CHIEF CONTRACT APPEALS	1	0.9	0.9	0	1	0
0019C CH USA CLAIMS SERVICE	1	0.9	0.9	0	1	0
0020C DEP COMDNT TJAGSA	1	0.9	0.9	0	1	0
0021C CHIEF LABOR/CIVILIAN PERSONNEL	1	0.9	0.9	0	1	0
SUB TOTAL	105	99.9	97.1	7	98	1

RELATED JOBS

R001 EXECUTIVE OTJAG	2	66.6	1.8	0	2	0
R002 DIRECTOR RESEKVE AFFAIRS	1	33.3	0.9	0	1	0

REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

APPENDIX 1

JAGC PROFESSIONAL DEVELOPMENT

TO ANNEX T

JAGC PROFESSIONAL DEVELOPMENT

TABLE 9

T-1-92a

OFFICER SURVEY ANALYSIS - JAGC

a. 68% return on 400 samples

59% Captain  
15% Major  
15% Lt. Colonel  
10% Colonel  
1% Other

b. Geographic Location Taking Survey

78% CONUS  
4% Ha, Al, Pr, Pa  
4% Pacific  
13% Europe  
1% Other

c. Basic Branch

94% JAGC  
6% AG, AD, FA, IN, MI, MP, QM

d. Major Command

12% USAREUR  
23% FORSCOM  
16% TRADOC  
3% Korea  
1% Japan  
1% Com. Cmd.  
2% HSC  
14% MDW  
28% Other

e. Type of Unit

11% Combat  
2% Combat Support  
2% Combat Service Support  
10% Training  
28% Garrison Staff  
31% High-level Staff  
16% Others

f. Law Specialty

19% Judge Advocate  
20% S.J.A.  
18% Criminal Law  
10% Judiciary  
18% Admin/Civil  
7% Procurement  
2% International Law  
4% Claims  
2% Other

g. Alternate Law Specialty

8% Judge Advocate  
9% S.J.A.  
28% Criminal Law  
11% Judiciary  
18% Admin/Civil  
4% Procurement  
3% International Law  
5% Claims  
14% Other

h. Years of Service

Mean - 9.9 years  
Median - 8.4 years  
Mode - 4.0 years

i. Military Education Level

Basic - 53%  
Advanced - 27%  
CGSC - 13%  
SSC - 7%

j. Civilian Education Level

JD - 83%  
LLM - 12%  
Other MA - 4%  
SJD - 1%



k. Marital Status/Sex

84% - Married Male  
2% - Married Female  
13% - Single Male  
1% - Single Female

1. Race/Ethnic Group

94 % - White  
3 % - Black  
.7% - Spanish  
.4% - Asian  
1.9% - Other

1. Source of Commission

6% - OCS  
8% - USMA  
56% - ROTC  
30% - Direct

2. Component

58% - RA  
41% - Res.  
1% - ARNGUS/Other

3. Career Plans

12% - Yes, 20  
7% - Yes, 20 - 26  
17% - Yes, 26 +  
24% - Yes, but ??  
24% - Unknown  
16% - No

4. Rank Expectations

5% - Major  
20% - LTC  
58% - COL  
12% - GEN  
5% - Other

5. RZ Promotions

9 % - Once  
2.2% - Twice  
.4% - Three +

LAWYER

Question 6: WHAT TYPE TNG CARRIES MOST WGT WITH BOARDS?

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
RES MIL	155	57.8
NCN-RES MIL	1	.4
OJT	73	27.2
CIV ED	28	10.4
CIV TNG	2	.7
OTHER	7	2.6
MISSING CASES	2	.7

Question 7: WHAT IS HIGHEST LAW POSITION YOU HAVE HELD?

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
UNASSIGNED	1	.4
JA	74	27.6
INSTL SEC CH	72	26.9
DEP SJA	32	11.9
MACOM SEC CH	31	11.6
SJA	57	21.3
MISSING CASES	1	.4

LAWYER

Question 8: WHAT HAS BEEN MOST SATISFYING WORK TO YOU?

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
PROS	45	16.8
DEFENSE	54	20.1
TEACH	24	9.0
PLANS	2	.7
RESRCH	22	8.2
REP GOV	14	5.2
COUNSEL	102	38.1
MISSING CASES	5	1.9

Question 9: WHAT IS YOUR LINE OFFICER EXPERIENCE?

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
NONE	184	68.7
COMPANY	52	19.4
BATTALION	17	6.3
DIV-MACOM	10	3.7
MISSING CASES	5	1.9

LAWYER

Question 10: WHAT IS YOUR HIGHEST STAFF EXPECTATIONS?

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
BATTALION	13	4.9
BRIGADE	32	11.9
DIVISION	32	11.9
INSTALLATION	168	62.7
MACOM	22	8.2
MISSING CASES	1	.4

Question 11: TIME OF CGSC COMPLETION:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
NEVER	216	80.6
BEFORE BDE STF	7	2.6
AFTER BDE STF	45	16.8

Question 12: PURPOSE OF CGSC IS:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
UNKNOWN	51	19.0
UNDTND CLIENT	19	7.1
SJA PREP	35	13.1
SHARE EXPRNCE	10	3.7
PROMOTN POSTN	43	16.0
BROADEN ONE	109	40.7
MISSING CASES	1	.4

## LAWYER

## Question 13: OGSC FOR ALL?

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
RES NEC	90	33.6
RES NON-RES NEC	33	12.3
FORM NOT IMP	18	6.7
OK NOW	23	8.6
NOT SURE	67	25.0
NOT REQ	19	7.1
AGAINST	5	1.9
MISSING CASES	13	4.9

## Question 14: EXTENDED OGSC?

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
DO IT	26	9.7
TRY IT	99	36.9
ANOTHER LEVEL	24	9.0
I DON'T CARE	28	10.4
LUXURY	53	19.8
ELITIST	29	10.8
MISSING CASES	9	3.4

LAWYER

Question 15: MINIMUM EDUC LEVEL AT TIME OF COMMISSION SHOULD BE?

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
NONE	27	10.1
HS GRAD	17	3.7
SOME COLLEGE	11	4.1
ASOC DEG	57	21.3
BA	162	60.4
MISSING CASES	1	.4

Question 16: WHAT MIX OF EDUCATION-TRAINING IS REQUIRED?

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
MUCH MORE EDUC	25	9.3
MORE EDUC	56	20.9
SAME	125	46.6
MORE TNG	49	18.3
MUCH MORE TNG	11	4.1
MISSING CASES	2	.7

Question 17: EDUCATION IS MORE IMPORTANT AT?

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
NEVER	42	15.7
ALWAYS	58	21.6
CPT	38	14.2
MAJ	58	21.6
LTC	42	15.7
COL	23	8.6
MISSING CASES	7	2.6

LAWYER

Question 18: GRAD EDUCATION IS PRIMARILY USEFUL FOR:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
NOTHING	7	2.6
CIV JOB	12	4.5
PROMOTION	9	3.4
BROADEN	86	32.1
PRI SPEC KNOWLGE	110	41.0
ALT SPEC KNOWLGE	6	2.2
NEXT MIL JOB	38	14.2

Question 19: SHOULD ARMY PROVIDE GRAD EDUC?

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
YES, MORE VALUE	150	56.0
YES, FOR PERFRMNC	14	5.2
YES, FOR OTHER	30	11.2
UNKNOWN	5	2.2
NO, MY RESP	35	13.1
NO, NO NEED	20	7.5
NO, OTHER	12	4.5
MISSING CASES	1	.4

LAWYER

Question 20: WHAT PROPORTION OF JAGC SHOULD HAVE GRAD DEGREE?

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
NONE	10	3.7
FEW	75	28.0
FOURTH	106	39.6
HALF	49	18.3
THREE-FOURTHS	2	.7
MOST	24	9.0
MISSING CASES	2	.7

LAWYER

Question 21: MOST USEFUL PRI SPEC TNG RECEIVED:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
OJT	107	39.9
NON-RES MIL	1	.4
PRE-COM	15	5.6
BASIC	21	7.8
ADVANCED	46	17.9
RES SPEC CRS	28	10.4
CIV ED	47	17.5
MISSING CASES	1	.4



LAWYER

Question 22: IS ADEQUATE TNG AVAILABLE IN YOUR LEGAL SPEC?

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
YES	181	67.5
NO	69	25.7
DON'T KNOW	18	6.7

LAWYER

Question 23: DESCRIBE PRI SPEC TNG PROVIDED YOU:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
BROADLY-BASED	64	23.9
THOROUGH	109	40.7
GENERAL	57	21.3
UNRELATED	20	7.5
NONE	12	4.5
MISSING CASES	6	2.2

LAWYER

Question 24: IN YOUR PRI SPEC-MOST IMPORTANT TNG PROVIDED TO YOU:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
OJT	49	18.3
NON-RES MIL	10	3.7
RES MIL	121	45.1
CIV SPEC TNG	28	10.4
CIV-BA	1	.4
CIV-GRAD	54	20.1
MISSING CASES	5	1.9

LAWYER

Question 25: IN YOUR PRI SPEC LEAST USEFUL TNG PROVIDED TO YOU?

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
OJT	12	4.5
NON-RES MIL	103	38.4
RES MIL	14	5.2
CIV SPEC TNG	15	5.6
CIV-BA	102	38.1
CIV-GRAD	20	7.5
MISSING CASES	2	.7

Question 26: WHAT LEVEL GAP IN TNG IN CURRENT SCHOOLING:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
BASIC	33	12.3
ADVANCED	76	28.4
EXPERT	29	10.8
UNAWARE OF GAP	124	46.3
MISSING CASES	6	2.2

LAWYER

Question 27: IN YOUR PRI SPEC ROLE OF CIV ED:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
AVAILABLE-IMPTNT	130	48.5
AVAILABLE-UNIMP	89	33.2
UNAVAIL	45	16.8
MISSING CASES	4	1.5

Question 28: IS YOUR PRI SPEC TNG OF VALUE IN CIVILIAN CAREER

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
YES, SAME WORK	27	10.1
YES, SMLR WORK	67	25.0
YES, WORK UNKNOWN	133	49.6
NO, BUT SIM WORK	11	4.1
NO, DIF WORK	24	9.0
MISSING CASES	6	2.2

LAWYER

Question 29: YOUR DEFINITION OF SPECIALTY QUAL:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
CHECKOFF CRS & JOBS	92	34.3
DO THE JOB	106	39.6
BOARDS DECIDE	17	6.3
DA PAM 600-3	16	5.0
PROFFES CERT	33	12.3
MISSING CASES	4	1.5

LAWYER

Question 30: RESPONS FOR SPEC QUAL:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
OFFICER	167	62.3
PPTO	35	13.1
RATER	8	3.4
TRAINING SYSTEM	54	20.1
MISSING CASES	3	1.1

Question 31: HOW MANY ASSIGNMENTS ARE REQUIRED TO BECOME SPEC QUAL?

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
ONE	76	28.4
TWO	94	35.1
THREE	69	25.7
FOURT	15	5.6
MORE	11	4.1
MISSING CASES	3	1.1

LAWYER

Question 32: PRI SPEC-METHOD OF QUAL:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
OJT	104	38.8
NON-RES MIL	2	.7
RES MIL	7	2.6
SELF CIV STUDY	5	1.9
RES CIV	6	2.2
COMBINATION	141	52.6
MISSING CASES	3	1.1

LAWYER

Question 33: SPEC QUALIFICATION STANDARDS FOR EACH JOB?

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
YES, ABSOLUTE	12	4.5
YES, FLEXIBLE	126	47.0
NO, NOT POSSIBLE	65	24.3
NO, OTHER	29	10.8
UNSURE	34	12.7
MISSING CASES	2	.7

## LAWYER

## Question 34: USE OF QUAL INFORMATION:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
PROF DEV	22	8.2
PROMOTN	47	17.5
PERSONAL	19	7.1
DIAGNSTC	158	59.0
NOTHING	19	7.1
MISSING CASES	3	1.1

## LAWYER

## Question 35: PRI SPEC QUAL BEFORE PROMOTION TO WHAT RANK?

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
MAJ	15	5.6
LTC	30	11.2
COL	14	5.2
NONE	179	66.8
ALL ABOVE	28	10.4
MISSING CASES	2	.7

## Question 36: PRESENT LEVEL OF PROF DEVELOPMENT?

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
WELL	157	58.6
SOMEWHAT PREPARED	96	35.8
SOMEWHAT UNPRPD	8	3.0
UNPRPRD	5	1.9
MISSING CASES	2	.7

## LAWYER

Question 37: BEST TNG-PRI SPEC: RESIDENT/NONRESIDENT

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
NEITHER	20	7.5
RES	227	84.7
NON-RES	4	1.5
BOTH	15	5.6
MISSING CASES	2	.7

## LAWYER

Question 38: SELF-STUDY TIME:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
ONE HOUR	28	10.4
2-4 HRS	98	36.6
5-7 HRS	87	32.5
8-9 HRS	18	6.7
TEN UP	35	13.1
MISSING CASES	2	.7

LAWYER

Question 39: PROFESSIONAL EXAMS?

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
STRONGLY AGREE	20	7.5
AGREE	50	18.7
UNKNOWN	29	10.8
DISAGREE	93	34.7
STRONGLY DISAGREE	72	26.9
MISSING CASES	4	1.5

LAWYER

Question 40: USE OF PROF EXAMS:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
DIAGNSTC	66	24.6
TNG NEED	80	29.9
POS QUAL	40	14.9
PROMOTN	23	8.6
ANYTHING	55	20.5
MISSING CASES	4	1.5

Question 41: LIMITATIONS OF PROF EXAMS:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
PAPR-PEN NOT JOB	145	54.1
AREA TOO BROAD	63	23.5
OKAY NOW	20	7.5
OTHER	39	14.6
MISSING CASES	1	.4

T-1-110



LAWYER

Question 42: MEANS OF PROF DEVELOPMENT:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
EXPERNC	35	13.1
SLFSTUDY	2	.7
COMB-SLF, NON-RES	3	1.1
RESDNT	22	8.2
COMBO	205	76.5
MISSING CASES	1	.4

LAWYER

Question 43: YOUR VALUE TO ARMY AFTER HIGHER TNG INCREASE?

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
GREATLY	65	24.3
SOME	118	44.0
UNSURE	41	15.3
NOT MUCH	27	10.1
NONE	15	5.6
MISSING CASES	2	.7

Question 44: SJA MANAGEMENT:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
DO IT NOW	13	4.9
GOOD BUT PROBS	121	45.1
I DON'T CARE	43	16.0
NO	77	28.7
MISSING CASES	14	5.2

LAWYER

Question 45: CLE PREFERENCE:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
RES MIL	80	29.9
RES CIV	87	32.5
PROF SEM	88	32.8
VIDEO	4	1.5
SLFSTUDY	7	2.6
MISSING CASES	2	.7

LAWYER

Question 46: BEST CLE PROGRAMS:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
MIJ SCHL	110	41.0
CIV SCHL	52	19.4
PROF ORG	92	34.3
GOVMT	6	2.2
MISSING CASES	8	3.0

## LAWYER

Question 47: CIV EQUIVALENT SALARY:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
\$10,000	2	.7
\$10,001 - \$15,000	4	1.5
\$15,001 - \$20,000	34	12.7
\$20,001 - \$30,000	80	29.9
\$30,001 - \$40,000	74	27.6
\$40,001 - \$50,000	42	15.7
\$50,001 +	30	11.2
UNKNOWN	1	.4
MISSING CASES	1	.4

Question 48: YOUR CIV SALARY:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
\$10,000	1	.4
\$10,000 - \$15,000	8	3.0
\$15,001 - \$20,000	59	22.0
\$20,001 - \$30,000	91	34.0
\$30,001 - \$40,000	63	23.5
\$40,001 - \$50,000	21	7.8
\$50,001+	13	4.9
UNKNOWN	10	3.7
MISSING CASES	2	.7

LAWYER

Question 49: IF THERE WERE LAW COURSE PREREQ, AFFECT YOUR DECISION TO APPLY JAGC?

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
OBJECT	75	28.0
ACCEDE	29	10.8
NO DIF	158	59.0
MISSING CASES	6	3.0

LAWYER

Question 50: REQUIRED LAW COURSES:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
EVDNCE	118	44.0
TORTS	2	.7
CONTRCTS	3	1.1
FAM LAW	1	.4
INT LAW	1	.4
FED CIV	2	.7
TRUSTS	1	.4
ALL	134	50.0
MISSING CASES	6	2.2

Question 51: COURSES NOT REQUIRED:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
EVDNCE	2	.7
TORTS	13	4.9
CONTRCTS	4	1.5
FAM LAW	14	5.2
INT LAW	65	24.3
LAB LAW	27	10.1
FED CIV	43	16.0
TRUSTS	21	7.8
ENVI LAW	60	22.4
MISSING CASES	19	7.1

LAWYER

Question 52: TIME SPENT ON LAW PRACTICE:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
ALL	159	59.3
75%	65	24.3
50%	33	12.3
25% DOWN	11	4.1

Question 53: CONCENTRATED REFRESHER TNG BEFORE EACH NEW ASSIGNMENT:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
STRONGLY AGREE	49	18.3
AGREE	114	42.5
UNKNOWN	20	7.5
DISAGREE	72	26.9
STRONGLY DISAGREE	13	4.9

Question 54: TDY ADV COURSE:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
STRONGLY ACREE	42	15.7
AGREE	62	23.1
UNKNOWN	30	11.2
DISAGREE	92	34.3
STRNGLY DISAGREE	41	15.3
MISSINC CASES	1	.4

LAWYER

Question 55: ALL CPT TO ADV CRS:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
STRONGLY AGREE	65	24.3
AGREE	89	33.2
UNKNOWN	26	9.7
DISAGREE	67	25.0
STRONGLY DISAGREE	21	7.8

Question 56: UTILIZATION AFTER CIV SPEC TNG:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
STRONGLY AGREE	129	48.1
AGREE	100	37.3
UNKNOWN	22	8.2
DISAGREE	13	4.9
STRONGLY DISAGREE	3	1.1
MISSING CASES	1	.4

Question 57: PURPOSE CIV ED IS FOR SKILLS NOT ACADEMIC CREDENTIALS:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
STRONGLY AGREE	109	40.7
AGREE	118	44.0
UNKNOWN	11	4.1
DISAGREE	24	9.0
STRONGLY DISAGREE	6	2.2

LAWYER

Question 58: ADV CRS SHOULD TRAIN FOR NEXT DUTY:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
STRONGLY AGREE	9	3.4
AGREE	56	20.9
UNKNOWN	24	9.0
DISAGREE	141	52.6
STRONGLY DISAGREE	37	13.8
MISSING CASES	1	.4

Question 59: ALL SPEC EQUAL:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
STRONGLY AGREE	9	3.4
AGREE	85	31.7
UNKNOWN	21	7.8
DISAGREE	102	38.1
STRONGLY DISAGREE	51	19.0



LAWYER

Question 60: COMBAT ARMS BASIC COURSE FOR NEW JAG:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
STRONGLY AGREE	52	19.4
AGREE	62	23.1
UNKNOWN	10	3.7
DISAGREE	65	24.3
STRONGLY DISAGREE	78	29.1
MISSING CASES	1	.4

LAWYER

Question 61: 5-8 WK SJA ORIENTATION CRS - LAW AND MANAGEMENT:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
STRONGLY AGREE	67	25.0
AGREE	135	50.4
UNKNOWN	30	11.2
DISAGREE	29	10.8
STRONGLY DISAGREE	5	1.9
MISSING CASES	2	.7

LAWYER

Question 62: ACAD REPORT IS AS IMPORTANT AS OER:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
STRONGLY AGREE	15	5.6
AGREE	64	23.9
UNKNOWN	21	7.8
DISAGREE	127	47.4
STRONGLY DISAGREE	37	13.8
DON'T KNOW	1	.4
MISSING CASES	3	1.1

Question 63: CGSC SHOULD BE BROAD:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
STRONGLY AGREE	79	29.5
AGREE	152	56.7
UNKNOWN	20	7.5
DISAGREE	12	4.5
STRONGLY DISAGREE	1	.4
MISSING CASES	4	1.5

LAWYER

Question 64: CIV ED SHOULD BROADEN ONE:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
STRONGLY AGREE	14	5.2
AGREE	98	36.6
UNKNOWN	23	8.6
DISAGREE	111	41.4
STRONGLY DISAGREE	19	7.1
MISSING CASES	3	1.1

Question 65: CGSC-AWC MANDATORY FOR ALL MAJ AND LTC:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
STRONGLY AGREE	8	3.0
AGREE	36	13.4
UNKNOWN	41	15.3
DISAGREE	128	47.8
STRONGLY DISAGREE	52	19.4
I DON'T KNOW	1	.4
MISSING CASES	2	.7

LAWYER

Question 66: SJA CPT SHOULD ROTATE JOBS AT 6-9 MONTHS:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
STRONGLY AGREE	39	14.6
AGREE	96	35.8
UNKNOWN	11	4.1
DISAGREE	91	34.0
STRONGLY DISAGREE	31	11.6

LAWYER

Question 67: WHEN PROMO TO MAJ/LTC, THE ARMY LAWYER BECOMES A  
MANAGER AND PRACTICES LITTLE LAW:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
STRONGLY AGREE	71	26.5
AGREE	108	40.3
UNKNOWN	5	1.9
DISAGREE	62	23.1
STRONGLY DISAGREE	21	7.8
MISSING CASES	1	.4

LAWYER

Question 68: FORMAL TNG SHOULD BE PROVIDED TO LEARN BASICS  
OF A SPEC:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
STRONGLY AGREE	76	28.4
AGREE	168	62.7
UNKNOWN	9	3.4
DISAGREE	13	4.9
STRONGLY DISAGREE	1	.4
MISSING CASES	1	.4

Question 69: PROMOTION BOARDS SHOULD PROMOTE BY SPEC QUOTAS:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
STRONGLY AGREE	5	1.9
AGREE	23	8.6
UNKNOWN	32	11.9
DISAGREE	107	39.9
STRONGLY DISAGREE	99	36.9
MISSING CASES	2	.7

LAWYER

Question 70: EVEN DIST OF QUALITY OFFICERS:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
STRONGLY AGREE	25	9.3
AGREE	101	37.7
UNKNOWN	45	16.8
DISAGREE	72	26.9
STRONGLY DISAGREE	22	8.2
MISSING CASES	3	1.1

Question 71: CGSC SHOULD BE DIF FOR SPECS 11 AND 12:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
STRONGLY AGREE	63	23.5
AGREE	108	40.3
UNKNOWN	36	13.4
DISAGREE	43	16.0
STRONGLY DISAGREE	13	4.9
MISSING CASES	5	1.9

LAWYER

Question 72: IN WAR OR PEACE JAG PRACTICE IS THE SAME:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
STRONGLY AGREE	15	5.6
AGREE	116	43.3
UNKNOWN	22	8.2
DISAGREE	90	33.6
STRONGLY DISAGREE	18	6.7
MISSING CASES	7	2.6

LAWYER

Question 73: CIV LAWYERS COULD BE TRAINED FOR JAG IN 30 DAYS  
IN WAR:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
STRONGLY AGREE	17	6.3
AGREE	101	37.7
UNKNOWN	6	2.2
DISAGREE	98	36.6
STRONGLY DISAGREE	43	16.0
DON'T KNOW	1	.4
MISSING CASES	2	.7

LAWYER

Question 74: ONLY SPEC RELATED TO SJA HAVE GOOD PROMO POTENTIAL:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
STRONGLY AGREE	18	6.7
AGREE	111	41.4
UNKNOWN	32	11.9
DISAGREE	84	31.3
STRONGLY DISAGREE	16	6.0
MISSING CASES	7	2.6

Question 75: ALL SJA SHOULD PRACTICE - SEE LEG ASST CLIENTS:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
STRONGLY AGREE	23	8.6
AGREE	55	20.5
UNKNOWN	20	7.5
DISAGREE	119	44.4
STRONGLY DISAGREE	50	18.7
MISSING CASES	1	.4

Question 76: OGSC-AWC SELECTION MOST IMPORTANT:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
STRONGLY AGREE	20	7.5
AGREE	66	24.6
UNKNOWN	57	21.3
DISAGREE	87	32.5
STRONGLY DISAGREE	29	10.8



LAWYER

Question 77: OJT IS THE MOST VALUABLE THING IN SOME SPEC:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
STRONGLY AGREE	67	25.0
AGREE	174	64.9
UNKNOWN	6	2.2
DISAGREE	17	6.3
STRONGLY DISAGREE	3	1.1
MISSING CASES	1	.4

Question 78: CIVILIAN MAKES OFFICER MORE COMPETITIVE FOR PROMOTION:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
STRONGLY AGREE	33	12.3
AGREE	125	46.6
UNKNOWN	35	13.1
DISAGREE	58	21.6
STRONGLY DISAGREE	11	4.1
MISSING CASES	6	2.2

Question 79: MORE FORMAL THING BEST:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
STRONGLY AGREE	55	20.5
AGREE	182	67.9
UNKNOWN	14	5.2
DISAGREE	12	4.5
STRONGLY DISAGREE	2	.7
MISSING CASES	3	1.1

LAWYER

Question 80: EVERY JAGC OFFICER - GENERALIST PLUS SPECIALTY:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
STRONGLY AGREE	47	17.5
AGREE	134	50.5
UNKNOWN	16	6.0
DISAGREE	59	22.0
STRONGLY DISAGREE	10	3.7
MISSING CASES	2	.7

Question 81: TNG LEVEL SHOULD NOT BE USED AS PROM CRITERION:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
STRONGLY AGREE	26	9.7
AGREE	93	34.7
UNKNOWN	48	17.9
DISAGREE	91	34.0
STRONGLY DISAGREE	6	2.2
MISSING CASES	4	1.5

Question 82: PROF EXAMS NEEDED:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
STRONGLY AGREE	15	5.6
AGREE	47	17.5
UNKNOWN	28	10.4
DISAGREE	94	35.1
STRONGLY DISAGREE	82	30.6
MISSING CASES	2	.7

LAWYER

Question 83: INCREASE JAGC SVC OBLIGATION TO 4 YEARS:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
STRONGLY AGREE	35	13.1
AGREE	78	29.1
UNKNOWN	45	16.8
DISAGREE	81	30.2
STRONGLY DISAGREE	28	10.4
MISSING CASES	1	.4

LAWYER

Question 84: JAGC ENTRY RANK SHOULD BE 1LT:

<u>CATEGORY</u>	<u>FREQ</u>	<u>(PCT)</u>
STRONGLY AGREE	15	5.6
AGREE	21	7.8
UNKNOWN	10	3.7
DISAGREE	69	25.7
STRONGLY DISAGREE	150	56.0
DON'T KNOW	1	.4
MISSING CASES	2	.7

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JAGC

QUALIFICATION STANDARDS\*

55A - Judge Advocate

0-3 Judge Advocate Officer (JAO)

LL.B/J.D. degree. Admitted to practice in a State/D.C.  
J.A. Officer Orientation Course  
J.A. Officer Basic Course  
OJE required for qualification - 2 years in positions with  
duty modules PP-1, PP-2, PP-3, PP-10, PP-11, PP-14, PP-15,  
and E-1. This JAO qualification is a prerequisite to assign-  
ment to any other duty position in the JAGC.

0-4 Deputy Staff Judge Advocate

JAO Qualification  
Post Graduate Military Legal Education Course  
Assignment Prerequisites -  
- Criminal Law Specialist (PP-20) - 1 year  
- Administrative Law Specialist (PP-13/PP-16/PP-17/PP-19  
or PP-21) - 1 year  
OJE required for qualification - 1 year

0-4 Post Judge Advocate

JAO Qualification  
Post Graduate Military Legal Education Course  
Assignment Prerequisites -  
- Criminal Law Specialist (PP-20) - 1 year  
- Administrative Law Specialist (PP-13/PP-16/PP-17/PP-19  
or PP-21) - 1 year  
OJE required for qualification - 1 year

\*This brief outline of qualification standards illustrates the RETO recommendation. It is not prescriptive and may be modified to meet current needs of the JAGC.

55B - Criminal Law Specialist

0-3 Appellate Advocate

JAO Qualification  
Assignment Prerequisites  
- Criminal Law Specialist  
OJE Required for Qualification - 1 year

0-3 Criminal Law Specialist

JAO Qualification  
CLE - 1 week  
Assignment Prerequisites  
- Trial Counsel or Defense Counsel - 6 months  
OJE Required for Qualification - 6 months

0-3 Instructor, Criminal Law

JAO Qualification  
MOI Course  
Assignments Prerequisites  
- Criminal Law Specialist  
OJE Required for Qualification - 1 year

0-4 Chief, Criminal Law Branch

JAO Qualification  
CLE - 2 weeks  
Post Graduate Military Legal Education Course  
Assignment Prerequisites  
- Ch. Trial Counsel/Defense Counsel - 1 year  
OJE Required for Qualification - 1 year

0-4 Military Judge

JAO Qualification  
Post Graduate Military Legal Education Course  
Military Judge Course  
Assignment Prerequisites  
- Criminal Law Specialist  
OJE Required for Qualification - N/A

0-4 Sr. Instructor, Criminal Law

JAO Qualification  
Post Graduate Military Legal Education Course  
MOI Course  
Assignment Prerequisites  
- Criminal Law Specialist  
OJE Required for Qualification - 1 year

55C - Administrative Law Specialist

0-3 Administrative Law Specialist

JAO Qualification  
CLE - 1 week  
Assignment Prerequisites - None  
OJE Required for Qualification - 1 year

0-3 Instructor, Admin/Procurement/International Law

JAO Qualification  
MOI Course  
Assignment Prerequisites  
- Administrative Law Specialist or,  
- Procurement Legal Advisor or,  
- International Law Specialist  
OJE Required for Qualification - 1 year

0-3 Litigation Specialist

JAO Qualification  
CLE - 1 week  
Assignment Prerequisites - None  
OJE Required for Qualification - 1 year

0-3 Environmental Law Specialist

JAO Qualification  
CLE - 1 week  
Assignment Prerequisites - None  
OJE Required for Qualification - 1 year

0-3 International Law Specialist

JAO Qualification  
CLE - 1 week  
Assignment Prerequisites - None  
OJE Required for Qualification - 1 year (part-time)

0-3 Procurement Legal Advisor

JAO Qualification  
CLE  
- 2 weeks, TJACSA  
- 3.5 weeks, ALMC Contracting Officer Course  
Assignment Prerequisites - None  
OJE Required for Qualification - 1 year

0-3 Labor Law Counselor

JAO Qualification  
CLE - 1 week  
Assignment Prerequisites - None  
OJE Required for Qualification - 1 year (part-time)

0-3 Administrative Law Counsel

JAO Qualification  
CLE - 1 week  
Assignment Prerequisites  
- Administrative Law Specialist  
OJE Required for Qualification - 1 year

0-3 Patent Law Specialist

JAO Qualification  
Patent Law Courses, 6 sem. hours at accredited law school  
Assignment Prerequisites - None  
OJE Required for Qualification - 1 year

0-4 Chief, Administrative Law Branch

JAO Qualification  
CLE - 2 weeks  
Post Graduate Military Legal Education Course  
Assignment Prerequisites  
- Administrative Law Specialist  
OJE Required for Qualification - 1 year

0-4 Senior Instructor, Admin/Procurement/International Law

JAO Qualification  
Post Graduate Military Legal Education Course  
NOI Course  
Assignment Prerequisites  
- Administrative Law Specialist or,  
- Procurement Legal Advisor or,  
- International Law Specialist  
OJE Required for Qualification - 1 year

0-4 Chief, Litigation Branch

JAO Qualification  
CLE - 1 week  
Post Graduate Military Legal Education Course  
Assignment Prerequisites  
- Litigation Specialist  
OJE Required for Qualification - 1 year



0-4 Administrative Law Counsel

JAO Qualification

CLE - 2 weeks

Post Graduate Military Legal Education Course

Assignment Prerequisites

- Administrative Law Specialist

OJE Required for Qualification - 1 year

0-4 Chief, Claims Branch

JAO Qualification

CLE - 1 week

Assignment Prerequisites - None

OJE Required for Qualification - 1 year

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PROFESSIONAL DEVELOPMENT PLAN

NAME/GRADE \_\_\_\_\_ STATION \_\_\_\_\_ LEGAL SPECIALTY \_\_\_\_\_ TRAINING YEAR \_\_\_\_\_

1. Long Range Goals: 3. Developmental Objectives to Accomplish #1 & #2:

2. Short Range Goals:

4. Training/Developmental Activities for this Year:

Code	Est. Cost	Est. Dates	Completed-Yes/No

5. OFFICER SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_  
 SUPERVISOR SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

Codes: RM - Resident Military School  
 RC - Resident Civilian School  
 BA - Bar Association Seminars/Conferences

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COA DATA

Continuing Legal Education

Resident Courses, TDY, 2 weeks JAG School, one per two years (400)	ADDITIONAL	\$ 613,000
Field Trial Advocacy Training 50 Panels per year	ADDITIONAL	<u>39,000</u>
	NET ADDITIONAL	<u>\$ 652,000</u>

Proposal #1

Continue Lee 3 weeks		<u>          </u>
Continue JOBC 9 weeks		<u>          </u>
Drop Advanced Course 50 stu x 41 wks x \$642	save	\$1,300,000
Add PGMLE 30 stu x 31 wks x \$642	add	600,000
Less TPS/10 weeks	save	99,000
Less PCS Dislocation Allowance	save	<u>54,000</u>
	save	\$ 853,000
Add Continuing Legal Education		<u>652,000</u>
	NET SAVE	<u>\$ 201,000</u>

Proposal #2

Drop Lee 3 weeks	save	\$ 453,000
Add Benning 4 weeks	add	680,000
Drop Advanced Course - Add PGMLE	save	<u>853,000</u>
	save	\$ 608,000
Add Continuing Legal Education		<u>652,000</u>
	NET ADDITIONAL	<u>\$ 44,000</u>

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ARMY JAG RESERVE PROGRAM

STATISTICAL SUMMARY

	<u>Authorized</u>	<u>Actual</u>
Distribution of Ready Reserve JAG Corps Officers		
a. Authorized Troop Program Unit TO&E JAGC positions within the Army Reserve System divided among 231 units or detachments (Selected Reserve)	926	776
(1) 117 JAGSO Detachments	538	
(2) 19 Army Reserve Commands	38	
(3) 12 Reserve Training Divisions	60	
(4) 19 Reserve Brigades, Army and Division Support Commands	48	
(5) 103 Miscellaneous units	242	
b. Mobilization Designee Officers (IRR)	234	205
(1) OFJAG	37	
(2) USALSA	78	
(3) U. S. Army Claims Service	7	
(4) TJAGSA	38	
(5) Other	74	
c. Non-unit Ready Reservists (Control Group)		440
(1) Annual Training	16	
(2) Reinforcement (IRR)	430	
d. Army National Guard Units Position (Selected Reserve)	330	
e. Current Number of JAGC Officers in the Standby Reserves		409
		1830

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Miscellaneous Units

	No. of Units	Auth Spaces	Total
Combat Support Groups	17	2	34
USA Port Detachments	13	1	13
USA Garrisons	9	4	36
Combat Support Field Depots	4	1	4
Logistical Groups	4	5	20
Combat Support Battalions	3	3	9
Engineer Groups	2	2	4
Special Forces Groups	2	1	2
Engineer Commands	2	4	8
Medical Department Centers	3	1	3
Medical Department Brigades	2	1	2
Military Ocean Terminals	1	1	1
Military Intelligence Battalions	1	1	1
Military Police Brigades	2	2	4
Transportation Corps Brigades	2	2	4
Transportation Corps Battalions	1	2	2
Transportation Corps Groups	1	1	1
Logistical Commands	1	6	6
Logistical Brigades	3	8	24
Corps	<u>1</u>	<u>6</u>	<u>6</u>
	74	54	184

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JAG SERVICE ORGANIZATION  
TOE 27-60-11

(TOTAL FORCE AUTH) TEAM NUMBER	FUNCTION	AUTHORIZED		
		OFFICER	WO	ENLISTED
AA 19	MILITARY LAW CTR	8	1	8
FA 0	CLAIMS	3		4
GA 20	INTERNATIONAL LAW	3	1	2
HA 31	COURT-MARTIAL TRIAL	4		2
HB 31	COURT-MARTIAL DEFENSE	4		2
IA 6	LEGAL SERVICE	3		2
JA 2	PROC-CONTRACT	6		2
JB 2	PROC-PROPERTY	6		2
JC 2	PROC-FRAUDS	6		2
JD 2	PROC-LABOR	6		2
JE <u>2</u>	PROC-FISCAL	6		2
117				

		<u>OLD TOE</u>	
TOTAL DETACHMENTS:	117	210	Reduction - 93 Detachments
AUTHORIZED STRENGTH:			
OFFICERS:	538	521	Increase - 17 officer positions
WARRANT OFFICERS:	39	33	Increase - 6 warrant officers
ENLISTED:	354	544	Decrease - 190 EN 71B MOS.
TOTAL	931	1,098	Total Reduction 167 positions

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## course structure

This section sets out the organization for each of the major courses offered in the nonresident format. The succeeding section contains detailed descriptions of individual subcourses. As with the resident program, the correspondence courses are designed principally for attorneys. Individuals who desire to enroll in either the Basic or Advanced Course must meet the prerequisites for those courses. Students who apply for enrollment in separate subcourses under the miscellaneous enrollment category should recognize that these are part of a graduate level continuing legal education program.

### JUDGE ADVOCATE OFFICER BASIC CORRESPONDENCE COURSE (5-27-E1)

**PURPOSE:** To provide basic branch orientation and training for Reserve component officers receiving a commission in the Judge Advocate General's Corps without concurrent orders to active duty.

**PREREQUISITES:** Commissioned officer of a Reserve component with a JD or LLB degree who has been appointed or anticipates appointment in the Judge Advocate General's Corps.

**LENGTH:** 147 credit hours.

**MAXIMUM PERIOD OF ENROLLMENT:** Two years.

**PHASING:** Phase I - 54 credit hours; Phase II - 93 credit hours.

**ACADEMIC REQUIREMENTS:** Completion of at least 75 credit hours in the first year of enrollment and the remainder in the second year.

SUBCOURSE NUMBER	TITLE	CREDIT HOURS
Phase I		
80	Benefits for Servicemen and their Families	9
81	Department of Defense Organization	4
84	Fundamentals of Management	12
88	Military Boards and Investigations	10
89	Safeguarding Classified Information	2
79	The Army Divisions	8
236	Race Relations	2
238	Drug Abuse	2
248	Military Leadership	3
283	Civil Affairs Orientation	2
Credit Hours in Phase I		54
Phase II		
12	Government Procurement	2
20	Introduction to Administrative and Civil Law and Military Legal Bibliography	2
21	Legal Basis of Command	14
22	Military Personnel Law and Boards of Officers	8
23	Law of Federal Labor Relations	8
24	Civil Rights	2
25	Claims	8
26	Legal Assistance	8

38	Fundamentals of Military Criminal Law and Procedure	26
43	The Law of Land Warfare	12
59	Staff Judge Advocate Operations I	10
Credit Hours in Phase II		93
Total Credit Hours		147

### JUDGE ADVOCATE OFFICER ADVANCED CORRESPONDENCE COURSE (5-27-E23)

**PURPOSE:** To provide a working knowledge of the duties and responsibilities of field grade Judge Advocate General's Corps officers.

**PREREQUISITES:** 1. Commissioned officer whose branch is JAGC (or his service's equivalent); and 2. Actual, constructive, or equivalent credit for Judge Advocate Officer Basic Course (5-27-C20) or Judge Advocate Officers' Basic Correspondence Course (5-27-E1).

**LENGTH:** 502 credit hours.

**MAXIMUM PERIOD OF ENROLLMENT:** Five years.

**PHASING:** Phase I - 24 credit hours; Phase II - 120 credit hours; Phase III - 24 credit hours; Phase IV - 122 credit hours; Phase V - 12 credit hours; Phase VI - 120 credit hours; Phase VII - 80 credit hours.

**ACADEMIC REQUIREMENTS:** Completion of at least 120 credit hours each enrollment year.

SUBCOURSE NUMBER	TITLE	CREDIT HOURS
Phase I		
285	Civil Disturbances	3
284	Civil Affairs (Advanced)	2
239	Organization of Brigade and Battalion	3
246	Military Leadership	3
233	Financial Management	3
275	Individual and Group Communication (Advanced)	8
208	Personnel Management	4
Credit Hours in Phase I		24
or		
144	Law of the Sea	24
Phase II		
138	Jurisdiction of Courts-Martial	12

131	Common Law Evidence	16
132	Constitutional Evidence	14
137	Military Crimes	12
133	Pretrial Procedure	18
134	Trial Procedure	18
135	Post Trial Procedure and Review	15
136	Appellate Review	15
	Credit Hours in Phase II	120
Phase III:		
208	Command and Staff Procedures	10
240	Brigade Command and Control	3
273	Division Support Command Concept	2
241	Infantry Brigade and Battalion	6
249	Race Relations	3
	Credit Hours in Phase III	24
	or	
145	The International Protection of Human Rights	24
Phase IV		
120	Judicial Review of Military Activities	16
121	Legal Basis of Command Command of Installations	20
122	Legal Basis of Command Military Aid to Law Enforcement	8
123	Legal Basis of Command Environmental Law	10
124	Legal Basis of Command Nonappropriated Fund Instrumentalities	4
125A	Law of Federal Employment	8
125B	Law of Federal Labor Management Relations	8
126	Government Information Practices	10
127	Military Personnel Law	10
128A	Federal Tort Claims Act	12
128B	Military Personnel and Civilian Employees Claims Act Affirmative Claims	6
129	Legal Assistance Programs, Administration, and Selected Problems	10
	Credit Hours in Phase IV	122
Phase V		
203	Division Administrative Operations	1
200	Records Management	2
254	Intelligence	3
287	The Insurgency Problem	3
238	Drug Abuse	3
	Credit Hours in Phase V	12
	or	
115	Fiscal Law	12
	or	
116	Socio-Economic Policies (Plus six credit hours from other subcourses in Phase VI)	12

Phase VI		
112	Government Contract Formation	20
113	Government Contract Administration	20
114	Special Aspects of Government Contracting	20
141	Law of Peace	19
142	Law of War	25
143	Special International Aspects of Judge Advocate Operations	16
	Credit Hours in Phase VI	120
Phase VII		
150	Legal Research and Writing Program or	65
151	Fundamentals of Military Legal Writing	65
152	Management for Military Lawyers	15
	Credit Hours in Phase VII	145
	Total Credit Hours	567

**JUDGE ADVOCATE OFFICER ADVANCED COURSE (NONRESIDENT/RESIDENT) (S-27-C23)**

**PURPOSE:** To prepare officers of the Reserve components not on active duty and, during mobilization, officers of all components, for the duties and responsibilities of field grade JAGC officers.

**PREREQUISITES:** 1. Reserve component commissioned officer whose branch is JAGC, and 2. Actual, constructive, or equivalent credit for Judge Advocate Officers' Basic Course (S-27-C20) or Judge Advocate Officers' Basic Correspondence Course (S-27-ET).

**LENGTH:** 502 credit hours.

**MAXIMUM PERIOD ENROLLMENT:** Five years.

**PHASING:** Phase I - 24 credit hours, Phase II - 120 credit hours, Phase III - 24 credit hours, Phase IV - 120 credit hours, Phase V - 12 credit hours, Phase VI - 120 credit hours, Phase VII - 80 credit hours.

**ACADEMIC REQUIREMENTS:** a. The C23 advanced course parallels the E23 correspondence course in all seven phases. Phases I, III, and V may be completed by correspondence course study or attendance at a USAR school during IDT. b. Phases II, IV, and VI may be completed either by correspondence course study or by student instruction during active duty for training at The Judge Advocate General's School. c. Phase VII must be completed by correspondence course study. d. Student must complete at least 120 credit hours each enrollment year.

**LEGAL ADMINISTRATIVE TECHNICIAN CORRESPONDENCE COURSE**

**PURPOSE:** To prepare Army members to perform or to improve the proficiency of Army members performing duties of Legal Administrative Technician, MOS 713A.

**PREREQUISITES:** 1. Warrant officer or enlisted member in grade E-6 or above, and 2. Completion of Senior Legal Clerk Correspondence Course, NCOES' Advanced, Administrative or equivalent training or experience.

**LENGTH:** 111 credit hours.

**MAXIMUM PERIOD OF ENROLLMENT:** One year.

SUBCOURSE NUMBER	TITLE	CREDIT HOURS
20	Introduction to Administrative and Civil Law, and Military Legal Bibliography	2
61	Department of Defense Organization	4
67	Civilian Personnel Management	10
70	Preparation for Writing	6
71	Putting Your Thoughts on Paper	7
72	Spelling, Abbreviation, and Capitalization	4
73	Punctuation	4
74	Reviewing Your Writing	5
77	Small Unit Administration (Publications, Records and Personnel Management)	5
80	Safeguarding Defense Information	10
83	Unit Organization and Supply	23
86	The Army Planning, Programming, and Budgeting System	16
152	Management for Military Lawyers	15
Total Credit Hours		111

#### JUDGE ADVOCATE RESERVE COMPONENTS GENERAL STAFF COURSE

**PURPOSE:** To prepare selected JAGC Reserve officers for duty as staff officers of divisions and support commands; to provide these officers with an understanding of the duties of general staff officers of corps and field armies (it includes their combat service support systems), and of combat arms participation in joint and combined operations.

**PREREQUISITES:** Commissioned JAGC Reserve officers who meet the following prerequisites are qualified for enrollment (waivers will not be granted): 1. Grade of major (O-4) or higher. 2. Completed or been awarded equivalent or constructive credit for a JAGC Officer Advanced Course. 3. Not have completed the resident course at the U.S. Army Command and General Staff College, nor the USAJAGC Nonresident/Resident Course through USAR Schools or correspondence.

**LENGTH:** Resident - 80 hours Nonresident - 100 hours.

**MAXIMUM PERIOD OF ENROLLMENT:** One year.

**ACADEMIC REQUIREMENTS:** Completion of Nonresident Phase required for attendance at Resident Phase.

#### NONRESIDENT PHASE

**SUBCOURSE 1/7:** Introductory Subjects - I.

**SCOPE:** a. An introduction to and discussion of the basic elements of electronic warfare. Discussion includes aspects of electronic warfare as an element of combat power, coordination and interaction between commanders, principal staff officers, and technical personnel and command and staff actions necessary for participation in follow-on lessons. b. Organizational responsibilities and functions of staffs with the Army in the field include relationships between the commander and his staff, among the members of the staff, and between superior and subordinate headquarters, as well as staff procedures employed. c. A discussion of combat intelligence and counterintelligence operations under the various forms of conflict. Discussion includes the role of the intelligence requirements of the tactical commander. The combat intelligence production system is described, to include planning, collection, and processing of information and the dissemination of intelligence. The discussion includes a description of the capabilities of the collection agencies within the corps and the sources of intelligence available to the intelligence officer at each echelon.

**CONTENT:** Four lessons and an examination.  
**CREDIT HOURS:** 16.

**SUBCOURSE 3/7:** Combat Service Support in the Theater of Operations (II).

**SCOPE:** An introduction to the basic principles, responsibilities, and operational procedures involved in combat service support for the army in the field. Contains the organization for combat service support and an analysis of the basic functions to include personnel, supply, transportation, maintenance, medical evacuation, and hospitalization.  
**CONTENT:** Five lessons and an examination.  
**CREDIT HOURS:** 46.

Counterintelligence aspects include planning for offensive and defensive counterintelligence operations. d. An introduction to the key features of decision making, includes the manner in which the staff assists the commander in his decision making process and the sequence of commander and staff actions, the meaning of the term "estimate" and the use of the estimate formats, mission analysis and planning guidance in relation to the estimate, development of the staff estimate; development of the commander's estimate, to include selection of alternate courses of action, analysis and comparison of alternates, development of staff recommendations, and commander's decision and concept. e. A review of procedures, techniques, and staff responsibility for translating the commander's decision into clear, concise, and timely combat plans and orders; explanation of the planning sequence; the various types and uses of combat plans and orders; the formats and techniques employed in their preparation and in the preparation of annexes and appendices. Task planning as an aid for the formulation of these documents; the relationship to and integration of the commander's decision and concept of the operation in plans and orders.

**CONTENT:** Eight lessons and an examination.

**CREDIT HOURS:** 44.

**SUBCOURSE 2/7:** Introductory Subjects - II: Organization of Army Forces in the Field and Principles of Combat.

**SCOPE:** a. The first three lessons provide an introduction to the organizational framework in which the student will work in future courses regarding the application of tactics, including the organization of the theater army and its command relationships to higher and lower headquarters, the organization of the corps and its combat elements, territorial organization of the theater of operations, and theater operational planning. Discussion of Army divisions focuses on the capabilities, limitations, and employment of the armored, infantry, and mechanized divisions. Organization and capabilities of the armored cavalry regiment, separate brigades and the air cavalry combat brigades are included. The student is also introduced to the reference manuals used in college instruction. b. In the fourth lesson, factors that contribute to or detract from the development and application of combat power, the analysis of relative combat power, the principles of war and their relation to tactics, and the military aspects of terrain are discussed. c. Knowledge of the fundamentals developed in these lessons will serve as a foundation for all subsequent courses concerned with tactical operations.

**CONTENT:** Four lessons and an examination.  
**CREDIT HOURS:** 16.

**SUBCOURSE 3/7:** Combat Service Support in the Theater of Operations (II).

**SCOPE:** An introduction to the basic principles, responsibilities, and operational procedures involved in combat service support for the army in the field. Contains the organization for combat service support and an analysis of the basic functions to include personnel, supply, transportation, maintenance, medical evacuation, and hospitalization.  
**CONTENT:** Five lessons and an examination.  
**CREDIT HOURS:** 46.

**CONTENT:** Four lessons and an examination.  
**CREDIT HOURS:** 16.

**SUBCOURSE 3/7:** Combat Service Support in the Theater of Operations (II).

**SCOPE:** An introduction to the basic principles, responsibilities, and operational procedures involved in combat service support for the army in the field. Contains the organization for combat service support and an analysis of the basic functions to include personnel, supply, transportation, maintenance, medical evacuation, and hospitalization.  
**CONTENT:** Five lessons and an examination.  
**CREDIT HOURS:** 46.

**CONTENT:** Five lessons and an examination.  
**CREDIT HOURS:** 46.

This course is offered during each academic year. Applications are accepted only in the fall of each year.

## subcourse Descriptions

All subcourses administered by The Judge Advocate General's School are listed consecutively below, with appropriate scopes, number of lessons, and credit hours included.

### SUBCOURSE JA 12. GOVERNMENT PROCUREMENT CREDIT HOURS: 2

SCOPE: An introduction to fundamental aspects of Department of Defense (DoD) procurement policies and practices, including the role of DoD procurement, the organization of DoD procurement management, the major steps in the procurement process, the procurement team, procurement planning, and procurement management. One lesson and examination.

### SUBCOURSE JA 13. INTRODUCTION TO ADMINISTRATIVE AND CIVIL LAW, AND MILITARY LEGAL BRIGADIER CREDIT HOURS: 2

SCOPE: Study of the concept of military administrative law, its role, and the primary sources of authority for military administrative law. Two lessons and examination.

### SUBCOURSE JA 21. LEGAL BASIS OF COMMAND CREDIT HOURS: 12

SCOPE: Study of the military justice system, legislative jurisdiction, military courts, and the role of military installations as the authority of the commander to control installation activities, the military magistrate court system as it functions on a military installation, operation of non-punitive disciplinary matters on a military installation, restriction of activities of law enforcement authorities, environmental law, and problems in planning and executing Army activities and the role of Army records pursuant to the Freedom of Information Act. Eight lessons and examination.

### SUBCOURSE JA 22. MILITARY PERSONNEL LAW AND BOARDING OFFICERS CREDIT HOURS: 5

SCOPE: Study of the composition of the Army officer appointment, promotion and separation, enlistment and induction, and the reduction and separation. Six lessons and examination.

### SUBCOURSE JA 23. LAW OF FEDERAL LABOR RELATIONS CREDIT HOURS: 5

SCOPE: Statutory and regulatory bases for civilian personnel in the federal service, labor personnel actions, procedures for adverse actions against civilian employees, basic principles of labor relations in the federal service, collective bargaining and labor contract negotiations in the federal service. Four lessons and examination.

### SUBCOURSE JA 24. CIVIL RIGHTS CREDIT HOURS: 2

SCOPE: Basic regulations and statutes devoted to civil rights; the equal opportunity program. Four lessons and examination.

### SUBCOURSE JA 25. CLAIMS CREDIT HOURS: 9

SCOPE: The Army claims program, Military Personnel and Civilian Employees' Claims Act; Federal Tort Claims Act; affirmative claims. Five lessons and examination.

### SUBCOURSE JA 26. LEGAL ASSISTANCE CREDIT HOURS: 6

SCOPE: Legal assistance program; Soldiers' and Sailors' Civil Relief Act; domicile and Soldiers' and Sailors' Civil Relief Act tax provisions; survivor benefits and Survivor Benefit Plan. Four lessons and examination.

### SUBCOURSE JA 36. FUNDAMENTALS OF MILITARY CRIMINAL LAW AND PROCEDURE CREDIT HOURS: 28

SCOPE: An introduction to fundamental aspects of military criminal law and procedure, including: jurisdiction over the person and over the offense; nonjudicial punishment; classification of courts-martial; preparation and disposition of charges; Article 32 investigation; pretrial advice; convening courts-martial, courts-martial personnel, the Article 33(a) session; arraignment, motions, pleas, trial procedure; findings and sentences; appellate review and new trials; matters of defense; the punitive articles. Fourteen lessons and examination.

### SUBCOURSE JA 43. THE LAW OF LAND WARFARE CREDIT HOURS: 12

SCOPE: Basic rules and principles, commencement of hostilities, forbidden conduct with respect to persons; forbidden means of waging warfare, bombardments, assaults, sieges, and stratagems, treatment of property during combat; remedies for violation of international law, prisoners of war, the wounded and sick; treatment of civilian persons, treatment of internees, information bureaus, central agency, and relief societies. Five lessons and examination.

### SUBCOURSE JA 58. STAFF JUDGE ADVOCATE OPERATIONS I CREDIT HOURS: 10

SCOPE: The staff judge advocate and his relations with the commander and his staff, organization and function of a staff judge advocate section; responsibilities of the staff judge advocate and his assistants, preparation of a staff study by the staff judge advocate; selected problems relating to staff judge advocate operations. Five lessons and examination.

### SUBCOURSE JA 60. BENEFITS FOR SERVICEMAN AND THEIR FAMILIES (AG SUBCOURSE 5) CREDIT HOURS: 9

SCOPE: Study of personnel services, to include legal affairs and benefits authorized for servicemen, veterans of wartime and peacetime service, their dependents, and survivors. Discussion of estate planning, the Civilian Health and Medical



REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

APPENDIX 1

JAGC PROFESSIONAL DEVELOPMENT

TO ANNEX T

JAGC PROFESSIONAL DEVELOPMENT

INCLOSURE 1

T-1-143a



DEPARTMENT OF THE ARMY  
OFFICE OF THE CHIEF OF STAFF  
WASHINGTON, D.C. 20310

DACS-OTRG

16 December 1977

Dear Survey Participant:

At the direction of the Chief of Staff, Army, a potentially landmark review of officer education and training has been undertaken, the results of which are expected to be significant, both to the Army as a whole and to individual Army officers. A key effort in this important review is the attached Officer Education and Training Survey.

The survey has been designed to permit you and a large, representative sample of your fellow officers to tell us from your perspective what we need to know about certain specific areas under review. Also, the survey poses several courses of action and asks you and your fellow participants for your views on them. Since these courses of action are only a few of those under consideration, they should not be taken as indicative of review group conclusions.

Your responses will be held in strict confidence, so please do not identify yourself on any part of the survey booklet or answer sheet. When all responses have been received, they will be analyzed carefully, together with data relative to education and training requirements. Education and training policies addressing each phase of officer career development will be prepared and recommended for incorporation into the FY 80-84 program.

The attached survey is your best chance to put your experiences, expectations, and suggestions about officer education and training "on the record." We urge you not to miss this opportunity, but timing is important. To be included in this special review effort, your survey must be completed and put in the mail within five working days after its receipt. To protect the answer sheet, which will be machine-scored, we ask, too, that you tuck it completely inside the survey booklet and mail both in the return envelope provided.

Thank you for your participation, and good luck to you in your military career.

Sincerely,

E. L. HARRISON  
Major General, USA  
Chairman, Review of Education  
and Training of Officers

RCS; CSOCS-(OT) 259

T-1-I-1

INCL 1

RCS-OSOCS-(OT) 259  
DAPC-MSF-S 77-44

GENERAL INSTRUCTIONS FOR SURVEY PARTICIPANTS

1. Use only a No. 2 pencil when completing the answer sheet.
2. Do not place your name or social security number (SSN) anywhere on the answer sheet or survey booklet. This will help to assure that your responses remain truly anonymous.
3. Answer all questions as of 31 December 1977, even though you may be completing the survey before that date.
4. Be sure that the question number that you mark on the answer sheet is the same as the question number in the survey booklet
5. You may make only one response for each question.; Blacken the circle on the answer sheet that has the same letter or number as the response you selected in the survey booklet. Do not make any other marks, or write, on the answer sheet.
6. If you make a mistake, erase the mark completely before you enter a new one.
7. You are not required to answer any question which you find objectionable.
8. If the possible responses to a question do not fit your opinion exactly, please choose the response which most nearly approximates your view.

INSTRUCTIONS FOR COMPLETING THE FRONT OF THE ANSWER SHEET

Enter capital letters JA in upper right corner blank identified as survey number.

The front of the answer sheet contains lettered columns. These columns are used to state demographic information. Please complete the lettered columns as follows:

COLUMN A: Blacken the circle corresponding to your grade.

COLUMN B: Select from the following table the geographic area in which you are taking this survey. Blacken the lettered circle corresponding to your location. (Ignore the two numbered columns.)

- A. Continental United States (CONUS)
- B. Hawaii, Alaska, Puerto Rico, Panama (Canal Zone)
- C. Pacific area (Other than Hawaii, includes Korea)
- D. European area (Includes Middle East)
- E. Other

COLUMN C: Select the letter which corresponds to your basic branch and blacken the appropriate circle.

- A. Adjutant General
- B. Air Defense Artillery
- C. Armor
- D. Chemical
- E. Engineer
- F. Field Artillery
- G. Finance
- H. Infantry
- I. Military Intelligence
- J. Military Police
- K. Ordnance
- L. Quartermaster
- M. Signal
- N. Transportation
- W. JAGC

COLUMN D: Select the letter corresponding to the major command (MACOM) to which you are assigned and blacken the appropriate lettered circle in Column D.

- A. USAREUR
- B. FORSCOM
- C. TRADOC
- D. USFK/EIGHTH ARMY
- E. US ARMY, JAPAN
- F. SUPPORT COMMAND, HAWAII
- G. COMMUNICATIONS COMMAND
- H. HEALTH SERVICES COMMAND
- I. MILITARY DISTRICT OF WASHINGTON
- J. OTHER

**COLUMN E:** Indicate the type of unit to which you are assigned by selecting the appropriate code from the table below and blackening the proper circles in Column E. Blacken the circle corresponding to the first digit of the code in the first sub-column and the circle corresponding to the second digit in the second sub-column.

- 00. Combat
- 11. Combat Support
- 22. Combat Service Support
- 33. Training (includes service school staff and faculty)
- 44. Garrison/installation staff
- 55. Recruiting, ROTC, Readiness Regions
- 66. Corps or higher level staff (includes MACOM, DA, etc)
- 77. Other

For study purposes, three specialty skill indicators (SSI) have been designated in the legal area (55) 55A-Judge Advocate; 55B-Criminal Law Specialist and 55C-Administrative/Civil Law Specialist. The basic entry duty position for captains in TDA/TOE organizations is judge advocate officer (55A). Officers in the criminal law specialty (55B) are in full-time criminal law duty positions, such as chief of a criminal law branch/division, instructor or any job in the USA Judiciary. Officers in the administrative/civil law specialty (55C) are similarly in full-time positions. For test purposes, several subspecialties in 55B and 55C have been listed below. All duty positions are included in these specialties or legal areas.

- 10 Judge Advocate
- 11 Staff Judge Advocate
- 20 Criminal Law
- 21 Judiciary-Judge/Appellate Advocate
- 30 Administrative/Civil Law (Labor, environment, etc.)
- 31 Procurement Law
- 32 International Law
- 33 Claims

**COLUMN F:** Indicate the specialty you are qualified to practice by blackening the appropriate circles in Column F. Blacken the circle corresponding to the first digit in the first sub-column and the circle corresponding to the second digit in the second sub-column.

**COLUMN G:** Indicate an alternate specialty you are qualified to practice by blackening the appropriate circles in Column G. Blacken the circle corresponding to the first digit in the first sub-column and the circle corresponding to the second digit in the second sub-column. If you feel you have no alternate specialty, use code 00.

**COLUMN H:** Enter the number of years of Active Federal Commissioned Service (AFCS) you will have completed as of 31 December 1977 by blackening the appropriate circles in Column H. Round partial years upward to the next higher whole year. If you have completed less than ten years AFCS, blacken 0 in the first sub-column, and the circle corresponding to the first digit of the number in the first sub-column, and the circle corresponding to the second digit in the second sub-column.

**COLUMN I:** Select the code from the table below that corresponds to the highest level of military education you have completed. Blacken the appropriate circle in Column I.

- A. Basic Course
- B. Advanced Course
- C. Command and General Staff College or equivalent (includes non-resident and constructive credit)
- D. Senior Service College (includes non-resident and constructive credit)

**COLUMN J:** Select the code from the table below that corresponds to the highest level of civilian education you have completed. Blacken the appropriate circle in Column J.

- A. Doctoral degree-SJD
- B. Master's degree-LLM
- C. Master's degree
- D. JD/LLB

**COLUMN K:** Indicate your marital status and sex by selecting the appropriate code from the following table and blackening the corresponding circle in Column K.

- A. Married male
- B. Married female
- C. Single male (divorced, separated, widowed, never married)
- D. Single female (divorced, separated, widowed, never married)

**COLUMN L:** Indicate your racial/ethnic background by selecting the appropriate code from the following table and blackening the corresponding circles in Column L.

- 00. White (Caucasian)
- 11. Black (Negro)
- 22. Mexican-American; Puerto Rican; Hispanic extraction
- 33. Asian-American
- 44. Other

1. Through which of the following did you receive your commission?
  - a. OCS
  - b. USMA
  - c. ROTC
  - d. Direct appointment
  - e. Other
  
2. What is your component?
  - a. Regular Army
  - b. US Army Reserve
  - c. National Guard
  
3. Do you plan to make the Army a career? (that is, 20 or more years of service?)
  - a. Yes, I plan (or will be required) to retire at 20 years of service
  - b. Yes, I plan to retire after more than 20, but less than 26 years
  - c. Yes, I plan to retire after 26 years of service or more.
  - d. Yes, but I am undecided as to when I will retire.
  - e. I have made no decision as to whether or not I will make the Army a career.
  - f. No, I do not plan to make the Army a career
  
4. Given normal career progression, what is the highest rank you expect to attain?
  - a. MAJ
  - b. LTC
  - c. COL
  - d. General Officer
  
5. During your military career, how many times have you been selected for promotion from the secondary zone (below the zone)?
  - a. I have never been considered for promotion by a centralized selection board.
  - b. Never
  - c. Once
  - d. Twice
  - e. Three or more times



6. Regarding your personal career, which type of training or educational experience, successfully completed, do you believe "carries the most weight" with promotion/selection Boards?
  - a. Resident military courses
  - b. Non-resident military courses
  - c. On-the-job training or experience
  - d. Civilian Education
  - e. Civilian industry or occupational training
  - f. Other
  
7. During your military career, what is the highest position you have attained?
  - a. I have yet to be assigned
  - b. Judge Advocate Officer
  - c. Ch., Sec/Br/Div-Installation
  - d. Deputy Staff Judge Advocate
  - e. Ch., Sec/Br/Div-MACOM/OTJAG
  - f. Staff Judge Advocate
  
8. What type of work has been most professionally satisfying to you?
  - a. Trial practice-prosecution
  - b. Trial practice-defense
  - c. Teaching
  - d. Plans/Personnel
  - e. Research/preparation of legal opinions
  - f. Representing Government/individuals at administrative hearings
  - g. Counsel to command and staff
  
9. I have served as a "line" officer
  - a. I have never served as a "line" officer
  - b. At company/battery/troop level
  - c. At battalion/brigade level.
  - d. At division/MACOM level
  
10. What is the highest staff level at which you expect to serve during your career?
  - a. Division
  - b. Installation/garrison
  - c. Major Command (e.g., Forces Command, Training and Doctrine Command)
  - d. Department of the Army
  - e. Other

11. When did you complete, or obtain credit for completion of, Command and General Staff College/Armed Forces Staff College or equivalent?
  - a. I have not completed CGSC/AFSC or equivalent
  - b. Prior to assignment to Bde/corps or higher staff
  - c. After being assigned to Bde/corps or higher staff
  
12. The principal purpose of level 4 (CGSC-Level) training is:
  - a. I do not know the purpose of CGSC-Level training
  - b. To understand my client a little better
  - c. To prepare for Staff Judge Advocate positions
  - d. To share professional experience with peers
  - e. To retain a competitive position for promotion/advancement
  - f. To broaden the outlook of the officer in preparation for positions
  - g. Some other reason
  
13. About half of the officer corps will serve in field grade positions throughout the Army without benefit of Level 4 training (CGSC). Assume for this question expanded professional development opportunities could be opened. One alternative would be to continue attendance at CGSC for combat arms officers, and to provide equivalent level 4 training to other officers at appropriate military or civilian institutions. Which one of the following best expresses your view about this alternative?
  - a. Resident training at this level is necessary
  - b. Either resident or non-resident training is necessary
  - c. The form of training (resident or non-resident) is not important
  - d. I'm not sure that CGSC-level training is either necessary or desirable
  - e. Most officers do not require training at the CGSC level
  - f. The current system is adequate
  - g. I am opposed to Level 4 (CGSC) training for reasons not mentioned above
  
14. Several foreign armies provide extended Level 4 training for selected officers; for example, a small percentage of given CGSC-level class is selected to remain for an additional year of professional development in military thought, philosophy, and application. If the Army could adopt the "Second year at CGSC" concept outlined above, what would be your view regarding this alternative?
  - a. Implement immediately; the Army needs more "thinkers"
  - b. It's worth a pilot test or "trial run"
  - c. I should be considered, but at another level (i.e., advanced course level or senior service college level?)
  - d. I don't care one way or the other
  - e. The Army can't afford this luxury; we need more "do-ers"
  - f. It's a bad idea; it would create an "elitist group"

... effective officer, the minimum civilian educational level required at time of commisssioning should be:

- a. High school graduate
  - b. Some college but no degree
  - c. Associate degree (2 years of college)
  - d. College graduate
  - e. Civilian education has nothing to do with being an effective officer
16. If education is defined as "preparation for life (or the unknown) while training is defined as "preparation for a specific task (or the known)", what mix of education and training do you believe is required by an effective Army officer:
- a. Much more education than training
  - b. More education than training
  - c. About the same amount of each
  - d. More training than education
  - e. Much more training than education
17. At what rank do you believe education becomes more important to duty performance than specific training?
- a. Education is never more important than training
  - b. Education is always more important than training
  - c. Captain
  - d. Major
  - e. Lieutenant Colonel
  - f. Colonel
18. For which of the following do you believe graduate-level civilian education is primarily useful?
- a. Gaining knowledge required in a legal specialty
  - b. Gaining knowledge required in an alternate specialty
  - c. Generally broadening an educational background in preparation for future assignments.
  - d. Staying competitive when considered by promotion/selection boards
  - e. Preparing for a utilization tour requiring specific civilian education
  - f. Preparing for a civilian career after leaving active duty
  - g. Not much of anything
19. Do you believe that if you perform well the Army, through either fully-funded or partially-funded programs, should provide you the opportunity to achieve a graduate degree during your term of active service?
- a. Yes, a graduate degree will enhance my value to the Army
  - b. Yes, graduate education is required for successful performance in my specialties
  - c. Yes, for some other reason
  - d. I have no opinion
  - e. No, my personal educational goals are my own responsibility
  - f. No, a graduate degree has no bearing on my effectiveness as an officer
  - g. No, for some other reason

20. For maximum Army effectiveness, what proportion of the JAGC do you believe should have graduate law degrees?
- a. None
  - b. Very few
  - c. About a fourth
  - d. About half
  - e. About three-fourths
  - f. Almost all
21. Which one of the following is the most useful training or education you have already received in support of your legal specialty:
- a. Pre-commission training
  - b. Basic course
  - c. Advanced course
  - d. Resident specialty-related courses (military)
  - e. Military correspondence courses
  - f. On-the-job experience (no structured training)
  - g. Civilian education/civilian industry sources
  - h. CGSC/AFSC
22. To the best of your knowledge, are adequate training opportunities available so that you can become competently trained in your legal specialty?
- a. Yes, adequate training opportunities are available
  - b. No, adequate training opportunities are not available
  - c. I don't know if adequate training opportunities are available
23. How would you best describe the training normally provided which supports your legal specialty?
- a. It is broadly-based, and provides the specialty knowledge required to perform effectively at successively higher levels.
  - b. Sufficiently thorough; prepares one well
  - c. Too broad and generalized to be of much practical value
  - d. Not related to actual duty position requirements
  - e. Non-existent
24. Which one of the following do you believe is the most important training or education which should be provided in support of your legal specialty?
- a. Military resident instruction
  - b. Military non-resident instruction
  - c. On-the-job experience (no structured training)
  - d. Civilian schooling (undergraduate)
  - e. Civilian schooling (graduate)
  - f. Specialized civilian training (non-degree)

- Which one of the following do you believe is the least useful training or education which could be provided in your legal specialty?
- a. Military resident instruction
  - b. Military non-resident instruction
  - c. On-the-job experience (no structured training)
  - d. Civilian schooling (undergraduate)
  - e. Civilian schooling (graduate)
  - f. Specialized civilian training (non-degree)
26. At what level does the major gap in the currently-available schooling for your legal specialty occur?
- a. Advanced knowledge level (CPT-MAJ)
  - b. "Expert" knowledge level (LTC-COL)
  - c. More than one of the above
  - d. I am not aware of any major gap in the currently available schooling
27. Which of the following best describes the role of civilian education in your legal specialty?
- a. It is both available and highly important for proper professional development
  - b. It is available, but of limited importance for professional development
  - c. Not available
28. Do you believe your legal specialty training or education will be of value to you in a potential civilian career?
- a. Yes, I expect it to be directly applicable; I plan to do the same type of work after I leave active duty.
  - b. Yes, I expect it to be of use; I plan to do similar or closely related work in civilian life.
  - c. Yes, I expect it to be valuable, although I do not know what I will be doing after I leave active duty.
  - d. No, I do not expect it to be useful even though it is closely related to what I might be doing in civilian life
  - e. No, I do not expect it to be useful; I will be working in an entirely different field
29. Which one of the following most closely identifies your view of "specialty qualification"
- a. Successful completion of designated training courses and developmental assignments
  - b. The ability to "do the job" in the specialty, at the assigned level whether formally trained or not, as shown by OER evaluations or promotion/selection board results
  - c. A subjective administrative decision on the part of career managers and promotion/selection boards
  - d. Professional registration/certification
  - e. I believe "specialty qualification" is largely undefinable

... primary responsibility for an officer becoming "specialty-qualified" lies with"

- a. The officer
  - b. The officer's PPTO career manager/assignment officer
  - c. The officer's rating officer
  - d. The officer education and training system
31. In your legal specialty, how many different assignments would you estimate are required for an officer to become "specialty-qualified?"
- a. One
  - b. Two
  - c. Three
  - d. Four
  - e. More than four
32. Which one of the following is the chief way you have (or expect) to become qualified in your legal specialty?
- a. Resident training in military courses
  - b. Military correspondence courses
  - c. Resident civilian education
  - d. Off-duty civilian study
  - e. On-the-job experience (no structured training)
  - f. A combination of the above
33. Should specialty qualification standards be established for each specialty at each grade?
- a. Yes; absolute standards should be established
  - b. Yes; flexible standards, to be used as goals, should be established
  - c. No; specialty qualification is subjective, no firm standards can or should be established
  - d. No, but for reasons not specified above
  - e. I am not sure whether or not specialty qualification standards should be established
34. If firm specialty qualification standards were established, they would provide a benchmark for officer professional development; that is, an officer would either be "qualified" or "not qualified" What use should be made of this information?
- a. Used unofficially to measure professional development of the individual officer
  - b. Used officially as a matter of record for consideration by promotion/selection boards or other activities.
  - c. Used only by the officer for his personal assessment
  - d. Used as a diagnostic tool for determining assignment and/or educational opportunities for the officer involved
  - e. Not used for any purpose

...the following ranks should be dependent upon "specialty qualification?"

- a. MAJ
- b. LTC
- c. COL
- d. None of the above
- e. To each of the above

36. Estimate your present level of professional development in your legal specialty:

- a. Well prepared
- b. Somewhat prepared
- c. Somewhat unprepared
- d. Not prepared at all

37. In some legal specialties, military training is available through both resident courses and non-resident (correspondence) instruction. In your view, which type is most effective in providing the skills required for your legal specialty qualification?

- a. Resident instruction is the most effective
- b. Non-resident instruction is the most effective
- c. They are both equally effective
- d. Neither are effective in their present form

38. How many hours per week do you believe you could devote to independent career-related studies (both on and off-duty time.)

- a. One hour or less
- b. Two hours to four hours
- c. Five to seven hours
- d. Eight or nine hours
- e. Ten hours or more

39. Professional examinations for the officer corps should be instituted.

- a. Strongly agree
- b. Agree
- c. It does not matter to me
- d. Disagree
- e. Strongly disagree

40. Let us assume that professional officer examinations were instituted. What do you think the principal purposes of this exam should be?

- a. For individual diagnostic work only
- b. Only to assist in determining education/training needs; for example, validation of CGSC (Level 4) knowledge, or attendance of some phase of formal instruction at that level
- c. As one of the criteria for promotion
- d. As one of the criteria for qualifying for certain positions (i.e., S.J.A.)
- e. For any purpose

41. What do you think would be the principal limitation of officer examinations?
- Paper and pencil test may not reflect job performance accurately
  - Officers responsibilities are too broad to be adequately tested.
  - Another evaluative tool is not necessary; current procedures are adequate.
  - Some limitations not listed above
42. Through what means do you believe professional development can best be achieved?
- Through experience
  - Through self-study within prescribed parameters
  - Through a combination of self-study and non-resident instruction
  - Through resident instruction
  - Through a combination of the above
43. If you were to graduate from the next higher military course of instruction (for example, CGSC if you are an advanced course graduate), do you believe that your value to the Army will have been increased?
- Yes, greatly
  - Yes, some
  - Not sure
  - Not much
  - Not at all
44. Current staffing minimizes multiple opportunities as SJA at each level. An alternative would be to allow groups of officers to be managed as SJA's to permit repetitive tours at each level. What are your views regarding this alternative?
- Implement immediately
  - It's a good idea, but may cause some problems
  - I really don't care one way or the other
  - I don't think this alternative should be implemented
45. In pursuing my continuing legal education (CLE), I prefer: \_\_\_\_\_
- Resident instruction in a military school
  - Resident instruction in a civilian school
  - Professional association seminars/workshops
  - Video tape/study package
  - Self-study
46. In my experience, the best CLE programs were sponsored by:
- Military schools
  - Civilian schools
  - Professional association
  - Government agencies (e.g., U.S. Civil Service Commission)



47. What is your estimate of the annual salary which would be earned by a civilian whose duties and responsibilities correspond most nearly to those you have in your present duty assignment (or most recent one if you are now a patient, student, or unassigned?)
- a. \$10000 or less
  - b. \$10001 to \$15000
  - c. \$15001 to \$20000
  - d. \$20001 to \$30000
  - e. \$30001 to \$40000
  - f. \$40001 to \$50000
  - g. More than \$50000
  - h. I have no idea what a corresponding civilian job would be worth, or there are no corresponding civilian jobs
48. Suppose that your military service was unexpectedly terminated. Given your present level of training, education and experience what is your estimate of the annual salary you could earn in civilian life
- a. \$10000 or less
  - b. \$10001 to \$15000
  - c. \$15001 to \$20000
  - d. \$20001 to \$30000
  - e. \$30001 to \$40000
  - f. \$40001 to \$50000
  - g. More than \$50000
  - h. I have no idea what I could earn in civilian life
49. If there were prerequisite law school courses for appointment in JAGC, what effect would it have had on your decision to seek a JAGC commission?
- a. I would object to any constraints placed on my law school training
  - b. I would complain, but accede and take the courses
  - c. It would make no difference to me
50. What law school course(s) should be required for appointment in JAGC? Select one.
- a. Evidence; Criminal Procedure
  - b. Torts
  - c. Contracts/Government Procurement
  - d. Family Law
  - e. International Law
  - f. Labor Law
  - g. Federal Civil Procedure (Litigation)
  - h. Trusts and Estates (Wills, Testamentary instruments)
  - i. Environmental Law
  - j. All of the above

51. In the last question, what course should not be required? Select one
- a. Evidence; Criminal Procedure
  - b. Torts
  - c. Contracts/Government Procurement
  - d. Family Law
  - e. International Law
  - f. Labor Law
  - g. Federal Civil Procedure (litigation)
  - h. Trusts and Estates (Wills, Testamentary instruments)
  - i. Environmental Law
52. What percentage of your time is spent on the practice of law including research, study, writing counseling, advocacy and/or supervising other lawyers?
- a. Virtually all
  - b. 75%
  - c. 50%
  - d. 25% or less

The following statements are neither proposals nor alternatives. Some are obviously true; others are obviously false. Some may be good ideas; some may be bad; many are "biased" in one way or another. They are intended simply to identify attitudes within the officer corps. Please indicate your agreement or disagreement with each of the statements by selecting the appropriate response from this list:

- a. Strongly agree
  - b. Agree
  - c. It doesn't matter to me
  - d. Disagree
  - e. Strongly disagree
53. All JAG officers should receive a concentrated "refresher" course prior to assuming a new job.
54. Level 3 (advanced course) training would be more cost-effective if it was shorter, and if students attended on a TDY, rather than a PCS, basis.
55. All captains should attend an appropriate advanced course.
56. Officers should be assigned to a utilization tour directly following civilian specialty training.
57. The primary purpose of civilian education should be the acquisition of skills rather than the acquisition of academic credentials.

58. Level 3 (advanced course) training should be oriented primarily toward training officers for their next duty position.
59. There are adequate career progression opportunities in JAGC specialties
60. New JAGC officers should attend a Combat Arms Basic Course (INF, Armor, etc) prior to the JAGC Basic Course in order to train as a military officer.
61. SJA Orientation Course should be a 5-8 week senior-level lawyer/manager course with heavy emphasis on substantive law developments and personnel management.
62. The academic report received upon completion of a course of military or civilian training is as important to one's advancement as an efficiency report.
63. Level 4 (CGSC-level) training should not prepare officers for specific duty positions, but should provide broad preparation for a variety of duties during the following several years of service
64. It is more important to the Army that civilian education broaden the officer personally than provide him/her specific skills
65. CGSC and AWC completion should be mandatory for all majors and lieutenant colonels respectively, either by resident or non-resident programs.
66. Captains in SJA offices should rotate jobs at 6-9 months for professional development
67. Typically, when promoted to MAJ and LTC, the Army Lawyer becomes a manager and practices little law.
68. Formal course training should be provided to learn the basics of a specialty.
69. Promotion boards should promote by specialty quotas
70. "Quality" officers should be equitably distributed over all specialties; either voluntarily or involuntarily.
71. OPMS-Level 4 (CGSC-Level) training should be significantly different for the maneuver combat specialties (11-Infantry; 12-Armor) than for all other specialties (55-JAG; 31-Law Enforcement)
72. Practice of law in JAGC varies little between peacetime and wartime, except for increase/decrease in military justice.

73. In mobilization for war, civilian lawyers could be trained for JAGC in 30 days or less.
74. Only those specialties which can be related to a staff judge advocate job have good promotion potential
75. All lawyers in the SJA office, including the SJA and Deputy SJA, should see 1 or 2 legal assistance clients each day in order to stay competent in basic legal subjects
76. Selection for attendance at CGSC/AWC is more important than actual attendance
77. The most valuable training in some specialties is on-the-job experience (no structured training).
78. Officers who have received graduate-level civilian schooling are more competitive for promotion than those who have not.
79. All other things being equal, "more" formal course training is always more career-enhancing than "less"
80. Every JAGC officer must be a generalist, but he should be required to develop a legal specialty and work to remain professionally competent in it.
81. Promotion boards should not use a level of training completion as a criterion for selection.
82. Professional examinations for the officer corps should be instituted
83. Service obligation for initial tour in JAGC should be 4 years
84. Initial appointments in JAGC should be in grade O-2 (1LT)

REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

ANNEX U

EDUCATION AND TRAINING FOR THE US ARMY CHAPLAINCY

1. PURPOSE: To provide information and recommendations resulting from the study of the US Army Chaplaincy's requirement for education and training by the Review of Education and Training for Officers (RETO) study group.
2. ANALYSIS OF CHAPLAINCY REQUIREMENT FOR EDUCATION AND TRAINING. The following factors emerged from the RETO analysis of the chaplain's requirement for education and training are discussed in Appendix 1:
  - a. Need for affirmation of the Chaplain Professional Development Plan.
  - b. Importance of agreement between the Office of the Chief of Chaplains and the US Army Chaplain Center and School in matters regarding chaplain education and training.
  - c. The Army Chaplaincy requires a variety of specialty areas which manifest discernable patterns in terms of requirement by grade.
  - d. Appropriate modes and timing for chaplain training vary considerably among the specialty areas, and involve a mixture of civilian schooling, resident military training, and supervised-on-the-job-training throughout the chaplain's career.
  - e. For reserve component chaplains, the supervised-on-the-job-training, which is emphasized in the Chaplain Professional Development Plan is difficult to implement, particularly in light of current fiscal constraints.
3. SURVEYS OF US ARMY CHAPLAINS. Results of the two Surveys of Army Chaplains used in the RETO study are contained in Appendix 2.
4. THE CHAPLAIN ADVANCED COURSE. Consideration of an alternative for the Chaplain's advanced course and the rationale for this consideration is contained in Appendix 3.
5. QUALIFICATION CRITERIA FOR CHAPLAINS. The necessity and the difficulty of formulating qualification criteria by grade for chaplains is discussed in Appendix 4.

6. RECOMMENDATIONS.

a. That the Army Chaplaincy continue in the direction it has begun with its Professional Development Plan with the following exception: Substitute Combined Arms and Services Staff School (CAS<sup>3</sup>) and three temporary duty short courses for the chaplain's advanced course, as recommended in Appendix 3.

b. That the Army Chaplaincy assure appropriate coding of chaplain duty positions and trained chaplain resources so that the personnel managers within the chaplaincy may take full advantage of automated data processing equipment.

c. That the chaplain Specialty Skill Identifier/Additional Skill Identifier (SSI/ASI) code be reviewed to determine if a limited revision will assist the personnel managers in easier identification of trained resources to fill duty position requirements.

d. That the Office of the Chief of Chaplains continue in its project to define qualification criteria for major, lieutenant colonel and colonel chaplains, focusing on the aspects of leadership in and supervision/management of ministry.

e. That an assessment center for Army chpalains be considered for establishment at the US Army Chaplain Center and School for the purpose of providing assessment and assessment instruments which will enable chaplains to determine appropriate utilization of the Chaplain Professional Development Plan.

4 APPENDIXES

1. An Analysis of the US Army Chaplaincy's Requirement for Education and Training with 2 Inclosures
2. Results of Chaplain Surveys with 2 Inclosures
3. An Alternative for the Chaplain's Advanced Course: Consideration of an Approach for Enhancing the US Army Chaplain Professional Development Plan
4. Qualification Criteria for Army Chaplains

REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

APPENDIX 1

AN ANALYSIS OF THE US ARMY CHAPLAINCY'S REQUIREMENT  
FOR EDUCATION AND TRAINING

TO ANNEX U

EDUCATION AND TRAINING FOR THE US ARMY CHAPLAINCY

1. SOURCES OF INPUT. For analysis of the US Army Chaplaincy's education and training requirements, the same basic approach was used as with the rest of the Army officer corps. Most input for analysis of each military specialty by the Review of Education and Training for Officers (RETO) study group was provided by the Department of the Army proponent for the specialty, the education/training proponents for the specialty, responses from the field to survey instruments, and visits to/interviews with the field by RETO staff. Annex G contains detailed descriptions of total sources and how these sources were used by RETO. The Department of the Army proponent used most for input for chaplain analysis was the Office of the Chief of Chaplains (OCCH). The education/training proponent used most was the US Army Chaplain Center and School (USACHCS), Fort Wadsworth, N.Y. There were some resources used in the chaplaincy analysis which were different from or additional to the resources used in the analysis of other Army specialties.

a. Instead of the survey instruments employed by RETO for the Officer Personnel Management System specialties, two other instruments were used for the chaplaincy. These survey instruments and the results of the surveys are described in some detail in Appendix 2 of this Annex.

b. Documents leading to the recent development of the Chaplain Professional Development Plan are maintained in the Office of the Chief of Chaplains. These files were made available to the RETO analyst. Included in the files were comments from virtually every active duty Army chaplain concerning the preferred content and structure for chaplain education/training (in the responses to "Strawman I" in 1975 and "Strawman II" in 1976). Additional papers submitted by Major Army Command (MACOM) staff chaplains and comments by OCCH personnel made the files extremely valuable in the study. The files provided a means for the RETO analyst to "look over the shoulders" of those formulating the present Chaplain Professional Development Plan.

c. Early in the study, OCCH requested, through the MACOMS, a reclarification of the specific requirements connected with each chaplain duty position in the Army. The Army Research Institute (ARI) had not performed an analysis of the non-OPMS specialties to determine appropriate duty modules for each type of duty position. The information furnished OCCH by the MACOMs assisted the RETO analyst in evaluating the extent to which the chaplain duty modules prepared by USACHCS were applicable throughout the Army Chaplaincy.

d. The formulation of potential duty modules for all chaplain positions by USACHCS made it possible to review the complete spectrum of field requirements for chaplain education/training. In all, 63 specific chaplain duty modules were formulated and utilized in the study.

e. Open communication with OCCH and USACHCS provided information concerning problem areas in professional development of chaplains due to assignment/utilization difficulties and educational resource shortages.

f. Interviews with the staff chaplains of six installations and with chaplains undergoing training at these installations proved to be a resource extremely useful to the RETO analyst.

g. The Chaplain Academic Board, a group appointed by the Chief of Chaplains to review and make recommendations concerning the revised Chaplain Professional Development Plan, was briefed on the RETO study, and provided helpful suggestions to the RETO analyst. The board is composed of military chaplains and civilian consultants who bring with them rich and varied backgrounds in the education of chaplains and ministers.

h. Special information in the form of reports from Training and Doctrine Command (TRADOC), Forces Command (FORSCOM) and Health Services Command (HSC) staff chaplains concerned a major form of chaplain supervised-on-the-job-training, (Clinical Pastoral Education), on 16 Army installations.

i. A literature search in the area of continuing education for the ministry was especially productive. Those writings providing the most useful information for the study are listed in the bibliography to the Appendix.

j. Interviews were conducted with proponents for chaplain education and training in institutions other than the US Army. These institutions included the US Air Force, The Veteran's Administration, The National Institute for Business and Industrial Chaplains, and The Society for the Advancement in Continuing Education for Ministers (SACEM).



## 2. AFFIRMATION OF THE CHAPLAIN PROFESSIONAL DEVELOPMENT PLAN.

Analysis of the education and training provided Army chaplains has led the RETO analyst to affirm the general thrust of the Chaplain Professional Development Plan. Specific strengths and weaknesses of the plan are discussed in Appendix 3. Basically the Army Chaplaincy has launched into a less costly and highly productive and relevant format for the training of chaplains, summarized in Inclosure 1. The key ingredient of the plan lies in its emphasis upon "exported" training. "Exported" training for chaplains carries a different connotation from what is normally referred to as nonresident or correspondence courses. In the chaplain plan, it is the trainer/educator that is exported, rather than just the instructional material. This is true of Phase III Basic Chaplain Training and also of the supervised-on-the-job mode of training entitled Clinical Pastoral Education. In fact, the plan emphasizes the importance of supervisory chaplains at all echelons assuming responsibility for much of the training of chaplains under their supervision. Appropriate training for these supervisors is offered by the US Army Chaplain Center and School and through civilian schooling and workshops. By utilizing this approach, the chaplaincy has been able to reduce substantially the amount of time required for chaplains to spend in resident forms of instruction at USACHCS. Training and education can be offered at the time when it is needed by chaplains, and commanders can receive appropriate training assistance for their chaplains related to specific chaplain tasks and functions in existing situations. The Chaplain Professional Development Plan is considered evolutionary in nature. The next important stage in the process of its evolution should be the development of additional quality control procedures for its varied training opportunities. USACHCS and TRADOC in consultation with the Office of the Chief of Chaplains are seen as primary agencies in this process. An additional relevancy can be given to the total chaplain training program by the establishment of a professional assessment center for chaplains at USACHCS. This center could provide USACHCS students with assessment to determine appropriate training foci, but it could also provide assessment tools and processes to chaplains in the field, thereby enabling sound decisions for professional development of chaplains while they are in various positions throughout the Army.

## 3. AGREEMENT BETWEEN OFFICE OF THE CHIEF OF CHAPLAINS AND THE US ARMY CHAPLAIN CENTER AND SCHOOL.

In the 33 questions asked both OCCH and USACHCS, general agreement was expressed on most training needs. The interaction between the two proponents has enabled them to understand chaplain training needs and educational modes in a mutually supportive fashion. In the view of the RETO analyst, this cooperation was enhanced by the recent development of the Chaplain Professional Development Plan. Both proponents emphasized innovation and relevance in the professional development of chaplains. Some

differing views were expressed by the two proponents. In order that these different views may become means for productive discussion in the future between the proponents, they are summarized in the following paragraphs.

a. OCCH cites leadership, supervision and ethics as areas in which chaplain expertise should be developed. USACHCS views the most crucial area as staff and parish development.

b. OCCH indicates that formal schooling and real life situations are best to train chaplains to deal with uncertainty and complex, uncharted situations. USACHCS indicates that in sustainment phases of training, chaplains should be placed in situations loaded with ambiguities and then their responses and actions critiqued. The USACHCS response to the question further states that faith is required to deal with uncertainty, and faith cannot be trained for.

c. Regarding the projected effect of the Division Restructuring Study on the chaplaincy, OCCH sees no significant impact. The USACHCS response speaks of the need for increased counseling specialties for both chaplains and chapel activity specialists.

d. OCCH indicates that approximately 5 percent of chaplains worldwide should be proficient in a foreign language at the conversational level. USACHCS does not view this as essential.

e. Both proponents felt there should be an authority for each specialty to determine training. OCCH indicated that they (OCCH) should formulate policy and overall objectives for training of chaplains. USACHCS indicated that TRADOC should dictate training policy.

f. OCCH indicated that there should be no chaplain positions considered as essential experience levels for promotion purposes. USACHCS indicated that chaplains should occupy one TOE position and one TDA position to be eligible for promotion at the grade of major. OCCH did indicate that experience as battalion chaplain and brigade chaplain were essential to qualification of all chaplain specialties.

g. OCCH indicated no changes for the academic efficiency report system. USACHCS suggested several changes: relative standing omitted, "superior rating" in item 14 eliminated, and elimination of any attempt to discriminate among the academic abilities of the students (except where students fail to reach academic objectives.)

h. OCCH indicated that field grade officer training and senior officer training should not be the same for all chaplains. The USACHCS response indicated that it should be the same for all officers.

4. VARIED SPECIALTY AREAS WITHIN THE ARMY CHAPLAINCY. The first information emerging from the RETO analysis of the chaplaincy showed the variety of specialty areas which are required for Army chaplains to perform their total mission effectively. Contrary to the views of many commanders, ministry to the troops in the traditional sense of conducting religious services and visiting confinement and hospital facilities is only a part of the total requirements registered in chaplain positions. A summary of the chaplain specialty areas required by grade is provided in Inclosure 2. Each of the 13 specialty areas requires some training in addition to seminary education if chaplains can be expected to perform ministry effectively in the Army environment. In fact, position requirements dictate further specialized training for some of the command/unit chaplains: Ranger qualification for 2 captains; Special Forces qualification for 4 majors and 3 captains; parachutist qualification for 1 colonel, 5 lieutenant colonels, 9 majors, and 19 captains. The recently implemented Chaplain Professional Development Plan provides adequately for chaplain education and training which can produce the skills and knowledge required for most chaplain specialty areas. Assignment authority for professional development commensurate with position requirements is a functional part of the assignment considerations. It must be noted that some chaplain specialty areas are denoted by Specialty Skill Identifiers (SSI) and some by Additional Skill Identifiers (ASI). Some of the specialty areas identified by ASI have more position requirements than those identified by SSI. Under the current system, it is necessary for the Chief of Chaplains, Directorate of Personnel to assign chaplains by ASI as well as by SSI if requirements in the field are met, and if training is appropriately utilized in the field. For the Army as a whole, assignment by ASI may be a difficult if not an impossible task until computerization of appropriate data is achieved. However, for the Army Chaplaincy, since only slightly over 1,400 persons are involved, assignment by ASI is more realistic, and is, in fact, already being done to some extent. As position analysis reviews are conducted by the US Army Chaplain Center and School through their criterion referenced instruction preparations, the Office of the Chief of Chaplains may well consider grouping together similar specialty areas as an SSI, and using ASI to further refine the related sub-specialties. For instance, one SSI may be labelled "Pastoral Care". ASIs related to it could be "Alcohol and Drug Abuse Pastoral Counselor", "Confinement and Rehabilitation Pastoral Counselor", "Pastoral Counselor General", "Marriage and Family Pastoral Counselor", and "Hospital Chaplain". Likewise, if "Chaplain Educator" were the title for an SSI, the "Clinical Pastoral Educator", "Instructional Technologist", "Phase III Basic Chaplain Trainer", and "Supervisor of Religious Education" could be related ASIs. If these and other similar changes are made in the SSI/ASI code, it will still be necessary to assign chaplains by ASI. However, one form of training could be offered

to all "Pastoral Counselors", for example, in the early phases of training, with specialization occurring later. The total management of training would be simplified.

5. DISCERNABLE PATTERNS IN SPECIALTY AREAS BY GRADE. Analysis of specialty areas required for chaplain positions by grade revealed some discernable patterns. 55 percent of all positions for captains are related to the command/unit chaplain specialty. Another 16 percent of the total captain positions for chaplains are in the general pastoral counseling area. Each of the other specialty areas offer opportunities for less than 10 percent of chaplains in the grade of captain. Only 11 percent of the chaplain majors and 4 percent of the chaplain lieutenant colonels and colonels can expect to serve as command/unit chaplains at any given time. The highest percentages of chaplain major positions are in the specialty areas of general pastoral counseling (25 percent) and chaplain management/administration. For lieutenant colonel chaplains the highest percentages of positions are in chaplain management/administration and community parish preaching specialties. Colonel chaplains also have a high percentage of position requirements in the management/administration and community parish preaching areas (24 percent and 22 percent respectively), and there is a high percentage of colonel positions in the area of staff and parish development (22 percent). The percentage figures for other specialty areas and grades can be seen in the table at Inclosure 2. The notion that all chaplains, regardless of grade, perform basically the same function is shown to be invalid by the RETO analysis. If training is to prepare chaplains to perform effective ministry in chaplain positions, then the training for each grade should have a somewhat different emphasis. Captains, for instance, must have a primary emphasis on the tasks of a command/unit chaplain for the 55 percent who will be serving in this capacity. It appears that a secondary but still important emphasis for captains should be in the area of general pastoral counseling. Chaplain majors need primary thrusts in their training in the tasks related to general pastoral counseling and chaplain management/administration, the latter including the process of supervision and effective staff work. Lieutenant colonels and colonels need continued focus in management, administration, and community parish preaching skills. Chaplain colonels also need to develop skills and understanding related to staff and parish development. Skills and knowledge relating to other specialty areas must be provided for the different grades. However, focus on the areas and grades mentioned above is essential if competence in ministry is achieved and maintained in the Army Chaplaincy.

6. MODES AND TIMING FOR CHAPLAIN EDUCATION AND TRAINING. RETO analysis indicates that certain modes of training are particularly applicable for chaplains, and that appropriate timing of the training is

essential if position requirements are met. A general format for the modes and timing of chaplain education and training is provided in Appendix 3. This paragraph considers appropriate modes and timing for the various chaplain specialty areas.

a. **Command/Unit Chaplain.** The requirement for chaplains in the grade of captain can be met for this specialty area through the present Basic Chaplain Training consisting of three phases. Phase III, which consists of a 1-year internship utilizing the supervised-on-the-job mode of training, is particularly designed for this capability. Basic Chaplain Training covers the first year of active duty for all Army chaplains. For chaplains in the grade of major, three forms of training provide the skills and knowledge required for this specialty area. First, the nonresident course which is a proposed prerequisite for the Combined Arms and Services Staff School (CAS<sup>3</sup>) is completed between the 2nd and 6th year of active duty. Second, the 9-week CAS<sup>3</sup> course itself, the RETO proposal for all majors, would provide staff officer skills and knowledge at approximately year 6. Third, a 9-week "Supervision of Ministry at Brigade Level" course at USACHCS to be offered to all chaplain majors at approximately year 7 is recommended. For lieutenant colonels and colonels, 5-week courses at USACHCS focusing on supervision of ministry at echelons above brigade, and management of ministry at installation level is recommended. Each of these courses should be offered shortly after the individual has assumed the position commensurate with the grade to which he has been promoted (LTC or COL) to allow for assessment of his capabilities in the light of present position requirements. The assessment will be crucial to determine an appropriate training focus. Training of chaplains for command/unit chaplain positions at division level can be enhanced by selection to attend the United States Army Command and General Staff College (USACGSC). For 11-12 chaplain positions above division level, selection for attendance at one of the senior service schools is recommended.

b. **Family Life Chaplain.** This specialty area is identified with only a small percentage of specific chaplain duty positions. However, it is extremely important that some chaplains in the grade of captain and major be selected for intensive training as family life chaplains. Civilian schooling is the best mode at present for preparation for this specialty. Chaplains should be selected at appropriate times after year 3 to fill required positions, and educated on that basis at institutions which lead to certification with the American Association of Marriage and Family Counselors (AAMFC).

c. **Hospital Chaplain.** Clinical Pastoral Education which utilizes the hospital model currently trains chaplains in this specialty area. The in-house training programs at Brooke and Walter Reed Army

Medical Centers, supplemented by the civilian training at Yale-New Haven Hospital currently provides for adequate training of Army hospital chaplains. Studies are being conducted to determine if the present requirement of one-quarter of certified Clinical Pastoral Education is adequate for this specialty. Results of this study will determine if more hospital model training stations are required. At present, the existing centers are adequate, and chaplains can be best utilized in this specialty area if they are trained between years 3 and 7 of active duty.

d. Clinical Pastoral Education (CPE) Supervisor. Intensive training for a few select chaplains in this specialty is required. One year of intensive training in an accredited (by the Association for Clinical Pastoral Education, Inc.) civilian institution is required for an adequately trained CPE supervisor. Normally, this training cannot begin until after the completion of 1 year (4 quarters) of Basic and Advanced CPE. In order to meet field requirements for supervisors of this main mode of chaplain supervised-on-the-job training, the chaplaincy needs 15-20 more chaplains with this qualification. Utilization will be more effective if only senior captains and junior majors are trained as CPE supervisors.

e. General Pastoral Counselor. Preparation for this specialty area is acquired through 1 year of CPE offered at the 17 accredited CPE centers on Army installations, or through appropriate masters degree level counselor training programs offered by civilian institutions. CPE is considered a primary mode in the training of this specialty, since it can be done in-house. Being a supervised-on-the-job form of training, CPE can be offered while chaplain students are performing ministry in the setting of specific duty positions. To meet duty position requirements, the Army CPE programs will need to be supplemented by appropriate civilian schooling for general pastoral counselors, as is currently being done. Chaplains need to be trained in this specialty at all grades, beginning as early as their 3d year of active duty service.

f. Phase III Basic Chaplain Trainer. Chaplains serving in these positions are required to supervise the intern phase of basic chaplain training at designated installations. A 3- to 4-week course offered at USACHCS is meeting the training needs for this specialty, and should continue to be provided for the minimal number of major and junior lieutenant colonel chaplains selected for this duty.

g. Chaplain Management/Administration. This specialty area was revealed in the analysis to be required at all grades, and involving over one-quarter of the positions for majors, lieutenant colonels and colonels. USACHCS contends that the preferred mode of training for most of the administrative functions which chaplains perform

is extension training. A portion of the requirement can be met by extension courses. It appears to the RETO analyst that some administrative chaplains on large installations and those concerned with budgeting responsibilities at higher levels of command should have at least the benefit of the Programming and Budgeting Course (4 weeks) and/or the Review and Analysis Course (3 weeks) at the Army Finance School. Short military and civilian workshops focusing on management and administration could further supplement the extension courses and on-the-job experience of chaplains in this area. A few chaplains in staff positions at Department of the Army, MACOMs and in other key positions could be more productive in their assignments if they attended courses such as the Comptrollership Course offered (at master's degree level) by the University of Alabama, University of Indiana, and Syracuse University. Some training for this specialized area for most chaplains occurs in Phase III Basic Chaplain Training and in TDY courses proposed at USACHCS in the 7th, 11th and 18th years. Civilian schooling for positions requiring it in this specialty area will be more productive if acquired at the grade of major.

h. Pastoral Counseling in the Specific Areas of Alcohol and Drug Abuse, Confinement and Rehabilitation. Although these two specialty areas have decreased sharply in terms of position requirements, there is still a limited need for chaplains trained in them if total Army requirements for ministry are met. The preferred mode is civilian schooling for a period of 1 year, and the most productive time for the training to occur is between the 4th and 7th year of active duty.

i. Staff and Parish Development Consultant. Training for this specialty area occurs through chaplain participation in installation workshops sponsored by the US Army Chaplain Board and through civilian laboratories offered by National Training Laboratories, Mid-Atlantic Training Conference, and other equivalent organizations. The Chief of Chaplains, through the US Army Chaplain Board, offers "internships" to those chaplains who require advanced skills in this area. All lieutenant colonel and colonel chaplains will encounter some familiarity with this specialty area in the training proposed for them at USACHCS.

j. Community Parish Preacher. Although every chaplain is expected to deliver sermons in a context of worship for the persons where he is assigned, certain key assignments at installations require advanced skills in this area. Skills related to this area are best learned at appropriate seminaries through preaching workshops or civilian schooling. Additional training for this area can be provided by workshops conducted at various installations and by special communication courses which can be offered at the US Army Chaplain School.

k. Supervisor of Religious Education. Involving only a minimum of chaplains who perform this specialty as a full time mission, the specialty area is best prepared for through civilian schooling, preferably at the grade of major. Strategically located, these chaplains provide advice and consultation for other chaplains in the religious education programs for their units, in addition to supervising large installation religious education programs.

1. Chaplain Instructor Technologist. Chaplains working in this specialty are staff or faculty members of the US Army Chaplain Center and School or one of the other Army service schools. Each chaplain involved in this specialty has an area of expertise, which is the basis for his selection to the faculty of a service school. In addition, he requires additional training and experience in educational philosophy and methodology commensurate with his position in the service school. This can be provided by the service school, or by special short courses contracted by the service schools for their instructors and staff. One position in the chaplaincy requires a chaplain who has had the equivalent of a masters degree in visual media utilized at the US Army Chaplain School. Training should be provided to service school staff and faculty as they arrive for duty at their assigned schools. In the case of the visual media specialist, the civilian schooling should be acquired immediately prior to assignment at USACHCS.

7. EDUCATION/TRAINING FOR RESERVE COMPONENT CHAPLAINS. The Chaplain Professional Development Plan for Reserve Components parallels the program for active duty chaplains as nearly as possible. The most glaring weakness in the Reserve Component plan is its difficulty in implementing anything similar to Phase III Basic Chaplain Training or any of the supervised-on-the-job modes of training for chaplains. The amount of time which can be used annually for full time training of a US Army Reserve or National Guard chaplain is severely limited by fund constraints. Therefore, longer and more intensive forms of chaplain training are difficult for Reserve Component chaplains to acquire. There is no solution forecast in the foreseeable future for this problem. In order to make some movement toward equipping Reserve Component chaplains with the skills they will need in the event of mobilization the following recommendations are made.

a. There are many skills required for active duty chaplains which can be extremely useful to ministers in their civilian parishes. Encouragement of Reserve Component chaplains to acquire and use these skills in connection with their civilian parishes would render these chaplains more qualified in the event of mobilization. Financial assistance to these chaplains to partially cover the expenses of certain workshops, laboratories and short courses could be an incentive for assuring a high level of competence when and if



mobilization occurs. Areas for focus for this endeavor should include Clinical Pastoral Education, staff and parish development, management and administration, and pastoral counseling.

b. If funds can be made available to bring more National Guard and Army Reserve chaplains on active duty for training for periods of 3 months or a full year, these chaplains can participate in more of the intensive supervised-on-the-job training modes available to active duty chaplains.

c. Emphasis should be made to assure that Reserve Component chaplains acquire training in the skills required in active duty chaplain positions by specialty area and by grade.

d. Completion of the proposed nonresident packet which is a prerequisite for the CAS<sup>3</sup> course will enhance the grasp of the Reserve Component chaplains in effective chaplain staff officer functions.

e. A larger percentage of Reserve Component chaplains will attend the proposed CAS<sup>3</sup> training (at the time of promotion to major) than were able to attend the USACGSC in the past. This will provide more functioning staff officer skills among the Reserve Component chaplains.

8. IMPLICATIONS FOR FURTHER STUDY. During the RETO analysis several areas emerged as important for further consideration by the proponents concerned with the education and training of Army chaplains. These areas are listed not in the order of their priority, but in the order in which they emerged in the analysis.

a. Qualification Criteria for Chaplains by Grade. This subject is discussed in Appendix 4 and will require extensive consultation between the Office of the Chief of Chaplains and the major ecclesiastical endorsing agencies.

b. Alternate or Secondary Specialty Areas for Chaplains. Assignment procedures for Army chaplains indicate that all chaplains should be able to function as 56A, or command/unit chaplains. There are command/unit chaplain positions for only 55 percent of the captains, 11 percent of the majors, and 4 percent of the lieutenant colonels and colonels. Currently all chaplains carry the primary SSI of 56A. It should be facilitative for the personnel management of trained chaplain resources if chaplains with training in other of the chaplain specialty areas are given primary identifiers which indicate the forms of ministry they are best qualified to perform. Hence, for example, some chaplains would have a primary SSI of 56B, Family Life Chaplain, and an alternate specialty of 56A. Designat-

ing primary specialties in consonance with specific chaplain qualification would not detract from the necessity of assuring that all Army chaplains must be able to serve effectively as command/unit chaplains. It would assure that the trained resources within the chaplaincy are easily identifiable when needed for specific chaplain positions. By making this change in SSI coding for chaplains, a "signal" would be sent to the field that there are many needed and approved forms of ministry within the Army community.

c. Training for Chapel Activity Specialists. The charter of RETO has been to deal with the education and training of Army officers. Experience reveals, however, that recommendations to improve the training and education of officers must be accompanied by attempts to improve the training of the enlisted persons working in many of the same areas with the officers. Significant progress has been made to upgrade the training of chapel activity specialists so that they can function truly as paraprofessionals with the chaplain. The recommendation made by RETO for chaplain training should make it easier to construct training for chapel activity specialists which will render them more qualified as a member of the "chaplain's team". Effective management of the chapel activity specialist resource must be accomplished in a fashion which allows them to develop the maturity and the skills for interfacing with the chaplain. This can scarcely be accomplished without close coordination with the proponent agencies for chaplain education and training, OCCH and USACHCS. Precisely how this coordination can occur is a crucial area for future consideration.

d. Other Chaplaincy Studies in Progress. Other studies are presently being conducted within the chaplaincy. Two of these studies are seen as uncovering important functional areas. The first centers on Fort Myer, VA., and Fort Leonard Wood, MO. and has to do with the specialty area of staff and parish development. Results of the study, when completed, should be considered as additional data important for the training of chaplains as well as the training of lay persons in chapel activities. The second study focuses on the termination issues involved as a chaplain leaves one military parish and is assigned to another. Exciting possibilities for the training of chaplains in these issues which affect his ministry are being discussed, and should be considered by the chaplaincy proponents upon the conclusion of the study.

#### 9. TEMPERING THE ANALYSIS WITH A WORD OF CAUTION.

Too long has a pastor been regarded as learned because he has had extensive training. He is learned only if he is continually learning. Some of his most important learning comes only

after ordination. His most vital theological education will be what he learns in the continuing present, all his mature years.

These words of Henry Adams, quoted by Dr. Charles Stewart<sup>1</sup> bring out a truth which underlies the recommendations resulting from the RETO analysis of chaplain education and training. It is often easy when performing an analysis, or when reading the results of someone else's analysis, to become so concerned with the parts that you lose sight of the whole thing being analyzed. Ministry, the task of every chaplain in the Army, is in reality a much greater "whole" than the sum of its analyzed parts. Therefore, these words of Dr. Henri Nouwen<sup>2</sup> seem appropriate in conclusion to remind both the RETO analyst and the reader of the report that there are, besides skills and knowledge, other important ingredients in the making of an effective chaplain in the US Army.

Everywhere Christian leaders, men and women alike, have become increasingly aware of the need for more specific training and formation. The need is realistic, and the desire for more professionalism in the ministry is understandable. But the danger is that instead of becoming free to let the spirit grow, the future minister may engage himself in the complications of his own assumed competence and use his specialism as an excuse to avoid the much more difficult task of being compassionate.

<sup>1</sup>Stewart, Charles William. Person and Professional: Career Development in the Ministry, p 124.

<sup>2</sup>Ibid, p 73.

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## CHAPLAIN PROFESSIONAL DEVELOPMENT PLAN

### SECTION I: PHILOSOPHY & POLICIES

1. Chaplaincy Philosophy. This Professional Development plan is predicated on the premise that ministry, as practiced in the Army Chaplaincy, is reflected in two types of pastoral behavior:

- First, the Army chaplain is a "caring" person. He/she possesses those attributes and skills which demonstrate a genuine concern for individuals and their spiritual and physical well-being. While chaplains have primary responsibility to provide a spiritual ministry for their constituents, they are equally concerned about the conditions in which soldiers/dependents live and the quality of their lives. They have an empathy with the soldier/dependent built on a knowledge of Army life and a willingness and ability to share with them both its joys and hardships. Finally, they care enough for their soldier parishoners to love and seek justice and dignity for them under all circumstances.

- Secondly, Army chaplains demonstrate a prophetic presence. They are so in touch with their own value systems, and those of their churches, that they boldly confront both the Army as an institution and individuals within it with the consequences of their action. While carefully guarding against the temptation to impose purely denominational constraints on others, they address the "oughtness" of life for both soldiers/dependents and the Army command structure and seek ways to influence decision and policy formulation with their unique spiritual witness. They are knowledgeable, able and willing to confront both individuals and the Army with the ethical aspects of decisionmaking, policies and leadership and the extent to which these, in both peace and war, reflect our basic Judaeo-Christian ethical framework. They are prepared adequately to "stand up and be counted."

2. Philosophy of Education/Training. There are several basic premises which undergird this Professional Development Plan and provide the rationale for the way the Army Chaplaincy seeks to enhance personal skills to provide the ministry described above.

- First, learning and personal growth are on a continuum which extends from birth to death. We recognize that learning does not start when a chaplain enters active duty but that his basic theological and pragmatic framework are provided him prior to military service and reflect his/her culture, experiences and denominational/theological training. On the other hand, personal growth and learning do not stop when a chaplain leaves the seminary. Rather, what

was learned primarily in a theoretical setting must be validated in the market place. Chaplains must learn and re-learn, adjust and fine tune, and constantly be involved in finding ways to make a changeless message and ministry relevant to a changing world. Chaplains are constantly involved in personal growth.

- Secondly, personal spiritual health is at least as important for chaplains as training in tactics and weaponry is for the line officer. While each chaplain is responsible for his/her own spiritual well-being, any professional development plan must provide ample opportunity for theological update and reflection and for spiritual growth.

- Thirdly, the chaplains' greatest asset, beyond their faith in God, is themselves. Because of the vagaries of Army life and ministry, it is impossible to train chaplains for all contingencies. Rather, the chaplains must know themselves well enough, and must have developed their personal strength deeply enough, to be able to use themselves effectively. Professional development must be accomplished in such a way as to force introspection and self-knowledge, and must provide opportunity to validate, modify and articulate personal ministerial style. Thus, the primary goal of professional development is to develop and strengthen the individual and to encourage congruence between the message the chaplain speaks and his/her action as a person.

- Finally, training and education should not be provided enmasse as though the ministry of every chaplain is expressed the same way simultaneously. While some learning experiences are useful for all chaplains at about the same time, training for specific tasks should not be provided every chaplain unless he/she is actually required to accomplish them on the job. Additionally, skill training of this nature is most effective, and should be provided at, or immediately preceding, job assignment and in an environment which matches or proximates the actual job environment.

### 3. Policies.

a. This plan recognizes four basic types of education and training.

- Basic Chaplain Training (BCHT): During the 1st year.

- Advanced Chaplain Training (ACHT): Training comparable to the current Career Course and normally provided after the 4th year of active duty.

- Chaplain SSI/ASI Training: That training designed for specific positions and provided immediately at, or preceding, job assignment.

- Continuing Education/Training: Those learning activities provided throughout a chaplain's career to provide enrichment, personal growth, or update of skills.

b. This plan will be incorporated into an Army regulation and updated annually by appropriate directives. The annual update will, as a minimum:

- Specify special emphasis for training for the next fiscal year.

- Identify any changes to the professional development plan.

- Provide a current listing of installations approved by the Office of the Chief of Chaplains to operate CPE Centers.

c. Primary responsibility for the update of the professional development plan will be assigned to a special Academic Board to be appointed by the Chief of Chaplains. While some members of this board may be appointed on the basis of position, its primary make-up will reflect education/training expertise as well as installation/unit chaplain experience.

#### 4. Responsibilities.

a. Commanders will insure that all chaplains in their 1st year of active duty will be made available for, and provided with, a minimum of 4 hours weekly of supervised learning activity under the direction of a qualified chaplain educator/trainer (see para 8g).

b. DACH will appoint and convene the Academic Board and be responsible for guidance and the publication and updating of official directives outlining the professional development programs, the policies of DACH, and command/installation responsibilities.

c. MACOM Staff Chaplains will be responsible for:

- Supervising program implementation at installation level.

- Providing input to the DACH Academic Board for revision to the professional development system.

- Providing field consultation, in coordination with USACHCS and DACH, in areas of professional development.

- Insuring that commanders at all levels are briefed on the professional development plan and support their chaplains' participation.

- Utilizing and allocating supplementary training resources received from higher headquarters.

d. USACHCS is responsible for:

- Advising the Chief of Chaplains concerning professional development needs.

- Developing standards and criteria for evaluation of installation level training programs.

- Development, implementation and monitoring training programs as outlined in this program.

e. USACHB is responsible for:

- Providing input to the DACH Academic Board for revision to the professional development system.

- Providing field consultation, in coordination with USACHCS, DACH and MACOM Staff Chaplains, in areas of professional development.

f. Installation Staff Chaplains will be responsible for:

- Insuring that all installation and subordinate commanders are briefed on the plan and support their chaplains' participation.

- Installation level implementation/supervision for the program.

- Providing counsel and assistance to installation chaplains in the development of their personal training/learning objectives.

- Including resources in the local Command Operating Program and Budget (COP/COB) to support installation chaplain training objectives.

## SECTION II: BASIC CHAPLAIN TRAINING (BCHT)

5. Training for Basic Chaplains will begin upon selection for appointment as a chaplain in either of the Reserve Components or for active duty. This training will be for 1 year for active duty chaplains and will include three phases.



6. BCHT Phase I: Precommissioning Phase.

a. Following selection for appointment, a programed and/or adjunctive text will be provided to all chaplain candidates. Subjects for active duty candidates will include those essential to ease his/her movement into the military environment and to answer questions concerning life and customs in the chaplaincy.

b. FORSCOM will be assigned the responsibility, normally using active duty Readiness Region chaplains, to insure that a personal contact and visit is made to all chaplain candidates in their region. The purpose of this visit is to provide assistance as required to augment the programed test instruction and discuss questions which may have been raised by the text.

c. Responsibilities.

(1) USACHCS for development and production of text.

(2) DACH for distribution of text and notification to FORSCOM of chaplain candidate appointments.

(3) FORSCOM for implementation of Army Readiness Region (ARR) chaplain visitation program.

7. BCHT Phase II: USACHCS Resident Phase.

a. Phase II will be 6 weeks in duration and will be conducted in residence at USACHCS. It will consist of two parts.

(1) Part I will be a military orientation to include field training and fundamentals of command/staff relationships. The purpose of this training will be to provide instruction for living in the field and to provide an understanding of the duties and responsibilities of the chaplain assigned to a troop unit.

(2) Part II will be devoted to an examination of the individual's personal values as they relate to the military mission/environment and a multid denominational ministry.

b. Physical training and drill will be integral to both parts of Phase II training.

c. A Certificate of Completion will be given to each chaplain upon completion of Phase II training with a copy forwarded to the Chief of Chaplains Personnel Directorate (DACH-PE) by USACHCS. No other academic report will be rendered.

d. Requests for release from active duty at the completion of this phase may be submitted in accordance with provisions of current policies and regulations.

8. BCHT Phase III: Installation Phase.

a. Phase III training will be characterized by actual performance of ministry in the chaplain's first active duty assignment and will be accomplished under direct supervision of a trained chaplain educator/trainer. (See educator/trainer qualifications, para 8g below).

b. Training under supervision, as part of BCHT Phase III, will:

- (1) Continue for the first full year following assignment.
- (2) Include a minimum of 4 hours per week of interaction with a supervisor and a peer training group.
- (3) Utilize group process, verbatim and case study technique.
- (4) Utilize the actual unit/command chaplain tasks/environment as the context of material to be learned.
- (5) As a minimum assist the chaplain to:
  - (a) Demonstrate an understanding of his/her unit/command organization and the ability to utilize the chain of command properly.
  - (b) Articulate and validate his/her personal style of ministry and role as a clergy person in the Army environment.
  - (c) Demonstrate his/her ability to function in a cooperative multid denominational environment without losing his/her denominational identity/integrity.
  - (d) Demonstrate his/her understanding of, and ability to utilize, technical channels.
  - (e) Include such other requirements as may be necessitated by local conditions and/or experience.

c. Phase III training may be provided on any installation to which Basic Chaplains are assigned; however, normally these will be installations with at least 15 assigned active duty chaplains. Designation of an installation as a Phase III training site may change from year to year.

d. To the maximum extent possible, following Phase II Basic Chaplains will be assigned to installations in groups of 4 or more. This will permit the formation of a natural peer group for learning.

e. Basic Chaplains will be assigned to units/commands in accordance with normal assignment practices. Normally they will remain in this assignment for the entire period of Phase III training. The evaluation rendered for the period of Phase III training will be the standard Officer Efficiency Report (OER). The chaplain trainer/educator will not be the rating or indorsing officer.

f. The chaplain trainer/educator will be selected by and directly responsible to the installation chaplain. He/she must consent to being selected, fulfill prerequisites established by the USACHCS, and be approved by DACH for branch clearance. DACH approval will be dependent on:

(1) Award of the chaplain educator ASI following successful completion of the chaplain educator training course conducted by USACHCS. (See para g and h below for course content and prerequisites).

(2) Predicted tenure of the supervisor at the installation for the period of the Phase III training.

g. A course for the chaplain educator ASI will be developed by, and conducted at USACHCS. Course content will include as a minimum:

(1) Experiential training/learning theory and practice.

(2) Group process techniques.

(3) Verbatim technique.

(4) Case study method.

(5) Phase III administration.

h. Prerequisites for attendance at the chaplain educator course will include graduation from the Advanced Chaplain Training course and qualification by previous training, experience and maturity.

### SECTION III: CHAPLAIN SKILL TRAINING (SSI/ASI)

9. The primary Specialty Skill Identifier (SSI) for chaplains is 56A, Command and Unit Chaplain. Chaplain positions which require specialized skills are identified by additional SSI or by Additional Skill Identifiers (ASI). SSI/ASI are developed by DACH-PE in response to Army-wide personnel management requirements.

10. Chaplain skill identifier training is designed specifically to qualify chaplains in the skills essential to fill TOE/TDA positions identified by SSI/ASI codes. Criteria for development of skill identifiers and training programs are listed below. Exceptions to these criteria may be made in specific instances (e.g. Clinical Pastoral Educator, SSI 56D).

a. Specialty Skill Identifier:

- (1) 4 weeks or more of specialized training.
- (2) 90 days or more of OJT required for proficiency.
- (3) Existence of 40 positions or more with similar qualifications and duties Army-wide.
- (4) Interchangeable skills among identified positions.
- (5) Clear differentiation from other SSI.

b. Additional Skill Identifier:

- (1) 2 weeks or more of formal training.
- (2) Skills not related to any one SSI.
- (3) 20 or more positions with similar skill requirements.
- (4) Applicable to both positions and personnel.

11. SSI/ASI training will be provided to chaplains selected for assignment to specifically identified and appropriately coded positions. It may be provided at any time after completion of Phase II of Basic Chaplain Training. It will be provided after selection for assignment to a specialty position and scheduled immediately preceding job assignment whenever possible. SSI/ASI training will be provided only if directly associated with job assignment after completion of training.

12. Chaplain SSI/ASI training will be provided through military or civilian, short or long-term training. SSI/ASI skills are fundamental parts of USACHCS training programs.

a. Military or civilian short course training or a combination of both. Military training will be conducted by USACHCS or with USACHCS approval, in short courses specifically designed to train in skills required in identified positions. Civilian training will be funded locally or through HQDA (AR 621-1) and will also specifically support required skills. USACHCS is the primary agency responsible for

chaplain SSI/ASI training regardless of its location or sponsoring organization.

b. Long-term civilian or military training. Civilian training provided through the Civil Schools Advanced Degree Program (AR 621-1) will be designed to train in skills validated by the Army Educational Requirements Board and required by SSI/ASI assigned to the position. Military training will be primarily in pastoral counseling or Clinical Pastoral Education (CPE) programs and will be provided for positions identified by appropriate skill identifiers.

13. Funds to support SSI/ASI will be provided locally or through DACH. Local training funds (DPT/G-3 funds) should be used to support short course training of chaplains being reassigned internally to an SSI/ASI designated position whenever short course training is appropriate. In reassignments involving a PCS move, TDY enroute will be used to reduce installation TDY costs. In all cases involving TDY enroute, the gaining installation staff chaplain and DACH-PE will coordinate training requirements, training and reporting dates, and utilization of the selected chaplain in the position for which trained.

14. In cases of long term training, chaplains will be informed prior to training of the specific position and subsequent assignment for which they will be trained. Utilization of long-term training will be controlled by DACH-PE and will conform to DA utilization policies. MACOM chaplains will closely monitor all utilization tours in validated positions to be certain that trained and assigned chaplains are not reassigned prior to the completion of a 3-year utilization tour. Any reassignment or other use of an incumbent assigned to a validated position will require DACH-PE approval.

15. Medical Center CPE Centers will normally be used as the primary long-term training location for award of 56C SSI and 7A ASI which identify selected positions at hospitals and in crisis ministries. Community and Parish CPE Centers may qualify students for 7A, 7B, and 7C ASI which identify selected positions in confinement facilities, schools and TOE/TDA organizations. All CPE Centers will be accredited and all CPE Supervisors certified by the Association for Clinical Pastoral Education.

a. Medical CPE Centers when properly accredited may be used to train CPE supervisors in programs designed to lead to successful certification by the ACPE. They may also provide CET for other than full-time chaplain students as resources permit. The Staff Chaplain, USAHSC will monitor Medical Center CPE programs and provide necessary supervision and support.

b. Community and Parish CPE Centers serve as the primary short-term training location for CPE Continuing Education/Training programs provided while students are assigned to TOE/TDA organizations.

c. In selected instances USACHCS will establish Community and Parish CPE Centers on installations to provide long-term ASI training.

(1) This training will be provided at a minimum number of installations (no more than 4) which meet the following criteria:

- (a) A hospital of 100 or more occupied beds.
- (b) A confinement facility.
- (c) TOE/TDA units of brigade/group size or larger.
- (d) A housing facility/family chapel.

(2) These centers will be established as Class III activities assigned to USACHCS providing ASI awarding courses. The USACHCS will accredit centers with ACPE, budget for training programs, provide necessary supervision and support and coordinate program requirements with MACOM and installation chaplains.

#### SECTION IV: ADVANCED CHAPLAIN TRAINING (ACHT)

16. Advanced Chaplain Training will be provided to all active duty chaplains after their 4th year of active duty. There will be two ACHT PCS courses annually.

17. It is desirable for families of chaplains to accompany them to ACHT. Accompanied tours will be encouraged by emphasis upon:

- a. Adequate family quarters.
- b. Coordination of ACHT with public school sessions.
- c. Educational opportunities for families.
- d. Emphasis upon providing personal growth opportunities for spouses in consonance with student growth.
- e. Strengthening family ties by recreational, social and religious activities.
- f. Opportunities for developing and deepening peer relationships and ecumenical understanding.

18. ACHT will be conducted in three phases.

a. Phase I: Self-assessment. USACHCS will develop an assessment process and center.

(1) On selection to attend ACHT in residence, the chaplain student will be provided a packet of materials to assist him in appraising his professional development needs. This packet, developed by USACHCS, will be either self-administered or administered with the assistance of a consultant/colleague of their choice who will help the students define their development goals. (A model of a Planned Self-Appraisal has been developed by Loren B. Mead of Project Test Pattern for the Academy of Parish Clergy.)

(a) The Planned Self-Appraisal packet will, as a minimum, address the following areas of chaplain professional competence:

- Interpreting Biblical and Theological heritage to military life.
- Employing pastoral skills (public worship, preaching, counseling).
- Applying ethical and moral standards to the military environment.
- Providing staff and parish management and development.
- Developing his/her own personal resources (growing as a person).
- Relating to individuals and facilitating their growth.
- Working effectively to confront and change actions or procedures which do not enhance human dignity and worth.

(b) The Planned Self-Appraisal packet will be designed to provide an assessment of the student's demonstrated ability and developmental needs as observed by as many of the following as possible.

- The students themselves.
- Professional colleagues (peers, subordinates, supervisors).
- Commanders and co-staff members.
- Lay persons (parish council, counselees, congregation).

- Colleague groups (training and CPE groups).
- Representatives of Denominational Indorsing Agencies.

(2) On arrival at USACHCS, the student will spend approximately 2 weeks in an assessment and developmental goal-setting process designed to build on and confirm data gathered through the packet. This process will use a variety of methods (assessment testing, counseling, peer group reviews) designed to assist the student to clearly identify and define learning goals to be pursued during Phase II.

(3) All data generated during the Planned Self-Appraisal process will become the property of the student, except for statistical data required by USACHCS to develop courses of instruction and accomplish approved research projects.

b. Phase II. Personal and Professional Development.

(1) Phase II will be approximately 12 weeks in length and conducted in residence at USACHCS.

(2) The content for Phase II will focus on chaplain professional development, be oriented and designed specifically to meet individual personal needs, and will grow out of the self-assessment conducted during Phase I. It may include a wide range of topics within the resources of USACHCS and the surrounding educational community. Examples are:

- Theological update.
- Clinical Pastoral Education (CPE).
- Army staffing procedures.

(3) To the maximum extent possible group process will be the method of instruction during this phase.

c. Phase III: Chaplain Core.

(1) Phase III will be approximately 7 weeks in length and conducted in residence at USACHCS. It will focus on issues associated with the management of pluralistic religious programs/activities and the Army as a system.

(2) To the maximum extent possible, Phase III will be taught via the case study method of instruction, utilizing actual incidents in the field as the basis for the case.



19. Next Assignment Training.

a. All ACHT students will be informed of their next assignment NLT the onset of Phase II.

b. In the event a chaplain's next assignment requires a special skill or knowledge in which he/she has not been trained, he/she may be provided that training immediately following Phase III as a part of SSI/ASI training.

(1) In the event the training is a short course provided by USACHCS (e.g., Administrative Chaplain), the chaplain's PCS orders to USACHCS will be extended to include time for this course.

(2) In the event the training required is a short course to be taken either at a civilian institution or another military school, TDY enroute will be used.

(3) In the event the training required is long-term, graduate level, the chaplain may be sent to USACHCS TDY enroute to graduate school for only portions of the ACHT. The phase(s) of ACHT to be provided chaplain graduate students will be dependent on the non-resident self-assessment phase (see para 18a) consultation between the chaplain and DACH, and the exigencies of the service.

c. Only those chaplains whose next duty requires SSI/ASI training will be provided this training following ACHT. Installation staff chaplains scheduled to receive ACHT graduates will be responsible for determining the probable actual duty assignment early enough to make administrative arrangements associated with the SSI/ASI required training. In the event this cannot be done, the installation staff chaplain will be responsible for scheduling any training required following the chaplain's reporting to duty and providing all TDY associated with the training.

20. Graduate Degrees. Current manpower and resource limitations preclude PCS of adequate duration to permit a full Graduate Degree Program as in the past. However, every effort will be made to insure that all courses conducted as part of ACHT will be accredited and can be used toward attainment of a graduate degree. To the maximum extent possible arrangements will be concluded between USACHCS and available theological seminaries and universities for the establishment of external degree programs which may be continued/completed following ACHT.

SECTION V: CONTINUING EDUCATION/TRAINING (CE/T)

21. Continuing Education/Training (CE/T) is considered all learning activities in which chaplains are engaged either to update their knowledge/skills for personal growth/enrichment, or to develop new skills essential to their ministry but for which no SSI/ASI is provided.

22. CE/T includes:

a. Monthly Training Conferences.

(1) These conferences will be designed by installation chaplains to meet locally identified needs.

(2) On an annual basis, installation chaplains will be responsible for establishing training objectives and selecting training topics for the coming year.

(3) Use of Army correspondence courses in these conferences is recommended.

b. Army Correspondence Courses and Group Study.

(1) USACHCS, through the Army Correspondence Course Program, provides skill progression and functional correspondence courses.

(2) These courses will support Installation Monthly Training Conferences, as needs are identified by staff chaplains, through the Group Study Program (AR 351-20, DA Pam 351-20). This program provides official credit for study and appointment of and recognition for study seminar leaders.

(3) USACHCS is responsible for correspondence course programs and their administration. In support of monthly training conference requirements, USACHCS will develop no fewer than six 2-hour credit courses per year on topics of current Army-wide interest. Administrative instructions and lesson plans will also be provided for group study seminar leaders.

(4) U.S. Army Command and General Staff College (USACGSC) and U.S. Army War College (USAWC) nonresident instruction enhance Command and Unit Staff Chaplain (56A) skills for service in higher level staff positions and may be obtained through local U.S. Army Reserve school and the Army Correspondence Course Program.

c. Periodic Installation Workshops.

(1) Installations will conduct at least one training workshop annually to update some aspect of pastoral skills (e.g., family counseling, preaching, etc.). Selection of the kind of workshop(s) should be made on the basis of felt needs of the majority of chaplains in that particular command and included in Installation Objectives. Local funding should be programmed.

(2) Periodically DACH will publish a list of scheduled installation workshops. Installations will be encouraged to open these workshops to chaplains from other installations to attend on a TDY basis. Reserve Component chaplains will be encouraged to participate in these conferences.

d. Short-Course Civilian Schooling. (AR 621-1, Ch 9)

(1) Short-course training under AR 621-1 will be used primarily in direct support of an incumbent in a chaplain position requiring special training or update.

(2) Applications for training under this directive must be initiated by the supervisory chaplain, forwarded to DACH for branch clearance through technical channels, and include the following in addition to the information required by the AR:

(a) Supervisor's justification in relation to the specific position.

(b) Concurrence of MACOM Staff Chaplain.

(3) Local TDY funds will be used to support travel.

e. Short-Term CPE Training.

(1) Short-term CPE training will be made available in selected Army CPE Centers.

(2) The major training emphasis will be on community and parish CPE training. These courses will be provided as CE/T options and afford the Army chaplain community opportunities for voluntary personal growth and awareness to strengthen pastoral skills.

(3) These centers will utilize installation resources and develop training programs consistent with the needs of the local community. While their primary focus should be on providing personal growth opportunities to chaplains, they may also serve a training purpose for the laity of the community.

(4) Students for community and parish CPE programs will be drawn from the post population and will be those assigned to the installation against its TDA/TOE. When requested, DACH-PE will attempt to assign chaplains who desire CPE training to installations with community CPE Centers.

f. Degree Completion Program (AR 621-1). Chaplains are encouraged to initiate graduate degree programs at local installations and, when eligible, apply for assistance under the Degree Completion Program provisions of AR 621-1.

g. The U.S. Army Command and General Staff College, Armed Forces Staff College and U.S. Army War College resident instruction prepares chaplains for high level staff positions.

h. A record-keeping system will be designed and implemented which will provide DACH with current information on each individual's training history.

CHAPLAIN POSITION REQUIREMENTS  
BY SPECIALTY AREA AND GRADE

<u>Specialty Area</u>	<u>CPT</u>	<u>MAJ</u>	<u>LTC</u>	<u>COL</u>
Command/Unit Chaplain	55%	11%	4%	4%
Family Life Chaplain	2%	3%	2%	0
Hospital Chaplain	9%	9%	9%	11%
Clinical Pastoral Education Supervisor	0	3%	5%	0
Pastoral Counselor (General)	16%	25%	11%	10%
Phase III Basic Chaplain Trainer	0	3%	3%	0
Chaplain Management/Administration	7%	23%	29%	24%
Pastoral Counselor (Alcohol & Drug Abuse)	2%	1%	1%	1%
Pastoral Counselor (Confinement and Rehabilitation)	2%	2%	1%	1%
Staff and Parish Development Consultant	1%	3%	4%	22%
Community Parish Preacher	4%	10%	21%	22%
Supervisor of Religious Education	1%	2%	3%	0
Chaplain Instructor Technologist	1%	5%	7%	5%

REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

APPENDIX 2

RESULTS OF CHAPLAIN SURVEYS

TO ANNEX U

EDUCATION AND TRAINING FOR THE US ARMY CHAPLAINCY

Two surveys were used in the analysis of the education and training requirements of US Army chaplains. The first of these surveys was part of a study project conducted by Chaplain (COL) Kermit D. Johnson at the US Army War College, 20 May 1976. The study, entitled "Factors Influencing Job Satisfaction Among Army Chaplains," involved extensive survey responses from 998 Army chaplains, or approximately 71 percent of the Army chaplains on active duty. The second survey was much more limited in scope, involving responses from approximately 10 percent of the Army chaplains currently on active duty. It was conducted in February 1978 and involved chaplains at six major Army installations, three FORSCOM (Forts Bragg, Carson and Riley) and three TRADOC (Forts Benning, Knox and Leonard Wood). The purpose of this second survey was to acquire a "feel" for the reaction of the chaplaincy to the recently implemented Chaplain Professional Development Plan in light of certain emphases considered by the Review of Education and Training for Officers (RETO) Study Group.

DATA FROM FIRST SURVEY

Data from the survey conducted by Chaplain Johnson is contained in his study which was distributed to the field in 1976. By making available his computerized tape of survey responses to the RETO analyst, Chaplain Johnson enabled the analyst to study various demographic responses which were related to chaplain education and training (see inclosure 1). This effort was assisted by data processing personnel assigned to the US Army War College. The following information obtained through the survey was most helpful in determining the perceptions of US Army chaplains in matters related to chaplain education/training:

- a. Only 27.4 percent of all Army chaplains feel that their prior education has been underutilized, although this varies considerably between the ranks of captain (38.5 percent) and colonel (13.5 percent).

b. Over four-fifths of the Army chaplains are satisfied with their present jobs, the least percentage of present job satisfaction registered at the grade of captain and in the positions of readiness region or group chaplains and full-time students.

c. Only 50.7 percent of Army chaplains felt that the US Army Chaplain Center and School gave them adequate preparation for their responsibilities as Army chaplains prior to the implementation of the Chaplain Professional Development Plan. Demographic analysis of the survey revealed this figure to be lowest for captains (33.9 percent) and troop chaplains (42 percent).

d. Approximately one-quarter of Army chaplains believe they are not offered enough opportunity for professional development. Colonels are less likely to believe this and readiness region and group chaplains are more likely to believe it.

e. Over one-half of Army chaplains claim they would be willing to forego promotion if they could be guaranteed the job of their choice on a long term basis. Less than one-half of colonels, chaplain educators and admin/staff chaplains make this claim.

f. 61.9 percent of Army chaplains perceive that, for promotion purposes, it is better to be a "generalist" than a "specialist". For chaplains who are in the grade of colonel, this figure increases to 75.4 percent.

g. More than three-fourths of Army chaplains perceive that, for promotion purposes, it is better to have advanced military education than advanced civilian education. However, only one-fifth of Army chaplains prefer 1 year of USACGSC to 1 year of civilian education.

h. 89.3 percent of Army chaplains desire more opportunity for theological update, and 91.9 percent believe that advanced education for chaplains should include more theological update. Likewise, 78.3 percent feel that chaplain advanced education should include more from the behavioral sciences.

i. Approximately 56 percent of Army chaplains, at the time of the survey, felt the 9-month Chaplain Advanced Course should be reduced in length and would prefer to have short courses of preparation just prior to each job assignment.

#### DATA FROM SECOND SURVEY

Data from the second survey involving Army chaplains provided the RETO analyst with perceptions from the field about certain facets of the recently implemented Chaplain Professional Development Plan.

The survey focused on 3 FORSCOM and 3 TRADOC installations which are already providing and/or are preparing for Phase III Basic Chaplain Training. Additionally, each of the installations selected for the survey has or is preparing for a major thrust in a supervised-on-the-job mode of chaplain training called Clinical Pastoral Education. Results of the total survey is at Inclosure 2. The following information obtained in the survey was especially useful for the RETO analyst:

a. Approximately two-thirds of the respondents indicated that they desired some form of Clinical Pastoral Education (CPE). The percentage of those desiring CPE was slightly higher on TRADOC installations than it was on FORSCOM installations. Demographic analysis revealed that 77.9 percent of captains, 50 percent of majors and 60 percent of lieutenant colonels want some form of this training. 33.1 percent of the respondents preferred the parish/community form of CPE and 21.6 percent preferred training in a hospital setting.

b. Only about one-fifth of the respondents had any exposure to USACGSC, either through resident or nonresident courses.

c. The highest percentage of respondents affirm that the most useful training they have received in preparing them to function as Army chaplains is "on-the-job-experience". Not a single chaplain indicated that USACGSC or military correspondence courses were the most useful training received. There were significant variations in the responses to this question when analyzed demographically by grade. According to the survey, captains see on-the-job-experience by far as the most useful form of training. Majors see civilian education as the most important, and lieutenant colonels favor on-the-job-experience slightly more than civilian education.

d. 67 percent of the survey respondents indicated satisfaction with the Chaplain Professional Development Plan as providing them with training and education opportunities which would enable them to perform effective ministry at any rank they may achieve. The least amount of satisfaction with the Professional Development Plan was registered by majors (57 percent) and the greatest amount by lieutenant colonels (87 percent).

e. The strongest part of the Chaplain Professional Development Plan, on the basis of the survey, was seen to be its emphasis on continuing education and training and its philosophy. The weakest portions of the plan were seen to be advanced chaplain training (the Chaplain Advanced Course) and chaplain skill training. It should be noted that lieutenant colonels did show a higher percentage of respondents who saw continuing education and training as a weakness than did majors or captains.



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f. Survey respondents indicated by almost 2 to 1 that they preferred shorter TDY training periods at the US Army Chaplain School to the present 21-week Chaplain Advanced Course. The preference of chaplains at TRADOC installations (53.8 percent) for this option was not nearly so convincing as was the preference of chaplains at FORSCOM installations (69.2 percent).

SUMMARY REPORT OF US ARMY CHAPLAIN SURVEY:\*\*

SELECTED DEMOGRAPHIC RESPONSES PERTINENT TO THE  
REVIEW OF EDUCATION AND TRAINING OF OFFICERS

1. Current assignments of chaplains on active duty as indicated by survey response.

<u>RANK</u>	<u>TROOP</u>	<u>HOUSING AREA</u>	<u>SPECIAL MINISTRY</u>	<u>SUPERVISORY</u>	<u>EDUCATOR</u>	<u>ADMIN/STAFF</u>	<u>STUDENT</u>	<u>READINESS REGION OR GROUP</u>	<u>SMALL POST</u>
CPT	68.5%	6.0%	11.4%	0	0.3%	1.0%	3.4%	1.7%	1.7%
MAJ	26.5%	5.3%	12.5%	3.6%	7.4%	12.5%	20.9%	1.5%	9.9%
LTC	9.5%	9.0%	12.6%	14.4%	9.5%	25.2%	3.6%	4.5%	11.7%
COL	0	0	6.1%	31.8%	4.5%	37.9%	1.5%	1.5%	16.7%

2. "During my time in the chaplaincy, I have experienced considerable intellectual growth." (response by current assignment)

<u>CURRENT ASSIGNMENT</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
Troop Chaplain	28%	48%	18.8%	5.2%
Housing Area Chaplain	23.7%	47.5%	18.6%	10.2%
Special Ministry	50.4%	34.8%	13.0%	1.7%
Supervisory Chaplain	43.9%	50.0%	6.1%	0
Chaplain Educator	62.3%	28.3%	7.5%	1.9%
Admin/Staff Chaplain	39.3%	49.6%	10.4%	0.7%
Student	52.5%	45.5%	1.0%	1.0%
Readiness Region or Group Chaplain	18.2%	77.3%	4.5%	0
Small Post Chaplain	29.3%	52.5%	11.1%	7.1%

\*Conducted by Chaplain (COL) Kermit D. Johnson. This survey was conducted as a part of Chaplain Johnson's study, "Factors Influencing Job Satisfaction Among Army Chaplains," submitted 20 May 1976, while he was a student at the US Army War College, Carlisle Barracks, Pennsylvania.

3. "During my time in the chaplaincy, I have experienced considerable spiritual growth." (response by current assignment)

<u>CURRENT ASSIGNMENT</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
Troop Chaplain	25.7%	51.7%	21.8%	0.9%
Housing Area Chaplain	20.0%	55.0%	21.7%	3.3%
Special Ministry	30.4%	53.0%	14.8%	1.7%
Supervisory Chaplain	36.9%	46.2%	15.4%	1.5%
Chaplain Educator	26.4%	69.8%	3.8%	0
Admin/Staff Chaplain	30.6%	53.7%	14.2%	1.5%
Student	33.3%	45.1%	20.6%	1.0%
Readiness Region or Group				
Chaplain	18.2%	68.2%	13.6%	0
Small Post Chaplain	28.3%	54.5%	15.2%	2.0%

4. "As an Army chaplain, my prior education has been underutilized." (response by rank)

<u>RANK</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
CPT	13.2%	25.3%	44.9%	16.6%
MAJ	7.1%	16.5%	54.8%	21.6%
LTC	7.2%	14.9%	54.3%	23.5%
COL	6%	7.5%	53.7%	32.8%

5. "As an Army chaplain, my prior education has been underutilized." (response by current assignment)

<u>CURRENT ASSIGNMENT</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
Troop Chaplain	11.3%	27.4%	44.8%	16.5%
Housing Area Chaplain	8.3%	13.3%	58.3%	20.0%
Special Ministry	9.6%	14.0%	50.9%	25.4%
Supervisory Chaplain	7.6%	15.2%	51.5%	25.8%
Chaplain Educator	9.3%	14.8%	38.9%	37.0%
Admin/Staff Chaplain	7.5%	11.2%	55.2%	26.1%
Student	4.9%	10.8%	69.6%	14.7%
Readiness Region or Group				
Chaplain	0	4.5%	77.3%	18.2%
Small Post Chaplain	8.1%	21.2%	47.5%	23.2%

6. "I am satisfied with my present job." (response by rank)

<u>RANK</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
CPT	39.3%	47.3%	8.7%	4.7%
MAJ	44.2%	43.2%	8.2%	4.7%
LTC	42.7%	41.8%	14.1%	1.4%
COL	56.7%	38.8%	3%	1.5%

7. "I am satisfied with my present job." (response by current assignment)

<u>CURRENT ASSIGNMENT</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
Troop Chaplain	41.1%	44.4%	9.7%	4.8%
Housing Area Chaplain	40.0%	48.3%	10.0%	1.7%
Special Ministry	47.4%	48.2%	3.5%	0.9%
Supervisory Chaplain	52.3%	33.8%	12.3%	1.5%
Chaplain Educator	45.3%	40.7%	7.4%	5.6%
Admin/Staff Chaplain	44.8%	43.3%	10.4%	1.5%
Student	34.0%	47.0%	14.0%	5.0%
Readiness Region or Group Chaplain	31.8%	50.0%	18.2%	0
Small Post Chaplain	47.5%	40.4%	7.1%	5.1%

8. "The US Army Chaplain School has prepared me adequately for my responsibilities as an Army Chaplain." (response by rank)

<u>RANK</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
CPT	3%	30.9%	39.9%	26.2%
MAJ	9.3%	51.4%	27.1%	12.1%
LTC	8.6%	48%	27.6%	15.8%
COL	9.1%	40.9%	33.3%	16.7%

9. "The US Army Chaplain School has prepared me adequately for my responsibilities as an Army Chaplain." (response by current assignment)

<u>CURRENT ASSIGNMENT</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
Troop Chaplain	4.6%	37.4%	35.3%	22.8%
Housing Area Chaplain	3.5%	47.4%	31.6%	17.5%
Special Ministry	8.7%	39.1%	29.6%	22.6%
Supervisory Chaplain	9.4%	39.1%	26.6%	25.0%
Chaplain Educator	9.4%	50.9%	30.2%	9.4%
Admin/Staff Chaplain	9.6%	48.1%	31.9%	10.4%
Student	5.0%	55.4%	29.7%	9.9%
Readiness Region or Group Chaplain	4.5%	54.5%	27.3%	13.6%
Small Post Chaplain	13.3%	43.9%	28.6%	14.3%

10. "The Chaplaincy does not offer enough opportunity for professional growth." (response by rank)

<u>RANK</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
CPT	7.3%	21.6%	44.5%	26.6%
MAJ	6.6%	15.6%	45.7%	32.1%
LTC	5.8%	14.8%	48.9%	30.5%
COL	6%	7.5%	38.8%	47.8%

11. "The Chaplaincy does not offer enough opportunity for professional growth." (response by current assignment)

<u>CURRENT ASSIGNMENT</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
Troop Chaplain	7.6%	19.9%	45.6%	26.9%
Housing Area Chaplain	8.6%	22.4%	48.3%	20.7%
Special Ministry	4.3%	12.1%	42.2%	41.4%
Supervisory Chaplain	4.6%	18.5%	41.5%	35.4%
Chaplain Educator	1.9%	5.6%	53.7%	38.9%
Admin/Staff Chaplain	5.9%	10.4%	44.4%	39.3%
Student	6.9%	12.7%	44.1%	36.3%
Readiness Region or Group Chaplain	4.5%	36.4%	45.5%	13.6%
Small Post Chaplain	9.1%	19.2%	51.5%	20.2%

12. "If I could be guaranteed the job of my choice on a long-term basis, I would be willing to forego promotion." (response by rank)

<u>RANK</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
CPT	17.7%	38.9%	36.2%	7.2%
MAJ	19.5%	38.8%	32.5%	9.1%
LTC	13.4%	40.6%	35%	11.1%
COL	9.4%	35.9%	40.6%	14.1%

13. "If I could be guaranteed the job of my choice on a long-term basis, I would be willing to forego promotion." (response by current assignment)

<u>CURRENT ASSIGNMENT</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
Troop Chaplain	20.4%	40.7%	32.4%	6.5%
Housing Area Chaplain	15.3%	40.7%	35.6%	8.5%
Special Ministry	11.2%	41.4%	39.8%	8.6%
Supervisory Chaplain	12.3%	41.5%	35.4%	10.8%
Chaplain Educator	21.2%	28.8%	36.5%	13.5%
Admin/Staff Chaplain	11.5%	33.1%	38.5%	16.9%
Student	22.8%	33.7%	31.7%	11.9%
Readiness Region or Group Chaplain	4.5%	45.5%	36.4%	13.6%
Small Post Chaplain	17.5%	43.3%	35.1%	4.1%

14. "For promotion purposes, it is better to be a 'specialist' than a 'generalist'." (response by rank)

<u>RANK</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
CPT	6.7%	33.3%	47.4%	12.6%
MAJ	10.6%	27.5%	49%	13%
LTC	15.2%	24%	48.4%	12.4%
COL	7.7%	16.9%	56.9%	18.5%

15. "For promotion purposes, it is better to have advanced civilian education than advanced military education." (response by rank)

<u>RANK</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
CPT	7.6%	32.2%	54.0%	6.2%
MAJ	3.4%	22.4%	64.1%	10.2%
LTC	4.6%	13.3%	68.3%	13.8%
COL	4.7%	6.3%	76.6%	12.5%

16. "The 9 month chaplain advanced course should be reduced in length." (response by rank)

<u>RANK</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
CPT	17.5%	28.7%	32.9%	21%
MAJ	28.9%	25.5%	26.3%	19.3%
LTC	30.5%	37.7%	23.2%	8.6%
COL	43.9%	33.3%	16.7%	6.1%

17. "I would prefer to have short courses of preparation just prior to each job assignment instead of the 9 month career course." (response by rank)

<u>RANK</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
CPT	17.2%	35.1%	34.4%	13.4%
MAJ	22.4%	30.8%	31.9%	14.9%
LTC	30.4%	35.5%	23.5%	10.6%
COL	43.9%	24.2%	21.2%	10.6%

18. "I would prefer to have short courses of preparation just prior to each job assignment instead of the 9 month advanced course." (response by current assignment)

<u>CURRENT ASSIGNMENT</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
Troop Chaplain	19.4%	32.5%	32.5%	15.6%
Housing Area Chaplain	23.3%	45.0%	25.0%	6.7%
Special Ministry	25.0%	33.9%	29.5%	11.6%
Supervisory Chaplain	36.5%	33.3%	17.5%	12.7%
Chaplain Educator	32.7%	28.8%	23.1%	15.4%
Admin/Staff Chaplain	30.4%	22.2%	33.3%	14.1%
Student	19.6%	30.4%	34.3%	15.7%
Readiness Region or Group Chaplain	23.8%	52.4%	19.0%	4.8%
Small Post Chaplain	21.6%	38.1%	32.0%	8.2%

19. "I would rather have one year at USACGSC than a year of civilian education." (response by rank)

<u>RANK</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
CPT	8%	14.9%	39.1%	38.1%
MAJ	8.2%	11.2%	40.6%	40.1%
LTC	4.1%	11.5%	35.9%	48.4%
COL	14.9%	16.4%	43.3%	25.4%

20. "I would rather have one year at USACGSC than a year of civilian education." (response by current assignment)

<u>CURRENT ASSIGNMENT</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
Troop Chaplain	8.7%	13.6%	37.5%	40.2%
Housing Area Chaplain	1.7%	15.0%	43.3%	40.0%
Special Ministry	7.1%	9.8%	35.7%	47.3%
Supervisory Chaplain	9.2%	10.8%	45.2%	33.8%
Chaplain Educator	9.4%	9.4%	34.0%	47.2%
Admin/Staff Chaplain	9.0%	18.0%	43.6%	29.3%
Student	7.8%	6.9%	43.1%	42.2%
Readiness Region or Group Chaplain	9.5%	14.3%	33.3%	42.9%
Small Post Chaplain	3.2%	13.7%	37.9%	45.3%

RESULTS OF CHAPLAIN SURVEY AT SIX ARMY INSTALLATIONS  
 FEBRUARY 1978  
 (FORTS BRAGG, CARSON, RILEY, BENNING, KNOX, LEONARD WOOD)

1. Grouping by component of chaplain respondents:

<u>COMPONENT</u>	<u>TRADOC</u>	<u>FORSCOM</u>	<u>TOTAL</u>
RA	16.9%	18.5%	17.7%
USAR	75.4%	73.8%	74.6%
NG/OTHER	7.7%	7.7%	7.7%

2. Rank of chaplains responding to survey:

<u>RANK</u>	<u>TRADOC</u>	<u>FORSCOM</u>	<u>TOTAL</u>
CPT	55.4%	60%	57.7%
MAJ	23.1%	20%	21.5%
LTC	16.9%	18.5%	17.7%
COL	4.6%	1.5%	3.1%

3. Faith groups of chaplains responding to survey:

<u>FAITH</u>	<u>TRADOC</u>	<u>FORSCOM</u>	<u>TOTAL</u>
PROTESTANT	87.7%	89.2%	88.5%
ROMAN CATHOLIC	6.1%	9.3%	7.7%
JEWISH	3.1%	0	1.5%
UNKNOWN	3.1%	1.5%	2.3%



4. Chaplains on active duty with Clinical Pastoral Education (CPE) background:

<u>BACKGROUND</u>	<u>TRADOC</u>	<u>FORSCOM</u>	<u>TOTAL</u>
1 Qtr Prior to Active Duty	7.6%	15.6%	11.5%
2-3 Qtrs Prior to Active Duty	6.1%	9.4%	7.7%
4 Qtrs Prior to Active Duty	10.6%	3.1%	6.9%
1 Qtr After Active Duty	9.1%	15.6%	12.3%
2-3 Qtrs After Active Duty	12.1%	1.6%	6.9%
4 Qtrs After Active Duty	12.1%	12.5%	12.3%
No CPE Background	42.4%	42.2%	42.3%

5. Chaplains on active duty desiring specific types of CPE:

<u>DESIRED TRAINING</u>	<u>TRADOC</u>	<u>FORSCOM</u>	<u>TOTAL</u>
1 Qtr Hospital Model	10.8%	6.2%	8.5%
1 Qtr Parish/Community Model	13.8%	15.4%	14.6%
4 Qtrs Hospital Model	6.2%	20%	13.1%
4 Qtrs Parish/Community Model	20%	16.9%	18.5%
CPE Supervisory Training	18.4%	7.7%	13.1%
None/No More	30.8%	27.7%	29.2%
No Answer	0	6.1%	3%

6. Chaplains on active duty with USACGSC exposure:

<u>EXPOSURE TO USACGSC</u>	<u>TRADOC</u>	<u>FORSCOM</u>	<u>TOTAL</u>
Nonresident Course Completed	4.6%	3.1%	3.8%
Resident Course Completed	3.1%	1.5%	2.3%
Presently enrolled in Nonresident Course	12.3%	18.5%	15.4%
None	80%	76.9%	78.5%

7. Perceived by chaplains as the most useful training received in preparing them for functioning as Army chaplains.

<u>TYPE TRAINING</u>	<u>TRADOC</u>	<u>FORSKOM</u>	<u>TOTAL</u>
Training/Education prior to Active Duty	21.2%	15.6%	18.2%
Chaplain Basic Course	10.6%	8.5%	9.5%
Chaplains Advanced Course	4.5%	2.8%	3.6%
Military Short Courses	3%	2.8%	2.9%
Military Correspondence Courses	0	0	0
On-the-job experience	42.4%	46.5%	44.5%
Civilian Education since entering Active Duty	16.7%	19.7%	18.2%
CGSC/AFSC Resident Course	0	0	0
Other	0	1.4%	0.7%
No Answer	1.6%	2.8%	2.4%

8. "The Chaplain Professional Development Plan provides Army chaplains with adequate training and education opportunities so that they can be capable of effective ministry at any rank they may achieve."

<u>REACTION</u>	<u>TRADOC</u>	<u>FORSKOM</u>	<u>TOTAL</u>
Strongly disagree	6.2%	6.2%	6.2%
Disagree	20%	23.1%	21.5%
Agree	56.9%	60%	58.5%
Strongly agree	9.2%	7.7%	8.5%
No Answer	7.7%	3%	5.3%

9. "In your opinion, what is the strongest part of the Chaplain Professional Development Plan?"

	<u>TRADOC</u>	<u>FORSKOM</u>	<u>TOTAL</u>
Its Philosophy	24.6%	16.4%	20.5%
BCHT Phase I	1.5%	0	0.8%
BCHT Phase II	1.5%	0	0.8%
BCHT Phase III	6.2%	16.4%	11.4%
Chaplain Skill Training	6.2%	7.5%	6.8%
Advanced Chaplain Training	4.6%	4.5%	4.5%
Continuing Education/Training	49.2%	46.3%	47.7%
No Answer	6.2%	8.9%	7.5%

10. "In your opinion, what is the weakest part of the Chaplain Professional Development Plan?"

	<u>TRADOC</u>	<u>FORSCOM</u>	<u>TOTAL</u>
Its Philosophy	9.2%	6.2%	7.7%
BCHT Phase I	15.4%	13.8%	14.6%
BCHT Phase II	4.6%	6.2%	5.4%
BCHT Phase III	3.1%	1.5%	2.3%
Chaplain Skill Training	24.6%	16.9%	20.8%
Advanced Chaplain Training	18.5%	27.7%	23.1%
Continuing Education/Training	7.7%	15.4%	11.5%
All	1.5%	0	0.8%
No Answer	15.4%	12.3%	13.8%

11. Consider two theoretical options for the training of chaplains, and indicate which of the options you prefer and why:

(1) Chaplain training much as we have now, with the 21 week advanced course being a PCS move and coming between the 4th and 5th years of active duty.

(2) Replacing the current advanced course with 4-6 week TDY periods at USACHCS at the 5th year, 11th year and 16th year of active duty. Under this second option chaplains would receive an additional 10 weeks of training given all Army officers at a Combined Arms and Services Staff School upon selection for promotion to major.

<u>PREFERENCE</u>	<u>TRADOC</u>	<u>FORSCOM</u>	<u>TOTAL</u>
Prefer Option 1	40.0%	27.7%	33.9%
Prefer Option 2	53.8%	69.2%	61.5%
No Answer	6.2%	3.1%	4.6%

## REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

### APPENDIX 3

#### AN ALTERNATIVE FOR THE CHAPLAIN'S ADVANCED COURSE: CONSIDERATION OF AN APPROACH FOR ENHANCING THE US ARMY CHAPLAIN PROFESSIONAL DEVELOPMENT PLAN

#### TO ANNEX U

#### EDUCATION AND TRAINING FOR THE US ARMY CHAPLAINCY

The Chief of Staff of the Army has perceived a need to review current management of and approaches to training and educating the Army officer. This perception, along with current forecasts of a reduction in training funds, has spurred a search for more effective (cost-effective and educationally sound) modes of professional development for the officer corps. In 1975-76, the Army Chief of Chaplains researched and outlined a highly effective professional development plan for Army chaplains. Implementation for this plan began in July 1977. Designers of the plan were well aware of the potential need for revision and adjustment in the implementation phase. In fact, the plan was and is seen as "evolving," with problem areas being worked out in process. The designers admirably sought innovation and realism at a time when there were many unknowns about trends for education/training for the total officer corps. This paper attempts to continue the thrust and spirit of the Chaplain Professional Development Plan by offering for consideration a revision which is based on emphases currently envisioned by the Review of Education and Training for Officers (RETO) Study Group.

#### SCOPE

Focus in this paper has been narrowed to include mainly those issues related to the possible replacement of the present Chaplains' Advanced Course with TDY training which is offered at strategic points throughout the chaplain's career. It is recognized that the recently revised advanced course for chaplains has just graduated its first class. Therefore, it is not intended that any additional changes should be implemented before enough time has lapsed for a thorough evaluation of the current advanced course in light of chaplain requirements in the field. As background some space will be allowed to describe imperative foci in effective training and education of chaplains. Also some description of the rationale for utilizing certain "crisis points" in ministry will be provided, since the rationale is basic to an understanding of how these "crisis points" provide opportune times for training. Some important issues relevant for chaplain education/training are not addressed in this paper, but will be addressed in the final report resulting from the study group effort. Among these deferred items are: Updating of TAADS so that this documentation can be used in effective management of training/education of chaplains; review of chaplain SSI/ASI structure in light of actual field requirements; and formulation of more extensive qualification criteria for chaplains in the grades of O5 and O6.

FOCI WHICH ARE IMPERATIVE IN  
CHAPLAIN TRAINING/EDUCATION

Research of education/training theory related to the performance of competent ministry leads to the conclusion that there are three foci which comprise an imperative for effective chaplain professional development. These foci assume that the chaplain has met the minimum entry requirements for education prior to entry on active duty -- i.e., he/she has completed seminary or its equivalent. The first focus for chaplain education/training has to do with learning about the Army, the institution which provides the living, moving, working and changing context in which ministry is performed by Army chaplains. As the chaplain progresses through his career he is expected to be increasingly able to function as a staff officer at higher echelons. At the beginning of his career a supervised-on-the-job mode of training is adequate to familiarize him with staff functioning at the battalion level after the resident portion of the basic course. However, as he assumes the position of brigade chaplain as a major, and division (or equivalent) chaplain as a lieutenant colonel, he needs a deeper and broader understanding of the functioning Army. To facilitate his own competence to plan, coordinate and execute programs for his mobile (and often scattered) Army parishioners on any potential battlefield, he needs to understand the theories behind the military activities. He needs exposure to the psychology of military leadership, and he needs to experience this from the sources which perpetuate the military life style -- the service schools themselves. He needs interaction with officers of other branches in an atmosphere conducive to learning, as both he and they learn from each other informally and in formal classroom structure while they piece together an understanding of military theory and practice. The chaplain needs this focus in his training not so that he can become "combat arms qualified." Nor does he need it so that he can be considered "one of the boys" by commanders and other officers. He needs this focus, plainly and simply, so he can develop a competence in ministry in the context of the Army. The need becomes more pronounced as the chaplain attempts to practice ministry at brigade and higher echelons.

The second focus that is imperative in chaplain training and education is the skills and knowledge associated with the process of ministry. Sermon delivery can be expected to improve throughout any minister's career, but only as it becomes a focus for continuing education. If religious education is important for our Army troops and dependents, it is important for chaplains to continually update themselves with sound curriculum and sound educational techniques. The abundance of pastoral counseling performed by Army chaplains requires that they acquire skills in this area early in their careers. Seminaries provide only minimal training related to these skills. It is doubtful whether a chaplain can develop competence in ministry without periodic theological updates. A chaplain is first of all a minister, and ministry separated from theology is an impossibility. Some other areas of ministry in which specific skills and knowledge are required for Army chaplains are: Parish development techniques and theory, marriage and family pastoral counseling, the process of facilitating lay persons to perform ministry, crisis ministry, and the practice of ministry through use of mass media. There is no path to competent ministry which does not lead through the continual process of skill development and continued assimilation of theological and other related knowledge.

The third focus for chaplain training/education is the chaplain's own personal and spiritual growth. Professional training for chaplains involves personal and spiritual growth. In fact so called "professional training" that is kept separate from personal and spiritual growth in ministers becomes hollow and devoid of meaning. Much of the chaplain's functioning in the Army lies in the "soft skills" area. The only known effective ways to teach "soft skills" is via the route of personal growth. The person of the chaplain is the single most important professional tool he utilizes. To develop professionally, the chaplains must assess and reassess their personal and spiritual strengths and weaknesses. They need periods of time set aside for this purpose, when they can interact with chaplain peers to process and integrate critique received from parishioners, commanders, and other chaplains. Current trends in continuing education for ministry affirm the validity of personal and spiritual growth as a part of professional development. It is time for this focus to be affirmed and owned by the Army for its chaplaincy, rather than "bootlegged" for fear that it will not be accepted by educational authorities and budget experts within and without the framework of the Army.

These three foci are central to any considerations of chaplain education and training. They do not eclipse or pre-empt the need for training in management and supervision, a need which the chaplain shares with all Army staff officers. Any professional development plan which ignores opportunity for learning and growth in any of the basic foci discussed above would not be commensurate with the development of competent ministry.

#### STRENGTHS AND WEAKNESSES OF THE CURRENT CHAPLAIN PROFESSIONAL DEVELOPMENT PLAN

The current chaplain professional development plan represents, in all probability, the most significant format ever formulated for training and educating Army chaplains. The plan resulted from the processing of data from virtually every chaplain on active duty. Its strengths far outnumber its weaknesses. Among its strengths are the following: redesign of curriculum to provide training for actual field requirements; emphasis upon assessment and flexibility, to allow educational opportunities to be responsive to training needs of individual chaplains as well as to needs of the Army as a whole; more cost effectiveness in training in that there is less time spent in residence courses of instruction and more time spent in supervised on-the-job training; training is more realistic for chaplains entering active duty due to a period of internship; personal and spiritual growth and 'skills training' are held together as part of the same fabric of professional growth; the primary focus is on training and educating chaplains for ministry which is their primary task in the Army; and chaplains are viewed as continual learners throughout their careers. These strengths are gains which should remain in any attempts to revise the current plan.

There are three weaknesses in the current chaplain professional development plan which provide basis for revision in order to improve chaplain training. First, the only time when the chaplain experiences training with his peers at the Army Chaplain School after the basic course is in the advanced course, between the 4th and 6th year of his career. Continuing education occurs throughout his

career in a decentralized fashion. Much of the decentralization is healthy. It allows the individual chaplain a great deal of flexibility in terms of his specific focus in ministry. However, there are certain training needs which can be identified for all chaplains at specific points throughout their career. Analysis indicates that their needs may be met better through short periods of time devoted to specific objectives which are related to types of assignment which the chaplain can expect to encounter in his near future. The less time that lapses between training and performance of job, if the training is based on field requirements, the better will be the application of knowledge and skills gained in the training. Further, certain pivotal points (or "crises" as will be discussed later) in ministry occur at relatively predicatable times throughout a chaplain's career. If top notch short course training and education can be offered at the anticipated times of these pivotal points, learning could be more easily internalized and application of learning maximized. Only one of the pivotal points occurs at the time the advanced course is currently given to chaplains. Other pivotal points occur around the 10th-11th year and between the 16th and 18th year. They are expected to minister effectively (or to plan for effective ministry) at the next higher echelon of the Army. Further evolution of the Chaplain Professional Development Plan may well lead to certain courses, such as an installation chaplain's course, even without RETO emphasis.

The second weakness of the current plan has to do with its inability to offer the most important mode for chaplains to learn about the Army. Although some chaplains under the present plan would attend USACGSC and/or USAWC, these opportunities are provided to only a small percentage of those on active duty. Reserve chaplains and many on active duty completed USACGSC by correspondence study, and this has been important. But, when compared with a residency course this is something like reading a book on basketball instead of going to the gymnasium to learn the game. As already stated, the best mode for chaplains to assimilate the theories utilized by the Army and the psychology of military leadership is in an atmosphere conducive to learning, where they have opportunity to interact with officers from other branches, learning from each other as they piece together an understanding of military theory and practice.

The third weakness of the current chaplain professional development plan can not be addressed in full in this paper, but is mentioned as an important issue. It has to do with the absence of criteria which can be used to determine whether a chaplain is qualified to function at each of the grades above captain. Since a chaplain's basic function in the Army is to minister, qualification criteria should include many different areas from those listed for combat arms officers. Ministerial leadership and supervision of ministry loom large as potential areas for these criteria. Without considering their content in detail in this paper, it is best to simply affirm that criteria are discernable and can be incorporated in chaplain professional qualification standards for grades above captain.

#### RATIONALE FOR BASING CHAPLAIN EDUCATION/TRAINING ON CRISIS POINTS IN MINISTRY

Examination of various potential approaches for training and educating Army chaplains has resulted in a growing conviction that one approach is particularly suitable for strengthening the chaplain professional development plan where it is weakest as described above. As explained by Mark Rouch\*, certain crisis points in ministry can be seen to occur at reasonably predictable times in the career

\*Rouch, Mark. Competent Ministry: A Guide to Effective Continuing Education. New York: Abingdon Press, 1974.

of a minister. Additional input from the staff of the US Army Chaplain School concerning their observations of specific vocational crises in the careers of Army chaplains enabled an adjustment of Rouch's concepts to better apply to the Army Chaplaincy. Some discussion of the rationale for this approach is in order.

It must be understood at this point that the word "crisis" is used in a special way. It does not imply incompetence in the one who experiences it. Rather it is a normal pivotal position in a person's career. It offers at one and the same time opportunity for maximum growth and occasion for regression. "Crisis" represents a career crossroad, a time when the person decides either to mark time or to aspire to higher levels of commitment and utility. The crisis itself is neither positive nor negative, but the manner in which the crisis is addressed has serious repercussions in a person's career. A crisis is a passageway from past functioning to future functioning. Crises experienced by most ministers, including chaplains, are connected with career phases. It is easy to see a connection between the crises and the times when chaplains are selected for promotion to the next higher grade. Usually crises can be seen when a chaplain moves from one type of assignment to another. Hence, these pivotal points are considered ideal times for training from the standpoint of criterion referenced analysis. The chaplain, aware of his next assignment or of his increased responsibilities at the next higher grade, is receptive to training which will assist him in the near future.

The theory is that if professional crises are observed to occur more commonly in certain years of ones practice of ministry, and if training/education can be offered at the projected times of the crises, and if the training is based on field requirements and geared to assist the minister in using the crises productively, then the result should be more competent ministry performed. This approach takes seriously the emphasis on valid relationship between the personal, the spiritual and the "skill" training for the chaplain. Ministry must issue from the person of the Army chaplain. It is not a commodity like a sack of sugar which a chaplain passively procures and delivers. Training for the chaplain must assist him in discerning what the 'givens' are in the context in which ministry is practiced. Then it must assist him to develop his own style of ministry so that it becomes productive and meaningful. There is some evidence to indicate that if the crisis points are not addressed with appropriate opportunity to reassess ones abilities and to learn appropriate new skills, the chaplain flounders around in the crisis, pretending outwardly to possess the competence he is not able to incorporate in his person. A chaplain may do things "by the number" at precisely the "right times" and still not be performing ministry. As ministry involves the total person in practice, so must the total person be involved in training for ministry.

Crises are seen to occur in several career phases. First is the establishment phase, generally the first 6 years after the chaplain's entry on active duty. The main crisis of the establishment phase has to do with entrance into the career field. At the beginning of this stage, appropriate orientation is a must. The redesigned Basic Chaplains Course (BCHT) consists of three phases and is meeting needs associated with the 1st year of active duty. Phase III is an internship which extends supervised training throughout the chaplain's 1st year of active duty in a supervised-on-the-job training mode. In the latter part



of the establishment stage, the 3rd through the 6th year, the entrance crisis takes a different shape for Army chaplains. Some of the "head of steam" from seminary has dissipated as the chaplain has tried out his seminary knowledge in the "real world." Chaplains at this point begin to wonder about their abilities in some areas of ministry to the military community. They come to fear that if they cannot "do it all", they may receive lower efficiency reports and not be competitive for promotion. At about the 6th year, they need opportunity and encouragement for assessment to discover their strengths and weaknesses. They also need to develop advanced pastoral skills, and they need a support group which can assist them to understand which skills ought to be worked on. Significant training experiences should occur at approximately the 6th year of active duty for all chaplains, and it should include indepth preparation for the supervision of other chaplains in the process of ministry, focusing on brigade level. Additionally, specific training which will assist the chaplain in movement through the advancement period needs to occur: training which will provide the chaplain with a deeper understanding and appreciation of Army theory and organization at Bde level.

The 'advancement period' follows the establishment stage for most ministers. For chaplains this can be seen to embrace approximately years 6-12 active duty service. In this stage chaplains are establishing and developing a professional style that will mesh with the needs of the military communities and units to whom they minister. They encounter questions and make decisions about how to acquire and use power in consonance with their own theology. At the end of the period, about the time for promotion from major to lieutenant colonel under DOPMA, they experience the crisis of setting new career goals which are flexible but firm. Some training common to all chaplains selected for promotion to lieutenant colonel should occur at the end of the advancement period. This training should provide opportunity for reassessment of the chaplain's strengths and weaknesses in light of current ministry needs in the Army. It should provide a continued focus for the chaplain on the process of supervising others involved in ministry as well as an understanding of ministry processes at echelons above brigade. And it should pave the way for dealing with certain other typical issues associated with the mid career period as described below.

During the mid-career period, the minister's search for a new sense of vocation is highlighted. He begins to feel the need for being the "driver" rather than the "driven". It is a time when the minister wants to generate new things, to be productive, to create. At the same time he may become bored with routine day to day practice of ministry, and it may dawn on him that he will never achieve all the original goals he had for himself and his ministry. The training experience which accompanies the movement from the advancement stage to the mid career period should provide bases for the chaplain to develop the skills he needs to function at the level to which he is to be promoted (LTC), and to channel his drive for productiveness and creativity into directions commensurate with the need for ministry in the Army. The content for training at this level would include parish development, theological update, methods for assessing needs for ministry within large command structures, management of diverse ministry processes,

and other related subjects. As a result of the training at this level, the chaplain must be able to interact in ministry with other staff members at echelons of division and higher, to coordinate a thrust in ministry throughout a large command structure, and provide input to the Army system at division level which can result in formation of appropriate policy in the area of religion and moral welfare. They must be able to be "their own person," understanding the processes of ministry at work in the Army environment. Late in the mid career stage those chaplains who have attained the rank of O6 and who are selected to be installation chaplains will experience a new pivotal point which can best be addressed by training which focuses on management and supervision of ministry process at installation level.

Other career stages and crises experienced by ministers, the preretirement stage and the retirement stage, come later and are not considered germane to the consideration of an alternative for the Army Chaplain's Advanced Course. They are, however, important to an overall chaplain professional development plan, although mentioned in this paper only in passing.

#### FORMAT FOR CHAPLAIN EDUCATION/TRAINING

A format for chaplain education/training utilizing the concepts embodied in this paper is provided on the next page. The design has been coordinated with the US Army Chaplain Center and School staff, many of whom provided input as the design was formulated. Initial reaction from the Chaplain School is favorable. They feel most of the design is implementable and has definite merit. Presented here is a broad brush treatment. Specifics can be defined through the criterion referenced instruction analysis currently underway at the Chaplain School. The following comments attempt to amplify or clarify the outline.

(1) Chaplain professional qualification standards focusing on potential for leadership and supervision of the process of ministry could be implemented by the Office of the Chief of Chaplains for MAJ, LTC, and COL chaplains at appropriate times. "Readiness for Ministry" materials are seen as self assessment tools\* for chaplains to determine their strengths and weaknesses as they enter the military chaplaincy. The materials can be designed for use by the chaplains with their peers. Many chaplains may have gone through this process in the later part of their seminary training. For those who have not, it would be helpful to do so at the time of entry or during the 1st year of active duty.

(2) No changes are recommended for the recently revised Chaplain Basic Course, consisting of three phases.

(3) Nonresident study (correspondence courses) is considered the main mode by which all Army officers will prepare themselves for eligibility for attendance at Combined Arms and Services Staff School (CAS<sup>3</sup>). This nonresident prep course is a prerequisite for CAS<sup>3</sup>.

(4) CAS<sup>3</sup> would be offered to those selected for promotion to major.

\*Based on Strommen, Brekke, and Schuller, Readiness for Ministry, Volumes 1 and 2, published by the Association of Theological Schools in the United States and Canada.

RECOMMEND ALTERNATIVE FOR CHAPLAIN ADVANCED COURSE  
(ASSUMING DOPMA)

ESTABLISHMENT STAGE	ADVANCEMENT PERIOD	MID-CAREER STAGE				
YRS 1-5	YRS 6-11	YRS 12-20				
CPT	MAJ	LTC				
←	X	X				
S E M I N A R Y	B C H T P H A S E S	T D Y	T D Y	POST CH CRSE	CH SCH	5 WKS
Denom Reqts	Chaplain Skill Tng	CGSC in lieu of CAS <sup>3</sup> for selected Chaplains	Continuing Ed/ Tng under CH, PDP	Continuing Ed/ Tng under CH, PDP	SSC for selected Chaplains	Civilian School as Reqd
BCHT Phase I	Short Course TDY	Continuing Ed/ Tng under CH, PDP	Continuing Ed/ Tng under CH, PDP	Continuing Ed/ Tng under CH, PDP	SSC for selected Chaplains	Civilian School as Reqd
	OJT	CH SCH 9 WKS	CH SCH 9 WKS	CH SCH 9 WKS	CH SCH 5 WKS	CH SCH 5 WKS
	Non-Res Study	CH SCH 9 WKS	CH SCH 9 WKS	CH SCH 9 WKS	CH SCH 5 WKS	CH SCH 5 WKS

\*BCHT PHASE II is 6 weeks TDY at USACHCS enroute to first duty station.

BCHT PHASE III is 1 year SOJT at first duty station.

Its focus would be some of the theory now provided at the U. S. Army Command and General Staff College emphasizing combined arms at battalion/brigade levels. The format envisioned for CAS<sup>3</sup> is one that would be appropriate for combat support and combat services support officers as well as those of the combat arms.

(5) The nine week TDY at USACHCS which is shown immediately after CAS<sup>3</sup> need not be provided at precisely that time. As suggested by USACHCS staff, the training could be given approximately one year after the completion of CAS<sup>3</sup> and still coincide with the need as seen in career crisis points for chaplains. It would include assessment followed by training which focuses on the needs as defined in the assessment. Specific training for those chaplains who will be assigned as brigade chaplains could be one of many options offered by USACHCS in coordination with seminaries.

(6) Some chaplains would be selected to attend the 42-week USACGSC course where the knowledge and skills taught coincides with specific chaplain requirements. Those selected for USACGSC could attend the 9-week TDY period at USACGSC prior to USACGSC, if desirable.

(7) The TDY of 5 weeks at USACHCS for those selected for promotion to lieutenant colonel would provide foci on reassessment, ministry at echelons above brigade level, and training, to include theological updates, based on assessed needs. Under this plan, specific training could be devised to deal with the management of ministry for division chaplains.

(8) The other 5-week TDY period is envisioned for chaplains in the grade of colonel early in their initial assignment as installation chaplains.

#### FURTHER CONSIDERATIONS

Many of the merits of the alternative proposed for the present Chaplain's Advanced Course will be obvious in light of the essential foci as explained earlier in this paper. There is room, in the proposed alternative, for concentration on the three foci throughout the career of the Army chaplain. There are also some potential problem areas connected with the proposal. For the sake of completeness, these must be addressed.

First, there is the value of having the spouse with the chaplain during training. Since the current advanced course is a permanent change of duty tour, families accompany the chaplain. This would not be true in the proposed alternative. Whatever value there is in having families accompany chaplains, and this is important, would be lost in the conversion to TDY. However, the current chaplain's advanced course, conducted twice each year, has families moving with the chaplain, but the duration of the course is less than six months. This causes some family disruption, particularly in terms of schooling for children, even when the moves occur at the end of school semesters.

Second, the proposal as formulated makes several assumptions which are far from substantiated fact at the present time. The proposal assumes that CAS<sup>3</sup> will be instituted and will involve 100 percent of the chaplains selected for promotion to major. It further assumes the elimination of all branch advanced courses. It assumes that the number of chaplains selected to attend USACGSC and senior service schools will be adequate to provide chaplains

with the skills and knowledge required for key positions in the chaplaincy. It assumes that civilian education training opportunities for chaplains will continue, and it assumes that the chaplaincy will continue to receive the support it currently receives for the expansion of meaningful supervised-on-the-job training at both basic and advanced levels. The proposal assumes that chaplain training will remain under control of the Office of the Chief of Chaplains to assure denominational endorsement agencies of a continued focus on the processes of ministry. If any of these assumptions prove invalid, then the proposal as stated will need to go back to the drawing board.

The third potential problem area has to do with the cost of the training. At the present time, costing has not been completed. Preliminary indications are that there may be slightly less costs involved if the proposed alternative to the advanced course is adopted.

The proposed alternative is not devoid of problem areas. Some things would have to be given up to move in the direction described above. But the problem areas duly considered do not in any way eclipse the need to make some more positive strides in chaplain professional development. The proposed alternative to the chaplain advanced course is seen as a part of one of these strides.

REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

APPENDIX 4

QUALIFICATION CRITERIA FOR ARMY CHAPLAINS

TO ANNEX U

EDUCATION AND TRAINING FOR THE US ARMY CHAPLAINCY

The difficulty of determining appropriate qualification criteria at each grade level for chaplains has been encountered throughout the Review of Education and Training for Officers (RETO) analysis of chaplain requirements for training. The basic issue causing this difficulty is the age-old tension between the church and the state, a tension which is part of the environment in which every Army chaplain must function. No person can enter the Army as a chaplain without ecclesiastical endorsement, which is an approval of the denomination or faith group for him/her to represent that faith group in the Army. During the time of active duty or reserve status, each chaplain must report regularly to his or her ecclesiastical endorsing agency. Through this means, major faith groups or denominations can assure that their expectations for each chaplain are maintained. Endorsing agencies consider the persons they endorse as capable of ministry when they enter military service. Historically, these agencies have not been as concerned with qualification standards for their ministers at various grade levels as they have been with entry qualifications. Promotion boards, however, must be concerned with some form of qualification criteria for each grade. Promotion boards need explicit criteria for evaluating chaplain promotion potential. Board members know that factors in addition to those criteria used with officers from other branches are important for chaplains. Realizing the importance of this, certain implicit expectations concerning qualification criteria must be acted out in the process of selecting chaplains for promotion. The "subjective" element involved in the promotion boards for chaplains is not considered a totally negative facet. There is an element of subjectivity in all promotion boards which assists the board members, through interaction, to get at those nondefinable (or hard to define) characteristics of leadership desired in all officers who are promoted. But, most of the qualification criteria which are based on a chaplain's ability to perform ministry have been implicit rather than explicit in the interaction of promotion boards. Yet, the main purpose and function

of the Army chaplain is to perform ministry. Keeping implicit the norms and values which relate to the main function of chaplains fosters unnecessary suspicion among the chaplaincy about the ability of promotion boards to select the best qualified chaplains for promotions. Some of the suspicion should be alleviated through the process of making explicit more of the implicit norms and expectations at work in this process.

There are a number of persons in the Army Chaplaincy who fear the formulation of specific qualification criteria that are related to the performance of ministry. These persons raise the question as to whether the Army has the right to test or evaluate a chaplain on his ability to perform ministry. They affirm that the Army can and must evaluate the chaplain's ability to function as an Army officer, but they claim that only the churches can evaluate a chaplain's ability to perform ministry. This view expresses a concern which must be respected, but a legitimate question has surfaced concerning it. Cannot the same claim be made with regard to chaplain training? In other words, if this claim is valid, should it not also be accompanied by the assumption that courses offered for chaplains at the US Army Chaplain Center and School and in the field must focus only on training chaplains in Army officership? If this is true, then the chaplain may be trained just as well at another branch school.

The basic problem with this approach is that chaplains would be trained in (and promoted on the basis of) skills which are important, but not directly related to the chaplain's purpose for being in the military. His/her main function in the military is to provide ministry as a pastor and as a staff officer. It seems only logical that the chaplain's qualification for promotion should be based upon the projected ability of the chaplain to provide the ministry that is required at the next higher grade. This consideration should include observations of his or her ability to perform the ministry required in the current grade. It is impossible to make this assessment without criteria which relate to ministry. The crucial consideration is whether these criteria are implicit within the total system, or whether they are explicit, at least in part.

The Office of the Chief of Chaplains has already begun the process of clarifying appropriate qualification criteria to develop leadership in ministry in the chaplaincy. Through interaction with Army Major Command Staff Chaplains, these criteria have been refined. They will be further refined through input from the field. This action breaks new ground within the Army chaplaincy in an effort to define qualification standards. In the view of the RETO analyst,

this process should be allowed to produce the result for which it was designed. The following paragraphs are recommended for consideration by the leaders within the U.S. Army Chaplaincy as efforts continue toward the definition of appropriate qualification criteria.

a. In the formulation of criteria, an acknowledgement must be made of the distinction between styles of ministry and qualification criteria for the ministry of Army chaplains. Different ministry styles should be affirmed as valid, as should different theological concepts of ministry. Qualification criteria should embrace qualities of leadership in ministry and supervision/management of ministry which stand out as crucial in the duty positions for chaplains in the grade of major, lieutenant colonel and colonel.

b. As chaplain qualification criteria are defined for the various grades, these criteria will need to be explained fully to promotion boards through appropriate letters of instruction. Further, they will need to be spelled out clearly to the entire chaplain corps as requirements which must be met for eligibility for promotion. Some standard method for recording whether a chaplain has met the requirements appropriate for promotion to the next higher grade should be considered.

c. Included in the qualification criteria for chaplains should be those standards which apply to all Army officers in the form of prerequisites for attendance at the proposed Combined Arms and Services Staff School (CAS<sup>3</sup>).

d. As clearer definition of the qualification criteria emerges, all proposed training and education for chaplains would be reviewed to assure there is consonance between the various forms of chaplain training and education and the defined qualification standards. Training and education of chaplains can be effective only inasmuch as it provides a way for chaplains to become qualified to minister effectively in actual chaplain duty position.



## REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

### ANNEX V

#### REVIEW OF EDUCATION AND TRAINING FOR AMEDD OFFICERS

1. PURPOSE. The purpose of this Annex is to provide information concerning the review of education and training for Army Medical Department (AMEDD) officers.

2. INTRODUCTION.

a. The system of AMEDD officer professional development and utilization is operated separately from the Officer Personnel Management System (OPMS). The Surgeon General is responsible for AMEDD officer career management within general policies established by Office, Deputy Chief of Staff for Personnel (ODCSPER), Headquarters Department of the Army (HQDA). A description of the organization and responsibilities of the AMEDD pertaining to education and training is at Appendix 1.

b. The specialized nature of modern medicine requires the development of single highly specialized skills, which differ from the multiple skills approach used in the more universal functional concepts of OPMS. Additionally, professional development in the AMEDD must be highly individualized. Career patterns are developed with sufficient flexibility to meet the needs of the AMEDD and the individual.

c. The key to distinctive personnel management system of AMEDD is the corps. The six AMEDD Corps are composed of several broad health care disciplines. The Medical Corps, Dental Corps, Veterinary Corps and Army Nurse Corps are each homogenous in composition. The Army Medical Specialist Corps is composed of dietitians, physical therapists and occupational therapists. The Medical Service Corps is heterogeneously composed of several distinct disciplines grouped as Pharmacy, Supply and Administration; Medical Allied Science; Sanitary Engineering; and Optometry.

d. While the AMEDD Corps are excluded from OPMS some of the same general personnel management policies and procedures apply. These include promotion policies, officer evaluation reporting and professionalism. There are exceptions even in these areas. Congress has excluded Medical and Dental Corps Officers in grades major through colonel from the Officers Grade Limitation Act.

e. Review of Education and Training of Officers (RETO) recommendations pertaining to DA proponency for specialties and specialty primacy will have limited application in the AMEDD. These recommendations are described in Annex R. The AMEDD already has strong specialty monitorship. AMEDD Corps chiefs and professional consultants provide advice and assistance in career management. The AMEDD manages officers by Specialty Skill Identifiers (SSI). Specialty Skill Identifiers denote a restricted area of functional expertise. AMEDD officers do have alternate specialties, but due to taxonomy, the alternate specialty remains within the primary specialty code. AMEDD officers are not expected to perform competently in each SSI within a specialty, as is the case in OPMS. For example, a microbiologist, SSI 68A, is not expected to perform in other SSI in the same specialty, one of which could be 66K, optometrist.

f. The RETO recommendation regarding promotion by specialty must be modified for application in the AMEDD. As shown in discussion above there is a wide divergence of specialty skill identifiers within specialty codes. Floors established by specialty code will not differentiate sufficiently to achieve the desired selection. Floors for promotion must be established by SSI in the AMEDD.

### 3. PRECOMMISSIONING DEVELOPMENT.

#### a. Health Profession Programs.

(1) DA regulations place the managerial and operational responsibility for several health services precommissioning programs with The Surgeon General. Mostly the programs provide scholarship and tuition assistance in accredited professional health care disciplines and provide for obligatory service in return. Some programs were draft connected and allowed for agreement on delay in starting active service pending completion of studies. The end of the draft has seen an end to these programs and only the residuals are being accessed in these rapidly dwindling programs. Other programs wax as the draft connected programs wane. The Health Professions Scholarship Program (HPSP) is now the prime source of physicians. Until now the program has been fully subscribed to in available spaces but there are serious doubts that it will continue to attract sufficient numbers to ease the physician shortage. HPSP certainly provides no quick solution to the physician shortage. Unfortunately, dentistry spaces have been discontinued in HPSP as a result of a program budget decision. The success of the HPSP is further jeopardized by competing programs from other federal agencies which have more liberal stipend, have fewer obligations and have a more attractive guarantee for follow-on professional education.

(2) The health profession accession programs are described in Appendix 2. These programs will not be affected by RETO recommendations regarding precommissioning development.

(3) Recommendations by RETO include creation of Accession Assessment Centers. The assessment center concept is described in Appendix 1 to Annex C. The AMEDD should use the centers for assessment of candidates for health profession and tuition assistance programs under proponency of Office of The Surgeon General (OTSG).

(4) RETO recommends establishing Military Qualification Standards (MQS) for officers. MQS I pertains to precommissioning development. The purpose of MQS I is to establish the military skills, knowledge and education which are required of an officer to meet the precommissioning education and training objectives. Military electives have been included in the HPSP and the Uniformed Services University School of Medicine. The academic content of some health profession precommissioning programs can not be influenced. Some colleges and universities have restrictions against teaching military subjects on campus. The curriculum of professional education programs seldom will allow time for military or officership electives. Individuals accessed through these programs will take special courses to complete MQS I prior to, or as a part of, the basic course.

b. AMEDD Participation in Line Officer Accession Programs.

(1) The three major sources of line officer accessions into the Army are United States Military Academy (USMA), the Reserve Officer Training Corps (ROTC) and Branch Immaterial Officer Candidate Course (BIOCC). Accessions from these programs into the AMEDD are small when compared to the overall input to the Army. Yet these programs are critical to the Medical Service Corps. The MSC accesses about 300 lieutenants each year into the administrative and supply skills area from these programs.

(2) A newly developing aspect of the ROTC program concerns the Army Nurse Corps. With the demise of the Walter Reed Army Institute of Nursing (WRAIN) a new, high-volume accession source is needed. Accession of nurses through ROTC may provide that source. Army Nurse Corps projections call for 30 ROTC accessions in 1978; 107 in 1979 and 200 in each year from 1980 through 1983.

(3) Recommendations concerning ROTC programs are contained in another portion of the RETO report. AMEDD requirements were considered in developing those recommendations.

#### 4. POST COMMISSIONING TRAINING IN THE AMEDD.

a. The overall responsibility for management, education and training of AMEDD personnel remains with the AMEDD throughout their career. AMEDD officers have unique civilian education requirements for commissioning. After commissioning, AMEDD officers satisfy military and specialty education requirements primarily through an education system operated by the AMEDD.

b. Traditionally lower level basic and advanced courses are provided by the AMEDD. These courses are analyzed as a part of the RETO study, and conclusions and recommendations pertaining to the AMEDD conform to the general recommendations of the RETO Study Group. Appendix 3 provides information concerning the findings and conclusions pertaining to AMEDD basic and advanced courses.

c. Field grade and senior officer development courses are attended by AMEDD officers. These courses, United States Army Command and General Staff College (USACGSC) and United States Army War College (USAWC), are operated by other proponents. Data pertaining to AMEDD military education requirements was considered in analysis of the upper levels of military education and training. There is a recognized requirement for a base of AMEDD field grade officers extensively educated in command and staff responsibilities for assignment throughout the Army and the national security establishment.

d. RETO recommends establishment of a Combined Arms and Services Staff School (CAS<sup>3</sup>). This 9-week TDY course preceded by a nonresident instruction package will make staff training available to all AMEDD majors. The training is required by all AMEDD Corps and by most SSI. This training is not readily available in the present military school system to more than 50 percent of all officers. An even higher percent of AMEDD officers is excluded from this training experience. Implementation of the CAS<sup>3</sup> concept and allocation of spaces to the AMEDD for all majors to attend will correct this shortcoming in the present system. Still, some medical specialty training requirements may be better satisfied by other alternatives. OTSG will make final determination on attendance of CAS<sup>3</sup> by AMEDD officers.

e. The establishment of the Combined Arms and Services Staff School as recommended by RETO, will satisfy most of the requirement for staff training in the field grade officer development. A requirement still exists for AMEDD officers to attend USACGSC so as to be prepared for service as field grade staff officers within the Defense Establishment at all levels of command, in peace and war. The RETO analysis of duty positions confirmed a requirement to increase the

percent of combat arms specialties attending the USACGSC resident course and substantiated a requirement for AMEDD officers to attend. This conclusion of the analysis is considered justifiable and consistent with AMEDD training requirements.

f. RETO recommended revisions to the senior service college (SSC) curriculum and criteria for attendance. The revisions should modify slightly downward the number of positions validated in the AMEDD for SSC training. The high order of specialization in the AMEDD is likely satisfied by some other senior executive development methodology. The number of AMEDD officers requiring SSC experience is small. However, no blanket exclusion from SSC experience would be consistent with AMEDD requirements.

5. AMEDD OFFICER EDUCATION AND TRAINING SURVEY.

a. Views were solicited from AMEDD officers concerning a variety of areas relating to education and training. The survey asked officers for their opinions concerning the education/training and job experience they have received or expect to receive. They were asked to relate their opinions as to the importance of these experiences to qualification, promotion and career success.

b. The AMEDD Officer Education and Training Survey is discussed in Appendix 4.

6. CONTINUING PROFESSIONAL EDUCATION IN THE AMEDD.

a. The effectiveness of the health care delivered and the health care education provided by military facilities and institutions must be continually upgraded. Licensure, accreditation, registration, continuing education and related personnel and facility credentialings impact on the specialty education policies in the AMEDD.

b. Internship, residency and fellowship training programs under direction of The Surgeon General are available to officers in designated medical and dental activities. These programs provide the Army with trained specialists in disciplines validated by The Surgeon General. The programs meet requirements of appropriate civilian professional organizations and are formally recognized.

c. In the rather complex problem of physician shortage, financial incentives are viewed as a major part of the solution. Indeed, pay received by military physicians is low compared to civilian practice and that certainly is a demotivator for military practice. A positive motivator for physicians to serve in the military is the Army Graduate

Medical Program. Information provided by OTSG concerning Graduate Medical Education (GME) and the role GME plays in retaining physicians is contained in Part I, Appendix 5.

d. Continuing Health Education (CHE) has long been established as essential to the health care profession. In the past, participation was mostly voluntary and motivated by professionalism. Most States now have established requirements for continuing health education that also relate to reregistration of license to practice, membership in professional societies and insurance plans. These standards for continued health education are reflected in the military community. Information concerning Army CHE has been provided by OTSG and is contained in Part II, Appendix 5.

#### 7. APPLICATION OF RETO RECOMMENDATIONS TO AMEDD.

a. The overall conclusions and recommendations of the RETO Study Group are supported by separate and integrated analysis of AMEDD education and training requirements. Because the AMEDD operates a separate management system there will be variation in application of the recommendations. The purpose of this paragraph is to signal some of the variations in application.

(1) Several recommendations will require substantial modification in the AMEDD program. Heavy commitment of resources is connected to implementation. In this category are recommendations pertaining to:

- (a) Development of MQS.
- (b) Expanding Basic Course.
- (c) Development of Specialty and Functional Courses as required.

(2) Some recommendations will have a profound impact on AMEDD officer education and training but are applicable to the Army on the whole and proponderances for the programs are outside the AMEDD. In this category are recommendations pertaining to:

- (a) Changes in Senior Service College Program.
- (b) Implementation of Combined Arms and Services Staff School and changes in USACGSC program.

(c) Test and selection of best ROTC program alternative.

(3) Certain recommendations will result in procedural changes only. There are probably no resource implications other than those already in place (in situ). In this category are recommendations pertaining to:

(a) Promotion by Specialty.

(b) Graduate-Level Education.

(4) Elective, rather than obligatory, involvement is possible in the case of recommendation concerning use of the Accession Assessment Center for health profession precommissioning programs. Participation by AMEDD in establishing physical standards and contribution to Armed Forces Examining and Entrance Stations (AFEES) is part of its continuing mission.

(5) Recommendations to modify DA proponency for OPMS specialties, specialty primacy and reorganization within Military Personnel Center (MILPERCEN) may require procedural changes where the AMEDD Personnel Support Agency interfaces with MILPERCEN. However, these recommendations will have no impact internal to the AMEDD officer management system because these management procedures are now used in the AMEDD.

b. The RETO Implementation Plan contains designated actions and milestones that are applicable to the AMEDD. The plan identifies the dominant Army agency for action. Based on discussion in paragraph 7a, action may be required by the AMEDD counterpart staff (OTSG), field operating agency (AMEDD Personnel Support Agency), MACOM (HSC) or training and education proponent (AHS).

#### 8. RECOMMENDATIONS.

a. Recommend approval of the RETO recommendations and those reasonable actions appropriate to implementation within the Army Medical Department.

b. The following adjuvant recommendations are applicable to the AMEDD. Recommend:

(1) Consideration be given to utilization of Accession Assessment Centers for applicants for AMEDD scholarship and tuition assistance programs.

(2) Evaluation of officers accessed through the alternative ROTC programs to be tested IAW RETO recommendations and a determination be made on how AMEDD requirements are best met.

(3) Military Qualification Standards be developed for AMEDD officers.

(4) Analysis and redesign of AMEDD officer basic courses to support MQS.

(5) Reshaping of the AMEDD officer advanced course.

(6) AMEDD perform analysis, determine requirements and modify existing courses or develop new training to provide short, functional TDY or nonresident training for officers.

(7) Professional development programs be established based on availability of Combined Arms/Service Staff School (CAS<sup>3</sup>) to all AMEDD active duty officers in grade of major. Determine if certain AMEDD officer's professional development may be better served by alternate education or experience. (AMEDD to identify other courses and establish attendance procedures.)

(8) a. Revalidation of positions and determination of requirements for education at USACGSC be predicated on CAS<sup>3</sup> training being available.

b. AMEDD establish procedures for selection of officers to attend USACGSC based on availability of alternate training opportunities and spaces allocated by DA. (Identify alternate training and establish attendance procedures.)

(9) AMEDD, based on ODCSPER policy guidance, adapt promotion by specialty for AMEDD promotion boards.

(10) Analysis of positions, grade of colonel and higher, and requirements be determined for:

a. Education at senior service college.

b. Other courses or educational methodologies for imparting definitive training for high order of specialization of AMEDD officers at colonel or higher level. (AMEDD to identify other courses and establish attendance procedures.)

c. No further training or education.



(11) AMEDD, in coordination with U.S. Army War College, develop general officer inter-assignment transition training/education based on specific needs of the AMEDD colonel (P) or general officer.

#### 5 Appendixes

1. AMEDD Education and Training Responsibilities
2. AMEDD Precommissioning Programs
3. Present AMEDD Officer Training/Education
4. AMEDD Officers Survey
5. Graduate Medical Education and Continuing Health Education

REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

APPENDIX 1

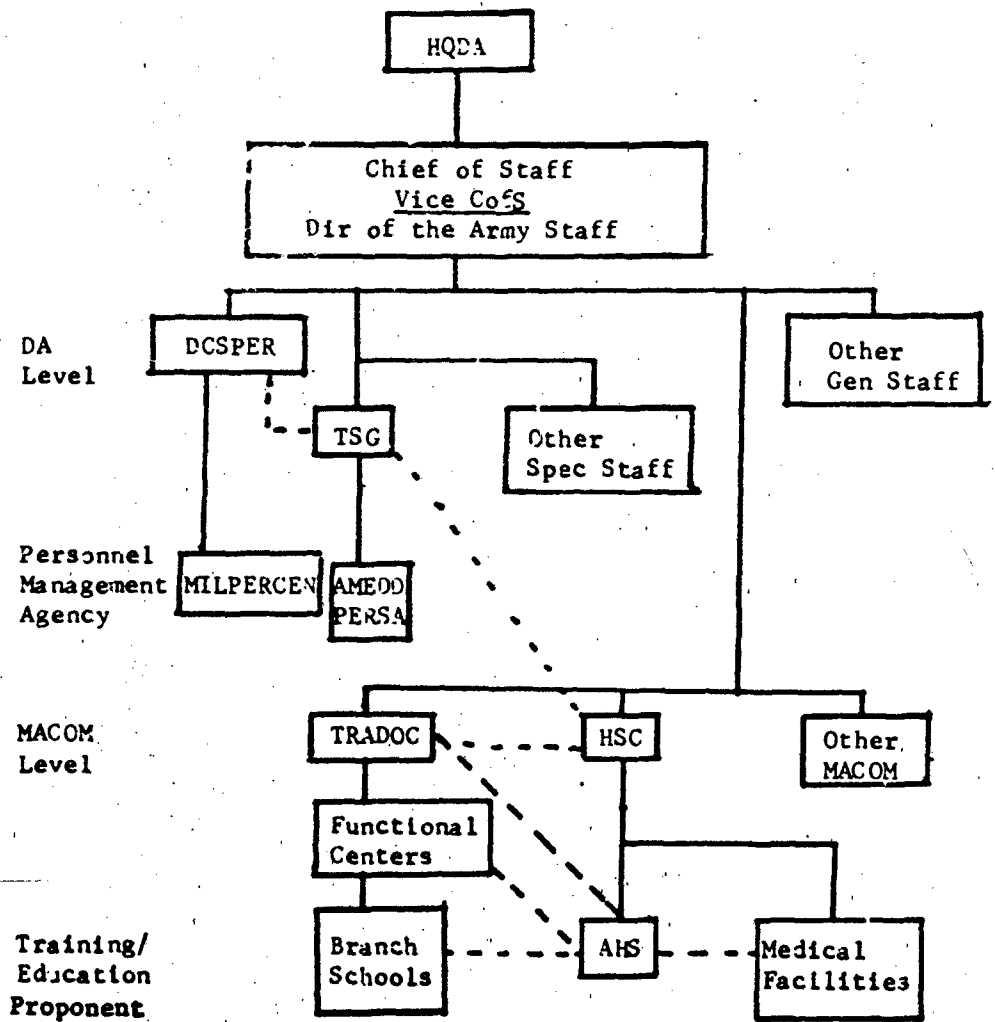
AMEDD EDUCATION AND TRAINING RESPONSIBILITIES

TO ANNEX V

REVIEW OF EDUCATION AND TRAINING FOR AMEDD OFFICERS

1. PURPOSE. The purpose of this Appendix is to provide a description of the organization, functions and responsibilities of the Army Medical Department (AMEDD) pertaining to education and training.
2. INTRODUCTION. The AMEDD operates a separate officer personnel management system. The objectives parallel those established for OPMS but are more specifically stated to apply to health profession manpower, health care delivery and careers in the several AMEDD Corps. This Appendix shows AMEDD organization and functions for education and training and depicts a correlation with the MILPERCEN managed branches which operate under OPMS.
3. ORGANIZATION.

ORGANIZATION AND RESPONSIBILITIES OF AMEDD  
FOR EDUCATION/TRAINING



#### 4. RESPONSIBILITIES.

a. (1) At Department of Army level The Surgeon General (TSG) is responsible for development, policy direction, organization and overall management of an integrated Army-wide health services system. On health and medical matters, including the utilization of Army Medical Department professional personnel, TSG has direct access to the Secretary of the Army and the Chief of Staff. He has Army Staff responsibility for health professional education and training for the Army. The Director of Personnel has staff responsibility within OTSG for those matters. Under the General Staff supervision of the ODCSPER, TSG has responsibility for exercising career management authority over commissioned and warrant officer personnel of the Army Medical Department, except general officers.

(2) The U.S. Army Medical Department Personnel Support Agency (AMEDD PERSA) operates under the staff supervision of the Director of Personnel, OTSG. Advice is provided by appropriate corps chief and consultants. PERSA assists in the fulfillment of TSG responsibilities for procurement, management and career development of commissioned and warrant officers of the AMEDD. This broad function includes monitorship and control of the operational aspects involved in the AMEDD education system.

b. MACOM LEVEL. A mission of the Commanding General, U.S. Army Health Services Command (HSC) is to provide medical professional education and training for AMEDD personnel and, as required or directed, other Army personnel. The CG, HSC is under supervision of the Chief of Staff, U.S. Army. CG, HSC and TSG have a unique relationship. TSG has Army Staff responsibility for developing, organizing and providing technical supervision of Army health services as an Army-wide health services system. The CG, HSC, commands, manages and operates those health services activities. Medical training and education for members of the AMEDD, members of other services and authorized foreign nationals are accomplished in HSC through the Academy of Health Sciences, U.S. Army (AHS).

#### c. TRAINING AND EDUCATION PROPONENT.

(1) AHS is the major education and training activity of the AMEDD. The primary mission of AHS is to conduct training for military personnel in the functions and responsibilities of the AMEDD as prescribed by law and regulations. The Academy prepares and conducts instruction in accordance with approved doctrine; and develops doctrine for professional, administrative, technical and military subjects as they pertain to the missions of the AMEDD.

(2) Other training and education of AMEDD personnel take place at AMEDD health service facilities, schools of other Army components, non-Army Federal facilities, civilian education institutions and commercial organizations and industrial facilities.

REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

APPENDIX 2

AMEDD PRECOMMISSIONING PROGRAMS

TO ANNEX V

REVIEW OF EDUCATION AND TRAINING FOR AMEDD OFFICERS

1. PURPOSE. The purpose of this Appendix is to provide information concerning accession programs under proponency of the AMEDD.
2. INTRODUCTION. Table 1 displays the 1977 AMEDD accessions by corps. The source programs are also shown. They are described in this Appendix generally in the order listed in Table 1. Some of the accessions are from residuals of programs that have terminated input. These programs are identified. Some programs do not fit the precise definition of "precommissioning." Participants in some programs have been commissioned while in training for the specialty in which they will serve for their initial active duty tour.

TABLE 1

AMEDD ACCESSIONS - 1977

	MC	DC	VC	AN	SP	MS	TOTAL
HLTH PROF SCHL	296	136	38			24/11*	505
AR 601-112	41	4	3				48
BERRY PLAN	141						141
USUHS							-
ECP/ROTC DELAY	44	45	4	2	4	291	93
ROTC							297
OCS						20	20
VOLUNTEER	150	104	6	228	4	132	624
WRAIN				127			127
STUDENT NURS				78			78
CLINICAL PSY						4	4
USMA						4	4
CARRIER						8**	8
ENV SCI ENG						15	15
DIET INTERN					20		20
PHYS THERAPY					16		16
OCCUP THERAPY					6		6
TOTAL	672	289	51	435	50	509	2006

\* 11 Withdrawls serve obligations in MS

\*\* USMA Grad: Carry MS in Medical School

3. U.S. ARMY HEALTH PROFESSIONS SCHOLARSHIP PROGRAM (HPSP).

a. HPSP is a primary source of AMEDD officer accessions. Scholarship assistance is available to students enrolled or accepted in an approved school of medicine, osteopathy, veterinary medicine or optometry. Participants are commissioned in the United States Army Reserve (USAR), inactive status, and receive a monthly stipend of \$400. During an annual active duty training session the students serve at military installations. This training is military or professional training depending on the experience of the officer. The minimum term of service for program graduates is 3 years. Withdrawals from HPSP are required to fulfill active duty obligations in the Medical Service Corps.

b. Previously, HPSP has achieved a near 100 percent fill rate. However, there is serious competition expected from the similar National Health Services Scholarship Program. The competing program requires less payback time; has a higher stipend; has a buy-out option; allows delay in start of payback time; has guarantee of intern and residency programs; and a generous grant to work in a shortage area. There have been unsuccessful attempts to permanently counter an Internal Revenue Service (IRS) decision that assistance and stipends received by HPSP students are taxable. A tax relief bill introduced in Congress in 1976 was not acted on.

c. HSPS originally contained provisions for training in dentistry. Dental spaces were lost due to a program budget decision. Input has stopped and only residuals are now accessed.

4. PROGRAM FOR MEDICAL, OSTEOPATHIC, DENTAL AND VETERINARY EDUCATION FOR ARMY OFFICERS (AR 601-112).

a. This program referred to simply as AR 601-112, the implementing regulation, has been terminated. The last input was 1 percent of the 1977 USMA Class.

b. The program was designed to provide scholarship support to outstanding Army officers who were highly motivated toward a career in the AMEDD. The education is provided in a duty status with payment of full pay and allowances and education expenses. Students are subsidized for a maximum of 4 years in return for additional service commitment.

c. AR 601-112 has not been a major contributing program. Participants already in the program will conclude training by 1981.



5. ARMED FORCES PHYSICIANS' APPOINTMENT AND RESIDENCY CONSIDERATION PROGRAM (BERRY PLAN).

a. This is a draft-connected program. Eligible students were commissioned in Reserve Components and brought to active duty at a mutually agreeable time after completion of specialty training. Input into the program terminated in 1973 with the end of the draft. There was no financial assistance included in this program. Service obligation is 2 years.

b. There are only 24 accessions remaining in the Berry Plan. The last will begin obligated service in 1981.

6. UNIFORMED SERVICES UNIVERSITY OF HEALTH SCIENCES (USUHS).

a. USUHS was established by public law in 1972. A charter class of 32 students was admitted to the School of Medicine in 1976 and 68 freshmen entered in 1977. USUHS and its School of Medicine are organized under the Department of Defense. USUHS trains medical corps officers for the three military departments and the Public Health Services. Permanent facilities are being constructed near the National Naval Medical Center in Bethesda, Maryland. Meanwhile the School of Medicine is utilizing temporary facilities at nearby Walter Reed Army Medical Center.

b. The Army's share of the first graduating class of 32 in 1980 will be 12. Class sizes are expected to increase to 175 students, the planned enrollment capacity of the School of Medicine. The Army's share will increase proportionately.

c. Upon entering the School, students are commissioned as O-1 in one of the uniformed services. A military experience is included in the summer.

d. All graduates must spend their first year after graduation in an internship. The service obligation for the 4 year undergraduate medical program is 7 years.

7. MEDICAL DEPARTMENT EARLY COMMISSIONING PROGRAM (ECP/ROTC DELAY).

a. This was a draft connected program which provided for appointment in the USAR while still in school. A delay from active duty was insured pending receipt of a professional degree. No financial assistance was included.

b. The ECP/ROTC Delay Program has provided an insignificant number of accessions since termination of the draft. The program will be defunct after one more year.

8. WALTER REED ARMY INSTITUTE OF NURSING (WRAIN).

a. The WRAIN program was implemented in 1964 and will terminate in June 1978.

b. Participants in this program are ordered to active duty in enlisted status. The program was conducted in an affiliation with the University of Maryland. Students received full pay and allowances, and full tuition and the text book expenses. Graduates of WRAIN are appointed in the grade of first lieutenant in the Army Nurse Corps with a 3 year obligation.

9. ARMY STUDENT NURSE, DIETITIAN AND OCCUPATIONAL THERAPIST PROGRAM. (STUDENT NURSE)

a. Input to the student nurse program has been terminated. Accessions are from residuals only.

b. The program provided for selected nursing, dietetic and occupational therapy students to be brought to active duty in enlisted status while continuing their studies until completion of their respective educational requirements for a degree. Graduates were appointed as commissioned officers in the Army Nurse Corps or Army Medical Specialist Corps, as appropriate, with a 3 year service obligation.

10. MEDICAL SERVICE CORPS GRADUATE STUDENT PROGRAM.

Clinical psychologist and other fields in the MSC which require doctoral level training are provided training in this program. Psychology internship is provided at an Army facility. The participant completes the 1 year program and subsequently serves as an Army psychologist with an initial 4-year obligation.

11. ENVIRONMENTAL SCIENCE AND ENGINEERING PROGRAM.

This program was terminated in 1975. The program provided for selected enlisted personnel with baccalaureate degrees to be trained in environmental engineering at civilian institutions. The participants were commissioned in the MSC after completion of required training.

12. TRAINING PROGRAMS FOR ARMY MEDICAL SPECIALIST CORPS OFFICER PROCUREMENT.

a. This program has proven very successful in meeting the needs of the three special skills found in the AMSC. Under the program selected graduates are called to active duty for training in:

- (1) Dietetic Internship
- (2) Graduate Dietetic Internship
- (3) U.S. Army-Baylor University Program in Physical Therapy
- (4) Occupational Therapy Clinical Affiliation.

b. The Dietetic Internship program is conducted in select Army hospitals accredited by the American Dietetic Association.

c. The Graduate Dietetic Program is conducted at Walter Reed General Hospital and is affiliated with the University of Maryland.

d. The Army-Baylor Program in Physical Therapy is conducted at the Academy of Health Sciences.

e. The Occupational Therapy Program is conducted at selected Army hospitals.

13. OTHER PROGRAMS.

a. The preceding paragraphs describe programs contributing to accession (less USUHS) in 1977. Several programs are being initiated that capitalize on the professional training and education available in the Army. Under these programs civilian applicants are commissioned and trained under auspices of the Army and incur service obligations. These programs provide no financial assistance in the scholarship or tuition assistance category. These programs are adjunct to the existing volunteer program which is the primary source for accessions. The volunteer program is a category of accessions, fully trained without assistance from the Army, who elect to serve an initial service obligation.

14. CONCLUSION.

The combined efforts of all present accession programs have not

attracted sufficient physicians. Legislation to increase pay to a competitive level and to provide enhancement and equity in scholarship programs is required.

REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

APPENDIX 3

PRESENT AMEDD OFFICER TRAINING/EDUCATION

TO ANNEX V

REVIEW OF EDUCATION AND TRAINING FOR AMEDD OFFICERS

1. PURPOSE. The purpose of this appendix is to provide information on the present AMEDD officer training and education program. Those courses operated by and included in the AMEDD Program are covered.

2. BASIC COURSE.

a. Three basic courses are offered in the AMEDD. One course combines Medical Corps, Dental Corps and Veterinary Corps officers. A second course combines Army Nurse Corps and Army Medical Specialist Corps officers. A third course is provided for Medical Service Corps officers only. Alternate versions of the courses are taught for special groups. A 2-week version is provided for newly commissioned AMEDD officers of the Reserve Components. An MSC orientation course is attended by OCS graduates, branch transfers and USMA graduates. A basic course is also offered through the nonresident programs.

b. AMEDD basic courses, unlike other basic courses, provide very little specialty education. The professional degree requirements for most AMEDD officers translate to specialty training. The basic courses have a common purpose to provide basic branch orientation and training to newly commissioned AMEDD officers. This includes a general knowledge of the responsibilities as a commissioned officer in the uniformed services. They are prepared in certain limited but critical areas for initial function at their first duty station. The basic courses do not train for a Specialty Skill Identifier (SSI).

c. AMEDD basic courses are short when compared to other officer basic courses. The length of the average basic course other than AMEDD is 11 weeks. Lengths of AMEDD courses are:

- (1) MC/DC/VC - 3 weeks
- (2) ANC/AMSC - 5 weeks
- (3) MSC - 8 weeks, 3 days.

d. The present short basic course for MC/DC/VC officers was deliberately designed to permit these newly commissioned officers to move rapidly to clinical practice. Still some physicians must report directly to patient treatment facilities bypassing even the shortest course.

e. The AMEDD Officer Education and Training Survey asked for officers to indicate the highest level of military education they have completed. Table 1 shows the response frequencies by corps and grade indicating basic course as the highest level of military education they have completed.

TABLE 1

PERCENT INDICATING BASIC COURSE AS HIGHEST LEVEL  
OF MILITARY EDUCATION COMPLETED

	LT (%)	CPT (%)	MAJ (%)	LTC (%)	COL (%)
MC	--	88.0	92.0	82.0	45.0
DC	--	92.9	43.3	46.3	21.6
VC	--	75.0	28.6	14.3	66.7
AN	97.6	84.7	26.8	9.4	11.1
SP	100.0	67.7	27.3	88.9	66.7
MS	97.2	58.0	0	0	0

f. The advanced course has traditionally been referred to as the "last" military school attended by all officers. This is not substantiated by survey responses for AMEDD officers, except in the Medical Service Corps. The basic course is the only military education received by 53 percent of AMEDD officers responding to the survey. How then did the basic course fair when respondents replied to the question:

"Which one of the following is the most useful training you have already received in support of your primary specialty?"

The possible responses were:

- (1) Precommission training
- (2) Basic course

- (3) Advanced course
- (4) Resident specialty-related courses (military)
- (5) Military correspondence courses
- (6) On-the-job experience (no structured training)
- (7) Civilian education/civilian
- (8) USACGSC/AFSC

Only 2.4 percent of all replies thought the basic course is the most useful training received. Table 2 shows the response frequencies by corps and grade indicating the percent who evaluated the basic course as the most useful training received. The lack of importance attached to the basic course is not surprising when the professional degree requirements for commissioning in most AMEDD specialties are considered. Except for MSC officers in Specialty Code (SC) 67, specialty skills are not taught in the basic course. The rather high response from Veterinary Corps captains is explainable. Newly commissioned VC officers are provided specific training in food hygiene and technology as applied to procurement, storage, shipping and issuing of subsistence for the Department of Defense. This training is provided in an orientation course immediately following the basic course. VC officers view the course as a continuation of basic course.

TABLE 2

\*PERCENT INDICATING BASIC COURSE AS MOST USEFUL

	LT (%)	CPT (%)	MAJ (%)	LTC (%)	COL (%)
MC	--	1.9			
DC	--	1.7			
VC	--	10.7			
AN		.7		6.3	
SP					
MS	15.0	2.8	.9		

\* All Blank Spaces = 0%.

g. The AMEDD officers went further in rejection of the benefits of the basic course by written comments returned with the survey. In summary the following written comment of one officer is quoted:

'My only military training was at HSC, AHS, FSH, TX where I went thru the basic course \*\*\* It was disgraceful waste of taxpayers' money

from my personal standpoint. They didn't teach me anything that I need to know now and there are few things I wish I knew too- which they could have but did not teach us."

h. RETO analysis supports an expanded basic course. The Academy of Health Sciences has submitted an expanded course of instruction (COI) to the Office of the Surgeon General for a new AMEDD officers basic course. That COI predates the RETO study. This study recommends reshaping of the advanced course. Certain tasks previously taught in the advanced course will be added to the COI of the basic course. The AMEDD basic course will require expansion beyond that conveyed in the draft COI which assumed retention of an advanced course.

### 3. ADVANCED COURSE.

a. A single advanced course is conducted for all six AMEDD Corps. The course is 23 weeks, 2 days. The advanced courses for non-AMEDD officers average 26 weeks and are mostly branch specific. The advanced course is available to AMEDD commissioned officers of the Reserve Components, except MSC in administrative and supply specialties, in an abbreviated nonresident/resident version. The course is available to all AMEDD officers through other nonresident programs.

b. The design of the advanced course attempts to recognize the nature of civilian education, precommissioning requirements, service experiences and the mission of each corps in its role as a member of the medical team. The course design allows for varying subjects and hours by corps. This tailoring is necessary because career preparation of each corps must involve separately oriented instruction not needed by all corps to the same degree of specificity or not at all.

c. The shortage of physicians has had a profound impact on the number of Medical Corps officers attending the advanced course. Table 3 provides a comparison of assets (potential advanced course attendees) with actual attendance. Career officers attend the advanced course between their 3d and 8th year of commissioned service. Year-group 72 was selected as the notional group.



TABLE 3

AMEDD ADVANCED COURSE - ATTENDANCE VS POPULATION

	MC	DC	VC	AN	SP	MS	TOTAL
Assets #	3982	1837	394	3600	450	4643	14,906
%	27	12	3	24	3	31	
YR GR 72 #	281	92	21	188	16	274	872
%	32	11	2	22	2	31	
Class 77 #	3	41	5	47	7	244	347
%	1	21	1	14	2	70	
7 YR AVG #	3	30	10	57	3	188	292
%	1	10	3	20	1	64	

During 1977, 347 (40%) of a notional 872 officers attended the advanced course. A total of 21 physicians have attended in 7 years. Based on attendance the advanced course is not in the normal professional development pattern for AMEDD officer, except SC 67, MSC.

d. As stated, objectives of the AMEDD advanced course are to prepare the graduate "to perform duties to which he will be assigned during period from 5 to 8 years (analyst's emphasis) after being graduated." Staff training is directed at company level through battalion, group and brigade; and from hospital to medical center. Command preparation covers an equally broad range and level of organizations. The graduate is purportedly prepared to perform the duties of AMEDD commander from the small team up the organization chain to company, battalion, group and hospitals.

e. The instructional philosophy of the advanced course is not compatible with the expectations of AMEDD officers responding to the education and training survey. Sixty-four percent of the officers answering the survey replied that their specialty had no opportunities for command or they did not desire to command. The expectations of the group closely matched the command experience of the group. Sixty-two percent of the sample had never commanded. Thirty percent had commanded at detachment/company level. Only 7 percent had command experience above company level.

f. With regard to staff level expectations 37.7 percent expect to serve at MACOM level; 14.9 percent at DA level and 10.9 percent on installation staff.

g. Forty-three percent of the officers in the AMEDD survey had completed the advanced course (35.2%) or higher courses (8%). This is consistent with the observations made regarding Table 3 where it was deduced that 40 percent of the selected year group had attended. Only 1.8 percent felt that the advanced course was the most useful training or education they have already received in support of their primary specialty. Ranked in descending order, these four training and education experiences were considered most useful in support of primary specialty:

- (1) 35% civilian education
- (2) 20.8% resident specialty-related courses
- (3) 19.4% precommissioning training
- (4) 17.9% on-the-job experience (no structured training)

h. The RETO Study Group analysis does not support the current type and duration of the AMEDD advanced course. The advanced course is too global. It does not meet the requirement for variation in the degree of specificity needed by all AMEDD Corps. Some tasks now taught in the advanced course should be included in the basic course if supported by instructional system analysis. Company grade officer development could be better served by special, short, but timely, TDY courses and by on-the-job experience.

#### 4. TRAINING AND EDUCATION AS REQUIRED.

a. The highly specialized, divergent jobs filled by AMEDD officers became more apparent in the data gathering effort early in the RETO analysis. As a first step in the RETO study effort the training and education requirements for each officer career specialty were determined. The data gathering effort identified the specific duty modules and training and education alternatives that could best be used to impart the broad skills and knowledge required by the duty modules. The data collected was extensive and, used with other information, produced some recommendations for fundamental changes in the officer education and training system. There remains a formidable task for training proponents to develop specific courses geared to the professional development requirements of the individual.

b. The diversity in jobs filled by AMEDD officer has been recognized and partially accommodated by the AMEDD. The courses (170) listed in the AMEDD catalog attest to the availability of specialized training. An example of some existing courses that are supportive of the job-specific training concepts are:

- (1) Essential Medical Training for AMEDD Aviators
- (2) AMEDD Officers Clinical Head Nurse Course
- (3) Chief Nurse Orientation
- (4) Armed Forces Entrance Medical Examiners
- (5) AMEDD Officer Procurement
- (6) Veterinary Laboratory Procedures
- (7) Education Technology for AMSC Officers
- (8) Dental Command and Staff Course

c. Requirements for new courses were identified without a detailed and comprehensive analysis of AMEDD jobs. Job-specific courses are needed for:

- (1) Commanders of Medical Department Activity
- (2) Staff of Readiness Regions/Groups
- (3) Commanders of TOE Medical Units
- (4) Division Surgeons

d. Any new courses developed, as well as existing courses, should be considered in a nonresident mode.

REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

APPENDIX 4

AMEDD OFFICERS SURVEY

TO ANNEX V

REVIEW OF EDUCATION AND TRAINING FOR AMEDD OFFICERS

1. PURPOSE. The purpose of the Appendix is to provide information concerning the AMEDD Officers Education and Training Survey. The questionnaire survey was conducted to determine the officers' opinions, experiences, expectations and suggestions concerning education and training requirements.

2. THE SURVEY INSTRUMENT. The survey was a variation of the version used by RETO for OPMS commissioned officers. It contains 95 items. There was approximately 10 percent change from the OPMS to the AMEDD survey instrument. Modification was made mostly to terms and references to organizations pertaining to OPMS that were unfamiliar to AMEDD officers.

3. SAMPLE.

a. Address labels were prepared by keying on two terminal digits of the SSAN. This was to provide for 20 percent (2,980) sample of the target population (14,906). The address file was incomplete and actually 2,725 labels were prepared and surveys mailed directly to the officers in December 1977. Responses totaled 1,439 when the input was closed for processing on 21 February 1978. Slightly under 10 percent of the AMEDD officer strength at that time had responded.

b. When compared with the grade spread of all AMEDD officers the survey sample is favorable. Table 1 provides comparison between the sample and the target population. Lower grades (2LT-1LT) were slightly underrepresented, middle grades (CPT-MAJ) were in closer approximation and higher grades (LTC-COL) were slightly overrepresented.

TABLE 1

## GRADE SPREAD - SURVEY SAMPLE VS TARGET

	SAMPLE SURVEY		AMEDD	
	(NR)	(%)	(NR)	(%)
COL	141	9.8	943	6
LTC	232	16.1	1761	12
MAJ	369	25.6	3593	24
CPT	535	37.2	6346	43
1LT	117	8.1	1483	10
2LT	45	3.1	780	5
	<u>1,439</u>	<u>100</u>	<u>14,906</u>	<u>100</u>

c. In comparisons by primary specialty (e.g., Corps) the sample was underrepresented in Medical Corps and overrepresented in Medical Service Corps by a similar percent (8%). Table 2 provides a comparison of the sample with the corps representation in the AMEDD. A discrepancy (26) between survey sample in Table 1 (1,439) and Table 2 (1,413) is due to errors in marking responses indicating no specialty or a non-AMEDD specialty.

TABLE 2

## CORPS SPREAD - SURVEY SAMPLE VS TARGET

	SAMPLE		AMEDD	
	(NR)	(%)	(NR)	(%)
MC	263	18.6	3982	26.7
DC	184	13.0	1837	12.3
VC	52	3.6	394	2.6
SP	51	3.6	450	3.0
AN	303	21.4	3600	24.1
MS	<u>560</u>	<u>39.6</u>	<u>4643</u>	<u>31.1</u>
	<u>1413</u>	<u>100</u>	<u>14,906</u>	<u>100</u>

#### 4. DATA REDUCTION AND CORRELATION.

a. The survey responses were submitted by marking Army Sample Survey Answer Sheet (DA Form 3421, 1 Nov 77) and by narrative comment on last page of the survey booklet. Data reduction and correlation were performed by MILPERCEN using the Pearson Correlation Matrix. A file was built by reading the mark-sense answer sheet. (File Name - Medical Data Dec 77 - MAJ Williams/DAPC-OPP/4 No 7/325-7412). Frequency distribution of survey item responses were prepared:

- (1) By pay grade by primary specialty,
- (2) By pay grade by unit type,
- (3) By pay grade, and
- (4) By military education.

b. Responses based on primary specialty are determined from two digit specialty codes. Frequency distribution for the Medical Corps was split into the two specialty codes allocated to that corps - SC 60 and SC 61. This is an artificial division and is a slight inconvenience when analyzing responses for MC. Frequency distribution for the Medical Service Corps was also split into the two specialty codes allocated to that corps - SC 67 and SC 68. When analyzing responses for MSC the same inconvenience is encountered because the responses for the two SC must be manually combined. However, there is a natural division within the MSC and the SC 67 - SC 68 breakout is convenient in making comparisons for the dichotomous Medical Service Corps.

#### 5. ANALYSIS OF THE DATA.

a. A complete analysis of the correlated data has not been undertaken. The data made available by this survey was extremely useful but the volume grossly exceeded the analytical resources available in the RETO Study Group. The data has been reduced to an easily manipulatable form. Hard copies of the data will be included in the historical documentation provided to the AMEDD by the RETO Study Group. Further analysis is recommended. Data may form a base for historical comparison with future surveys to establish trends in opinions regarding education and training.

b. Table 3 contains some responses to selected items from the survey. These items were selected from a portion of the survey in which respondents were asked to indicate their agreement or disagreement with statements. The statements were neither proposals nor alternatives. The items were simply intended to identify attitudes within the AMEDD officer corps. In response to the list the officers surveyed were asked to indicate (1) strongly agree, (2) agree, (3) no opinion,

(4) disagree, (5) strongly disagree, or (6) don't know. The responses are displayed by AMEDD Corps. The percent is a combination of the "strongly agree" and "agree" replies. A column has been included showing OPMS responses for comparison.

6. NARRATIVE COMMENTS.

a. The last page of the survey booklet was blank except for the following note soliciting comment.

There may be some portion of the officer education and training system which you believe this survey has not adequately addressed. In addition, you may wish to expand upon or explain some of your answers, or to make other comments. Please use this sheet for that purpose.

The handwritten comments that were received added still another dimension to the survey. The narrative comments defy quantification and are mostly negative. Any attempt to summarize is subject to claims of bias. There is an overall dissatisfaction with the military training at basic course level, the lack of opportunity to train, seemingly unfair selection for training, inappropriateness of military training to specialty qualification, and promotions. The analyst in choosing excerpts is not attempting to increase bias but rather to report some more data available from the survey. The respondents were asked to indicate specialty and excerpts are grouped by specialty (corps).

b. Some of the narrative comments received on the AMEDD Officers Survey are quoted below:

(1) Medical Corps:

- (a) "Promotion is based on who you know."
- (b) "Command positions should be given to those who want to command."
- (c) "Arbitrary age limitation for active duty should be eliminated."
- (d) "The basic course at Fort Sam was a JOKE."
- (e) "Continuing health education for pathologists in USAREUR is a total, complete unadulterated wasteland."
- (f) "The Army should give military medical specialists ample opportunity to train with civilians."
- (g) "Medical post graduate education in the Army, depending on the medical center and the medical specialty, can be as good as in the civilian sector and often is."
- (h) "All AMEDD officers (including MC's) should be encouraged to complete at least a "short advanced course."

(i) "I am currently enrolled in the AMEDD OACC E 23 which I find incredibly dull."

(j) "At one time career Medical Corps officers were required to attend the long basic and, if equivalent credit has not been obtained, the long advanced course."

(k) "I have more than 5 years in grade as permanent O-6 so my lack of military "training" didn't hurt me."

(2) Dental Corps:

(a) "Generally speaking, the dental facilities and educational opportunities for dentists is (sic) good."

(b) "I think there are no incentives in the Medical Dept. and Dental Depts. to keep specialist abreast professionally, except personal initiatives."

(c) "A few select individuals who have interest and potential for high staff positions as GO slots in the Dental Corps should attend AWC."

(d) "We receive civilian training and certification and do our thing in the Army, just as we would on the outside."

(e) "We can't even get floor wax for the clinic."

(f) "Managerial experience and training is a rust!"

(g) "I strongly believe dental officers should be allowed attendance at Level 4 USACGSC to be able in a senior position, to relate health care to the rest of the Army."

(h) "I haven't been to Level 4 school yet but I doubt it will increase my professional competence."

(3) Veterinary Corps:

(a) "The basic course does not consider the variety (or lack) of education received by veterinarians in our primary "specialty" in the Army, i.e., food inspection."

(b) "All 64 officers (DVM's) should receive civilian graduate education (MS or PHD) prior to LTC."

(c) "Medical professionals would probably need courses that are more management oriented."

(d) "Officers who have this specialty and have achieved either a PHD degree or board certification should not be required to attend advanced military schooling since it is irrelevant, immaterial and useless for the specialty."

(4) Army Nurse Corps:

(a) "The correspondence course form of education and training is probably the most wasteful of methods."



(b) "I feel a great need for correspondence course Army-wide in ANC specialties."

(c) "What has USACGSC got to do with giving actual patient care to critically ill and injured or those just ill?"

(d) "During the Viet Nam War nurses were accepted into the Army with a diploma in nursing and served more than satisfactorily."

(e) "I believe that it would be 10 steps backwards for the Army to go the way the Navy and Air Force have in commissioning non-grad degree nurses."

(f) "The duties of any Registered Nurse cannot be compared with duties of any anesthetist either in military or in civilian life."

(g) "I am uncertain about the impact of advanced schooling of any type (above the Masters or USACGSC level) on promotion board decision."

(h) "My BS is in nursing, my Masters is MSP, Master of Social Planning, with curriculum emphasis on health planning; I am a part-time doctoral student for DNSC. I am a CPT (P)."

(i) "The Army does not provide equal educational opportunities for USAR officers."

(j) "I am suspicious of and alarmed by the possible institution of 'specialty qualification standards'."

(k) "I feel that the basic officers course for AMEDD/ANC officers should offer more orientation toward Army organization."

(l) "Our organization is somewhat different from that of the 'Regular Army'."

(5) Army Medical Specialist:

(a) "Training for first assignment is too broad and not directed towards performance of a job."

(b) "I sincerely believe that the present officer education/training model is excellent."

(c) "I feel DA should encourage doctoral level training in one's specialty if that specialty is medically or socially oriented."

(d) "I dislike each move because of its cost, disruption of family etc. but each time I moved (03 below) I grew with each new experience."

(6) Medical Service Corps:

(a) "This survey smacks throughout of an attempt to identify "ticket punches" necessary for promotion and assignment."

(b) "Not everyone is a commander, nor do they desire that title."

- (c) "There is a lack of command positions in this specialty."
- (d) "Basic course does not adequately prepare an officer for this job."
- (e) "One of my driving reasons to stay on active duty is to get the graduate education I desire."
- (f) "Formal education, i.e., graduate education, is frequently used to arbitrarily separate some people from others as being 'more qualified'."
- (g) "In many cases the OER is a joke."
- (h) "A USACGSC graduate's performance in a given job is worth no more than similar performance by a non-graduate."
- (i) "In MSC, many officers are excluded from consideration for attendance at USACGSC because of their specialty."
- (j) "The Medical Service Corps is made up of apples and oranges."
- (k) "4% of all commissioned officers are full colonels, while only 1% of optometrists are full colonels."
- (l) "A professional examination for the officer corps should be required for promotion to field grade."

#### 7. CONCLUSION.

The responses from AMEDD officers to the survey of education and training support the general conclusions and recommendations of RETO Study Group -- realignment of the officership training/education and the development of specific training to support professional development. The requirement is underscored to maintain an AMEDD officer education system that prepares the officer for military and specialty duties to contribute to the overall mission of the Army.

TABLE 3  
SELECTED RESPONSES FROM AMEDD SURVEY

PERCENT STRONGLY AGREE, AGREE - COMPARED WITH OPMS RESPONSE

#	OPMS		PERCENT STRONGLY AGREE, AGREE - COMPARED WITH OPMS RESPONSE									
			% MC	% DC	% VC	% SP	% AN	% MS	% AMFDD			
85		All commanders should receive a concentrated "refresher" course prior to assuming command at any level.	62.9	76.3	68.6	72.0	74.1	80.5	72.9			
35		Level 3 (advanced course) training would be more cost-effective if it were shorter, and if students attended on a TDY, rather than a PCS, basis.	39.8	51.0	70.5	56.0	58.6	57.0	51.1			
96		Officers should be assigned to a utilization tour directly following formal specialty training.	72.7	93.4	88.2	86.0	94.3	92.8	87.4			
83		The primary purpose of civilian education should be the acquisition of skills rather than the acquisition of academic credentials.	54.0	58.6	84.0	67.3	61.2	79.9	67.2			
55		Level 3 (advanced course) training should be oriented primarily toward training officers for their next duty position.	39.8	41.7	33.3	46.0	41.3	30.8	36.3			
15		There are adequate career progression opportunities in all AMEDD specialties.	23.0	26.2	17.6	24.0	25.1	20.6	22.9			
14		Some specialties exist for which there are no Army requirements.	29.5	30.9	35.2	20.0	29.8	31.5	29.9			
73		Officers who have one of the basic entry specialties designated as an alternate at the 8th year of service are at a disadvantage when compared to those who have "grown up" in the specialty.	29.5	34.0	50.9	48.0	40.5	56.1	43.9			
30		The academic report received upon completion of a course of military or civilian training is as important to one's advancement as an efficiency report.	50.0	63.3	41.1	56.0	69.6	48.9	54.5			

TABLE 3 con't

	MC	DC	VC	SP	AN	MS	AMTDD
91	78	81.2	85.7	84.0	79.7	86.7	80.4
46	33.9	31.8	24.0	38.0	28.7	38.1	34.2
41	9.0	13.1	24.4	16.0	18.8	25.4	18.7
21	24.6	33.8	40.0	52.0	34.8	12.0	32.3
8	30.4	34.6	20.4	22.0	14.8	13.2	18.7
94	79.2	85.0	82.0	80.0	85.8	85.3	82.2
27	18.6	11.5	38.0	38.0	30.4	26.3	23.6
49	27.6	44.8	38.2	34.0	39.5	40.4	37.3
43	36.8	47.7	64.0	58.0	43.1	54.0	46.9
20	20.6	18.7	42.0	22.0	20.0	22.5	20.6
33	13.4	16.0	28.0	12.0	21.5	23.1	19.6

OPMS

91 Level 4 (USACGSC-level) training should not prepare officers for specific duty positions, but should provide broad preparation for a variety of duties during the following several years of service.

46 It is more important to the Army that civilian education broaden the officer personally than provide him/her specific skills.

41 USACGSC and USAWC completion should be mandatory for all majors and lieutenant colonels respectively, either by resident or nonresident programs.

21 Only the primary specialty has any real importance in career advancement.

8 Specialty "qualification" is easily defined.

94 Formal course training should be provided to learn the basics of a specialty.

27 Promotion boards should promote by specialty quotas.

49 "Quality" officers should be equitably distributed over all specialties, either voluntarily or involuntarily.

43 OPMS-Level 4 (USACGSC-level) training should be significantly different for the maneuver combat specialties (11-Infantry; 12-Armor) than for all other specialties.

20 Selection boards use alternate specialty qualification, if designated, as a criterion for promotion.

33 Only those specialties which can be related to a basic branch (e.g., 11-Infantry) have good promotion potential.

OPMS

TABLE 3 con't

	MC	DC	VC	SP	AN	MS	AMEND
50 Selection boards use primary specialty qualification as a criterion for promotion.	47.7	50.8	62.0	38.0	42.7	48.5	46.0
25 The current specialty designation process allows "quality" officers to be concentrated in certain specialties, with other specialties having few such officers.	26.8	17.1	42.8	14.0	20.0	19.5	18.2
35 Selection for attendance at USAGSC/USAMC is more important than actual attendance.	27.2	13.2	10.0	12.0	9.8	20.5	14.5
86 The most valuable training in some specialties is on-the-job experience (no structured training).	64.2	61.5	78.0	78.0	65.8	79.2	69.3
81 Officers who have received graduate-level civilian schooling are more competitive for promotion than those who have not.	60.2	54.0	78.0	84.0	73.4	77.0	69.2
63 For some highly technical specialties, training costs are so high that the "up-or-out" promotion rule should be suspended.	73.6	62.4	72.0	76.0	61.9	68.3	64.6
43 Promotion boards should not use a level of training completion as a criterion for selection.	21.4	23.1	42.0	43.0	27.3	36.4	28.2

REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

APPENDIX 5

GRADUATE MEDICAL EDUCATION AND  
CONTINUING HEALTH EDUCATION

TO ANNEX V

REVIEW OF EDUCATION AND TRAINING FOR AMEDD OFFICERS

1. PURPOSE. The purpose of this Appendix is to provide information concerning Graduate Medical Education (GME) and Continuing Health Education (CHE).

2. INTRODUCTION.

a. The AMEDD officer development programs include graduate specialty education in several disciplines. The programs are available in medical and dental activities. Training may be offered in civilian facilities if training is not available in Army facilities.

b. The Army programs are accredited or credentialed by nationally recognized accrediting agencies and associations. The programs' result is the highest level of technical competency. They are very important in recruiting and retention of AMEDD manpower.

c. A most critical problem exists in the recruiting and retention of physicians. The problem is complex. Solutions are elusive. Yet, there are two factors that are common to any investigation into the problem. They are pay and opportunities for professional education and training.

d. Information papers concerning CME and CHE for physicians have been furnished by OTSG and are published here as Parts I and II, respectively.

## PART I - GRADUATE MEDICAL EDUCATION

1. The demise of the draft and the concomitant decrease in the "draft - driven" Berry Plan has caused a significant shortage of specialty trained physicians in the Army Medical Department. Coupled with the above, the AMEDD has been limited to a total of 1,140 interns, residents, and fellows in training. This falls far short of producing the number of specialists necessary to meet the operational needs of the Army.
2. Recognizing these shortcomings, the Congress passed the Health Professions Scholarship Program (HPSP) in 1972. This program allows a student to receive a stipend of \$400 per month plus full tuition assistance while attending medical school. Upon completion of medical school, these students are required to apply for First Year Graduate Medical Education (FYGME) in the Army. The Army in turn, will have an increased requirement for FYGME training positions in order to accommodate these students. The FYGME year, formerly called internship, is an essential part of medical education. The American Medical Association, as well as most all State Boards of Medicine, strongly endorse the FYGME year of training by stating that an individual is not competent to engage in the independent practice of medicine until he has received the year of training.
3. Subsequent to internship training, a physician who wishes to become a specialist must undergo 2 to 5 years of additional Graduate Medical Education (GME). The Army's own GME programs are the source of the majority of the trained specialists in our hospitals today. Well over 80 percent of the physicians who enter the service from civilian life do so in order to go directly into internship, residency or fellowship training. Thus the various training programs, including the HPSP, are clearly the number one recruitment incentive for Army physicians. The GME programs also have a significant impact on retention of physicians. Studies indicate that approximately 30 percent of Army trained physicians remain on active duty beyond their obligated service time. This compares with less than 1 percent retention of civilian trained specialists.
4. Because of the pivotal role of the GME programs, the Office of The Surgeon General has taken steps to expand these programs. By making use of unfilled MC spaces it is possible to increase the number of physicians in training while causing no concomitant decrease in the number of physicians in "operational" billets. It is important to emphasize that there is no "competition" between the number of physicians in training positions and the number in nontraining positions. If the physicians were not in training positions, they would not be in the Army; nor would a majority of their trainers. If this were to occur, we could neither train for the future nor have these physicians

available to provide health care now.

5. It becomes clear, that the Army Graduate Medical Education programs and the medical centers in which they are conducted must remain strong and viable in order for the Medical Corps to survive. The medical centers are as necessary for Medical Corps training as Fort Benning is for Infantry training. Without these training programs the Army will not be able to have the medical and surgical specialists necessary to provide the high quality health care which our soldiers and their dependents demand and deserve, nor will it be possible for us to meet our mobilization requirements.

#### PART II - CONTINUING HEALTH EDUCATION

1. On 17 April 1967 the Honorable Cyrus Vance, then Deputy Secretary of Defense, issued a memorandum for Secretaries of the Military Departments concerning attendance at Professional Medical Conferences which stated:

With the rapid changes in medicine and the emphasis throughout the medical community of continuing professional education and training, it is desirable that all Medical Corps officers stationed in the United States be afforded an opportunity to attend at least one professional medical conference per year on IDY basis. Those stationed outside the United States should have the same opportunity to the extent that their location and military operations permit. It is desired that you modify your services regulations to reflect the above concepts.

On 3 August 1967, the Deputy Assistant Secretary of Defense (Health and Medicine), Shirley C. Fisk, M.D., cited the Vance memorandum stating:

The memorandum cited above deals only with the question of attendance of Medical Corps officers at professional medical conferences. It represents one of a series of actions recently initiated within OSD in an attempt to reverse unfavorable trends in medical officers retention. The fact that it refers only to Medical Corps officers should not be construed to mean that your policies relating to



the attendance of dental, veterinary and other medical service officers of the various health professions should necessarily be changed. Such officers should be encouraged to attend appropriate professional conferences to the extent that available funds will permit.

## 2. DISCUSSION:

a. The ending of the draft and the cessation of programs such as the Berry Plan have severely taxed the ability of the AMEDD to replace its attritions once the pay-back time for graduate medical education has been completed. It can be expected that any reductions in continuing health education can only add to the long list of cut backs in available services to the active duty Army member and his beneficiaries and to the retired member and his beneficiaries. Adverse ramifications of such reductions will most assuredly be felt in the ongoing intensive recruitment and procurement of physicians for the AMEDD.

b. In the arena of the maintenance of high standards for health professionals in an ever-expanding state of the art and technology explosion, AR 40-1 states, "A member of AMEDD may not be assigned to perform professional duties unless qualified to perform those duties. If the duties to which a member of the Army Medical Department is assigned involved professional work that is the same or similar to that usually performed in civil life by a member of a learned profession, the member must possess qualifications by education, training, or experience equal to or similar to those usually required for member of that profession, unless prevented by the exigencies of the situation."

c. The trend toward accountability in the health professions has stirred many states to enact legislation which mandates continuing education programs for those health professionals licensed within their respective states and which places great pressures and sanctions such as relicensure which would compel health professionals to continually update their skills and knowledges.

d. Continuing education is recognized as a major component in the sustaining effort of health care professionals to maintain effectiveness (required knowledge and skills to deliver/render quality patient care). Clear trends are discernable with respect to ever increasing continuing education requirements tied to relicensure, recertification, sustaining membership in professional societies, and by the Joint Commission of Accreditation of Hospitals in response to the ever expanding knowledge base, increasing consumer demands and expectations, which culminated in the malpractice crisis. Those increasing

malpractice claims against the health professionals add further "fuel to the fire" for maintaining a current state of the art which is satisfied only by continuing health education.

e. It should be noted that all professional societies have voluntary continuing education programs and have incorporated maintenance of knowledge and skills in their code of Ethics as an expected part of professionalism.

f. In addition to Federal requirements legislated in the Professional Standards Review Organization Act (PL92-603), current emphasis on utilization review, medical audits, and the Joint Commission on Accreditation of Hospitals are focusing attention on continuing education in the credentialing and reappointment process associated with granting of clinical privileges. This would include in addition to the AMEDD officer branches, AMEDD warrant officer and enlisted personnel in fields such as physicians' assistant, biomedical equipment maintenance technician, and prosthetics-orthotic specialists.

## REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

### ANNEX W

#### WARRANT OFFICER PROGRAM

1. PURPOSE. The purpose of this Annex is to address those aspects of warrant officer development and employment which require modification to more closely align the program with the definition and purpose of warrant officers, as outlined in applicable Army regulations, and to improve education and training for warrant officers in consonance with the needs of both the Army and the warrant officers.

2. GENERAL.

a. Prior to 1978, the U.S. Army Warrant Officer population of some 13,000 was organized with 86 specialties spread among the 4 grades of Warrant Officer Junior Grade (WOJG), and Chief Warrant Officer (CWO) 2, 3, and 4. In April of this year a consolidation action initiated by the Office of the Deputy Chief of Staff for Personnel reduced the number of warrant officers specialties from 86 to 59. The consolidation action was the result of just one of the many studies which have been conducted in the past few years addressing the need for maintaining a group of highly technically oriented specialists. However, with one major exception, the studies have been "cosmetic" in nature and oriented toward mirroring the various commissioned officer programs. This is apparent when one compares the military and civil education opportunities; or DA Pamphlet 600-11 (Warrant Officer Professional Development) with DA Pamphlet 600-3 (Officer Professional Development and Utilization).

b. The "Aviation Warrant Officer Program and Enlisted Aviation Study of 1977" recommended many significant changes to the training, education and management of warrant officers in general and the aviator warrant officer in particular. Twenty-seven of the recommendations, 16 of which are in the Aviator program, have been approved by the Army Vice Chief of Staff. The study also addressed one of the more significant problem areas in the warrant officer program, and that is "stating and justifying requirements in a timely manner during the Planning Programming and Budgeting (PPBS) cycle."

3. MILITARY EDUCATION. The military school system for Army warrant officers is designed to provide training and education at three levels and consist of an Orientation Course, Advanced Course, and Senior Course.

a. Orientation Course. Training for newly appointed warrant officers was discontinued in January 1975. Since that time, it has been determined that although the new warrant officer possesses technical competence, his performance of other officer duties and appreciation of acceptable officer conduct appeared to be lacking. As a result of the "Aviation Warrant Officer Study" recommendation, a formal training program is being reinstated to orient new warrant officers as to expected performance of duty, additional duties and acceptable conduct of an officer.

b. Warrant Officer Advanced Course.

(1) The Warrant Officer Advanced Courses (WOAC) are designed to renew technical knowledge, update existing skills and increase technical proficiency. Attendance is currently on a best qualified basis and the primary zone of consideration is from 4 to 9 years of warrant officer service. Approximately 50 percent of all those eligible are selected.

(2) The advanced courses currently being provided vary in length from 7 to 31 weeks. Although approval was granted in May 1977, to conduct courses for the 16 warrant Military Occupational Specialties (MOS) which do not currently have an advanced course, these courses are not as yet operational.

(3) Two advanced course related issues were identified: selection of only 50 percent of the eligibles for attendance, and the wide variance in the nontechnical course of instruction (COI) offered at each. If the purpose of the courses is as stated, then the rationale for only 50 percent attendance or a varied nontechnical COI is suspect.

(4) The current attendance target appears to support a two-tiered system in which one-half of the units authorized warrants will have trained technicians, while the other one-half will have those who are much less qualified.

(5) A more rational course of action is to hold course length to a minimum, and maximize Temporary Duty (TDY) attendance of all those eligible, thereby achieving the relevant functional training for all at costs comparable to the current programs.

c. Warrant Officer Senior Course.

(1) The Warrant Officer Senior Course (WOSC) is a single, MOS-immaterial course open to all specialties. The Senior course is approximately 6 months in duration and is convened twice annually. The Army sends about 75 students to each class. Due to the small numbers that attend, the selection process is highly competitive for those CWO's 2(P), 3 and 4 who have completed 9 years of warrant officer service. The stated purpose of the course is "to prepare selected individuals for successful performance in the most demanding positions in their career fields." The current class consists of 71 warrant officers, with an average of 16.4 years of active service and 10.1 years of warrant service.

(2) Policy guidance provided the selection board states, on the one hand, that warrant officers are, by definition, "skilled technicians whose career patterns are narrowly focused on their technical qualifications." Their assignments are normally repetitive in nature in order to maintain their skill at a high level. At the same time, the board is instructed to place a premium on "demonstrated managerial talent and breadth of understanding." Additionally, it is stressed that the most demanding jobs in each specialty are those that require the individual to integrate the functions performed in the MOS with broader Army functions, including the development of effective interface with higher, lower and adjacent headquarters, government agencies, and civilian contractors. Guidance further notes that many specialties provide opportunities for the best qualified warrant officers to work in positions requiring the management, monitorship or direct supervision of command wide or worldwide programs within the scope of their MOS.

(3) Evidently, then, the course must be primarily MOS-immaterial, with a broad and general COI considering the varied backgrounds of the student body. In addition, since positions are currently not graded, nor military schooling prerequisites prescribed, the applicability of instruction to the follow-on assignment is at best, doubtful. It cannot be said that this course of instruction is essential for technically oriented personnel or that it fulfills the purpose for which it was established. There appears to be no requirement for the COI presented at the WOSC..

4. Civilian Education.

a. The Army's minimum educational goal for warrant officers is the achievement of an Associate in Arts (AA) Degree prior

to completion of 15 years service. The Army Educational Requirements Board (AERB) has validated only three positions for advanced degrees. Currently there is no program which validates positions requiring undergraduate degrees or AA degrees. The Medical Corps has a 2-year preappointment academic program -- the Military Physician's Assistant. Baylor University recognizes this program and awards the Associate of Science Degree upon successful completion of all training phases (12 months of training at the Academy of Health Sciences and 12 months of on-the-job-training (OJT) at an Army hospital). At present, approximately 68 warrant officers are afforded the opportunity to pursue civilian education annually under the fully funded, 18-month, Associate in Arts degree program. The service obligation incurred is 3 years for each year of schooling with a maximum obligation of 4 years. Of the 68 warrant officers participating, approximately 50 percent are in aviation specialties. Under the degree completion program, which may authorize up to 18 months resident schooling, the annual input approximates 93 warrant officers.

b. A survey conducted in November 1977, which sampled views on warrant officer education, reveals the civilian educational level of 1,543 respondents as follows:

38	with MA degrees,
256	with BA degrees,
480	with AA degrees,
669	with some college,
95	were high school graduates, and
5	did not answer

When responding to the question: "For which of the following is graduate-level civilian education primarily useful?", 807, or 52 percent selected "staying competitive when considered by promotion/selection boards". "Preparing for a civilian career after leaving active duty" was the choice of 429, or 28 percent. Only 195, or 13 percent selected "gaining knowledge required in my primary MOS", while 2 percent or 26, felt it applicable to their secondary MOS. The great majority, 83 percent, identified OJT and resident military courses as the most important training presently available in their primary MOS. Regarding the most important training or education which should be provided in the primary MOS, the response was as follows:

<u>Percent</u>	<u>Training or Education</u>
46	Resident military instruction
31	OJT
11	Civilian (nondegree) specialty training
5	Undergraduate civilian schooling,
4	Graduate civilian schooling, and
2	Nonresident military instruction

Although 19 percent of the respondents had attained undergraduate and graduate level degrees, only one-half of that group chose to classify it as the most important.

c. Clearly the great majority of warrant officers are of the opinion that civilian education is not a major contributing factor to accomplishing their MOS-related duties. The respondents do concede, however that civilian education increases their promotion potential, and the results of temporary promotion boards to CWO 4 and CWO 3 tend to support that conclusion.

d. Although all but a small minority appreciate the merit of continuing education, the goals and objectives stated in regulations are often interpreted erroneously, or used as a discriminator by those charged with evaluating and selecting subordinates for advancement and assignments. The application of general college level credentials to technically oriented functions is questionable, particularly when such credentials are not required for initial appointment. Comparison of the technical credentials to those required in the civil sector appears more appropriate. For the great majority of technicians, vocational certification is all that is required, and this may be accomplished through an apprenticeship, "on-the-job", or by completion of a recognized vocational training program. Advancement into managerial positions often requires a transition from technical/vocational aspects to the higher levels of formal education. Opportunities are thus available for those so inclined to seek positions of greater responsibility. However, technicians should not need to cross this career-path bridge to pursue upward mobility through the progressive technical echelons.

e. As is the case in the Army, the U.S. Navy has recognized a need for warrant officers who serve and are developed as officer technical specialists. Additionally, the Navy has limited duty officers who serve and are developed as officer technical managers. Competition within both programs is keen and personnel desiring to participate are

encouraged to begin preparation early in their careers through OJT and specialized school training as well as nonresident courses. As advertised, the limited duty officer and warrant officer programs are the primary enlisted-to-officer programs which do not entail a college education. The Navy population in each of the above categories approximates 3,000.

f. The US Air Force does not have a warrant officer program. Driven by economies which are derived by reduced managerial overhead and retirement/life cycle costs, the Air Force elected to terminate warrant officer procurement in 1959 and to use enlisted technicians in their stead. The Air Force relies on training low cost, high flow nonrated junior officers to provide technical management.

g. The current policy stated in paragraph 1-5b of AR 621-5 which establishes a minimum educational goal of an AA degree for Army warrant officers prior to the completion of 15 years service has proven not only of doubtful validity, but has been disruptive as well. Upon being appointed on a best qualified basis within their technical specialty, the majority of warrant officers are subjected to undue pressure to meet a formal educational goal that has questionable applicability to accomplishing the primary tasks associated with their jobs.

h. Instead of setting arbitrary educational goals by category, the policy of the Army should be to encourage the continued pursuit of academic credentials by all military personnel irrespective of category. This should be accomplished primarily by providing personnel the opportunity to participate in higher education endeavors during off-duty periods and/or through full-time, nonfunded programs. Participation in full-time, nonfunded programs should be tied to designated disciplines which have military applicability. Additionally some personnel should be provided the opportunity to participate in funded educational programs. In such cases, these personnel should be assigned, or scheduled for assignment, to positions which have been validated as possessing requirements for a specific level of education.

#### 5. GRADING OF WARRANT OFFICER POSITIONS.

a. For manpower accounting and budgeting purposes, officer strength is authorized by the Officer of the Secretary of Defense (OSD) as a bulk figure. The Officer of the Secretary of Defense, Officer of Management and Budget (OMB) or Congressional constraints are normally being imposed late in the PPBS cycle. Based on these constraints, the Office of the Deputy Chief of Staff



for Personnel (ODCSPER) is forced to make a determination on the number of warrants and commissioned officers to make up the budgeted force structure. The fact that authorization documents do not indicate relative levels of warrant officer development, experience, education or training normally associated with a grade, further complicates the decision as to where the constraints should be applied. Since warrant officers can be procured from the noncommissioned officer (NCO) ranks in a relatively short period of time, their acquisition can provide the Army with flexibility in meeting year-end officer strength levels. This solution, however, creates erosion of technical experience in the enlisted ranks. Conversely, separation of specialists (WO's) who have been developed over extended periods at a significant cost represents a lost investment. Finally, the number of warrant officer specialties compound the ultimate decision process for retention or release.

b. Some studies conclude that warrant officers are promoted primarily to provide career incentive since, as technicians, they possess all requisite technical skills to perform at all grades in a given MOS at the time of appointment. If so, many existing warrant officer educational and training programs are indeed suspect. On the other hand, various other studies indicates that valid Army requirements dictate the retention of a group of technically oriented personnel above enlisted grades and below commissioned officer status, which is characterized by broader training. If the latter is a valid argument, the requirements should be defined in order to insure proper assignment and utilization of personnel, and proper orientation of their education and training programs.

c. In analyzing the warrant officer appointment promotion and retention systems there appears to be a disconnect. The current allocation of Regular Army (RA) appointments is made in consonance with the stratification of the warrant officer corps by specialty density and year-group. On the other hand, temporary promotions are based on selection of the best qualified regardless of specialty. Since positions are not graded, it appears that certain management groups as well as military occupational specialties within management groupings fare much better than others. At the same time, within management groups, senior warrant officers are attracted to certain specialties to take advantage of favorable assignment/distribution patterns. For example, 73.2 percent of the Combat Support and Combat Service Support Fixed Wing Pilots are serving in the top two grades (21.7% as CWO 4 and 51.5 as CWO 3). In direct contrast to these figures, only 35.1 percent of the Attack Helicopter (Cobra) pilots, the "business" end of Army Aviation, are in the top two grades (5.4% as CWO 4 and 29.7% as CWO 3).

d. The "Aviation Warrant Officer Program Study" of November 1977 recommended that warrant officer positions not be graded. The findings leading to the recommendation were as follows:

- (1) Major Commands (U.S. Army Forces Command (FORSCOM), Materiel Development and Readiness Command (DARCOM), and the Training and Doctrine Command (TRADOC) do not support grading warrant officer positions.
- (2) A grading criteria equitable for all warrant officers is not feasible.
- (3) Grading positions would not guarantee experienced warrant officer aviators being assigned to unit level.
- (4) Grading positions would require promotions to match the grade structure, causing inequality of promotion in different MOSs.
- (5) Experience at unit level, MOS and grade imbalances for warrant officer aviators can be solved by early mission-tracked training supported by distribution and management systems.

The findings at subparagraph (3) and (4) are two-sided. While one may feel that grading positions would not guarantee proper assignment and may cause inequality in promotion by MO, the same can be said of the current system which is without any device or yardstick to evaluate the degree of deviation from the optimum. Although US Army Military Personnel Center (MILPERCEN) can currently allocate assets according to established priorities the final assignment within the major commands is not guided by standard criteria. It is interesting to note that the solution for aviation warrant officer utilization indicated in subparagraph (5) is, in essence, a means of grading positions (i.e., early mission-tracking supported by distribution and management systems). This system would provide units with the appropriate mix of warrant officers by level of experience, training, education and management expertise. Since these aspects can be "rank ordered," it is relatively simple to associate them with an appropriate grade. The major obstacle is to determine valid Army requirements or jobs which must be done, and the appropriate levels of development required in each category.

e. How should the grading be accomplished and in what manner? Obviously, this is an area of great concern to management. The manner in which it is done and the timing is paramount. All too often a decision is made and hastily implemented within such a short period of time that the desired results are not totally achieved.

f. First, it is essential to do a complete "front-end" task analysis of the warrant officer positions within the force structure. What do warrant officers do and what should warrant officers do? One cannot properly answer this two-part question by analyzing current warrant officer positions in isolation from senior technically oriented NCO's as well as junior commissioned officers. It is essential that if the detailed analysis is to be done properly, the delineations of responsibility between these associated grades which currently exist must not be inviolate.

g. Once the general boundaries are established, and jobs which must be performed by warrant officers determined, the answers to the remaining questions may be sought.

- (1) What technical training is required?
- (2) What education is required?
- (3) What experience is required?
- (4) What supervisory skills are necessary?
- (5) What technical management capability should be possessed?

h. Based on the answers to these questions, an informed judgement may be made regarding the appropriate grade which should be assigned to the position. In addition, the same information will dictate where and when training should be accomplished as well as the proper course curricula to train, educate and develop warrant officers progressively based on the valid needs of the Army.

i. Implementation of the grading as well as supportive training and educational programs must be phased to minimize turbulence and maximize the effective utilization of existing resources.

6. RECOMMENDATIONS. The ODCSPER should take action to insure:

a. That the Warrant Officer Advanced Course be replaced with TDY functionally oriented courses designed to renew knowledge, update existing skills and increase the technical proficiency of all warrant officers who require such training

b. That warrant officer positions be task analyzed in conjunction with the recommended "front-end" analysis of commissioned officer positions.

c. That upon completion of the "front-end" analysis:

(1) Qualification Standards be established for type Table of Organization and Equipment (TOE)/Table of Distribution and Allowance (TDA) positions.

(2) Functional TDY courses be revised or developed to support training needs.

(3) The WOSC be discontinued or reoriented to reflect valid CWO 4 training requirements.

(4) Civilian educational goals be modified in consonance with validated requirements essential for performance of duty.

(5) Warrant officer positions be graded in TOE/TDA.

## REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

### ANNEX X

#### SPECIALTY HIGHLIGHTS

1. PURPOSE. This Annex examines each officer specialty, either separately or in closely related groups, and highlights recommendations for change that are the product of proponent staffing and Review of Education and Training for Officers (RETO) analysis.
2. DISCUSSION. Evolutionary changes to the Officer Personnel Management System (OPMS) discussed in Annex R, were presented to the Chief of Staff of the Army (CSA) concurrently with other RETO recommendations. Specialty highlights, inclosed with this Annex, are offered to the Army staff for consideration prior to presentation to the CSA. Each inclosure summarizes the more detailed specialty review notebook<sup>1/</sup> that contains basic data, qualification statements and analyses to support RETO specialty recommendations. Adoption of these recommendations, though not essential to the officer professional development system, are a positive first-step to purge inaccuracies in The Army Authorization Documentation System (TAADS) and to identify officer assignment and skill requirements. In this context, ideas and observations presented (with primary focus on utilization rates, assets and requirements within each specialty) highlight a need for more precise definition of Specialty Skill Identifiers (SSI), assignment by SSI and a review of all position coding.
3. PROBLEM AREAS. Problems identified below are common to many of the specialties and occur with sufficient frequency to indicate a need for system correction.
  - a. Current SSIs do not provide an adequate basis for personal management. They are, in general, poorly defined, misunderstood and inadequate in number; therefore, position coding lacks sufficient preciseness to match officer qualification with position requirements.

<sup>1/</sup> The specialty notebooks were transmitted to either the Director of Military Personnel Management (DAPE) or to the appropriate non-OPMS agencies. They are voluminous and thus produced in one copy only.

b. In a number of cases the requirements/assets ratio is too high to insure professional development in primary and alternate specialties, and to meet total Army requirements. Although it is desirable to pair several of these same specialties from a skills and knowledge viewpoint, pairing them results in undesirable or impossible-to-achieve utilization rates. This condition is most prevalent in complex/sophisticated specialties that require long range development and prohibits late accession of untrained assets.

c. The extensive variety of duty position titles in use precludes accurate determination of position coding. A standardized procedure for describing duty positions, through the use of master job description or common duty module listing should be developed.

4. RECOMMENDATIONS. Each specialty highlight contains recommendations applicable to a specific specialty; only those having personnel management system impact are summarized below. Accordingly, it is recommended that:

a. Requirements be validated and assets be increased in under-aligned specialties. Priority effort should be directed to (1) publicize the requirements and (2) identify new accessions who possess qualifications for specialty codes (SC) 21 Engineer, 27 Communications and Electronics Engineering, 49 Operations Research/Systems Analysis, 53 Automatic Data Processing, and 86 Traffic Management.

b. Special attention be given to requirements determination in specialties whose utilization rates are outside of accepted norms at certain ranks. In particular, it appears that downgrading of some positions, identifying and separating the specialty immaterial positions and ensuring that coded positions require the designated specialty, could improve the demographics and utilizations. A one-time priority review should be made of the following specialties:

- (1) 11 Infantry
- (2) 12 Armor
- (3) 13 Field Artillery
- (4) 14 Air Defense Artillery
- (5) 15 Aviation
- (6) 21 Engineer
- (7) 27 Communication and Electronics Engineering

- (8) 41 Personnel Management
- (9) 42 Personnel Administration
- (10) 49 Operations Research/Systems Analysis
- (11) 51 Research and Development
- (12) 52 Atomic Energy
- (13) 54 Operations and Force Developments
- (14) 73 Missile Materiel Management
- (15) 74 Chemical
- (16) 75 Munitions Materiel Management
- (17) 81 POL Management
- (18) 82 Food Management
- (19) 83 General Troop Support Materiel Management
- (20) 92 Supply Management
- (21) 93 Logistics Service Managements

c. Certain skills be transferred between specialties as indicated:

(1) SSI 48E Unconventional Warfare should be transferred to combat arms specialties from SC 48 Foreign Area Officer.

(2) Skills/Positions between SC 76 Armaments Materiel Management and 77 Tank/Ground Mobility Materiel Management be transferred and the specialties restructured into SC 76 Combat Systems Materiel Management and SC 77 Automotive/Ground Support Systems Materiel Management. At the grade of major certain primary SC 76 and 77 officers should be converted to primary specialty 91 Maintenance Management.

(3) SSI 23B Media Production should be changed to an Additional Skill Identifier in redesignated SC 50 Training Developments.

(4) Some skills should be interchanged between SC 41 Personnel Management and SC 42 Personnel Administration to facilitate utilization and assignment.

- d. Trained assets be increased in SC 43 Club Management.
- e. Certain specialties be combined and redesignated as follows:

<u>CURRENT</u>	<u>PROPOSED</u>
(1) 83 General Troop Support Materiel Management	73 Supply and Logistics Service Management
92 Supply Management	-do-
93 Logistics Service Management	-do-
(2) 76 Armaments Materiel Management	76 Combat Systems Materiel Management
77 Tank/Ground Mobility Materiel Management	77 Automatic/Ground Support Materiel Management
(3) 25 Combat Communications Electronics	25 Combat Communications Electronics
26 Fixed Telecommunications	-do-
(4) 28A and B Instructional Technology and Management	50 Training Developments

f. An undergraduate degree in a business related field be required for entry into SC 44 Finance and SC 97 Procurement.

g. The practice of detailing noncombat arms lieutenants to combat arms positions for a 1-year period be reviewed for specialties 35 Tactical/Strategic Intelligence, and 36 Electronic Warfare/Cryptology. Officers in these two specialties should first attend a combat arms basic course and achieve a modified Military Qualification Standard II qualification in a selected combat arm prior to attending the intelligence basic course.

h. Two advanced entry specialties be created to identify positions at field grade level as follows:

- (1) 01 Senior Military Teaching Faculty.
- (2) 38 Intelligence Systems Management.

i. Specialty 47 Education be eliminated.



j. The Army Nuclear and Chemical Agency be designated as the education and training proponent for SC 52 Atomic Energy.

k. New SSI be created where voids now exist (e.g., SSI for Forces Development and Combat Developments in SC 54 Operations and Force Development, and an SSI for Quality Assurance in SC 97 Procurement).

l. More emphasis be placed in on-the-job education and on-the-job training in SC 45 Comptroller, SC 46 Information and SC 56 Chaplain.

m. A job task analysis be conducted for all positions in SC 49 Operations Research/Systems Analysis to support subsequent restructuring options.

n. SC 15 Aviation be retained as a specialty with delayed entry (approximately 1 year) after Military Qualification Standard II validation in a basic entry specialty and be placed into initial flight training mission track and aviation units related to their entry specialty. Captains be returned to MQS III qualifying assignment in their entry specialty for full aviation MQS III qualification.

o. Engineering be designated as a priority discipline in the selection of candidates for precommissioning alternatives to increase accessions in SC 27 Communications and Electronics Engineering and SC 21 Engineer.

p. Specialty 44 Finance be used as a developmental specialty for Specialty 45 Comptroller.

50 Inclosures

1. Senior Military Teaching Faculty - SC 01 (Proposed)
2. Infantry, SC 11
3. Armor, SC 12
4. Field Artillery, SC 13
5. Air Defense Artillery, SC 14
6. Aviation, SC 15
7. Engineer, SC 21
8. Combat Communications and Electronics, SC 25, and Fixed Telecommunications, SC 26
9. Communications and Electronics Engineering, SC 27

10. Instructional Technology and Management, SC 28
11. Law Enforcement, SC 31
12. Military Intelligence, SC 35, SC 36, and SC 37
13. Personnel Management, SC 41
14. Personnel Administration and Administrative Management, SC 42
15. Club Management, SC 43
16. Finance, SC 44
17. Comptroller, SC 45
18. Public Affairs, SC 46
19. Education, SC 47
20. Foreign Area Officer, SC 48
21. Operations Research and Systems Analysis, SC 49
22. Research and Development, SC 51
23. Atomic Energy, SC 52
24. Automatic Data Processing, SC 53
25. Operations and Force Development, SC 54
26. Legal, SC 55
27. Chaplain, SC 56
28. Medical Corps, SC 60 and SC 61
29. Dental Corps, SC 63
30. Army Medical Specialist Corps, SC 65
31. Veterinary Corps, SC 64
32. Army Nurse Corps, SC 66
33. Medical Service Corps, SC 67 and SC 68
34. Logistics Management, SC 70
35. Aviation Materiel Management, SC 71
36. Communications-Electronics Materiel Management, SC 72
37. Missile Materiel Management, SC 73
38. Chemical, SC 74
39. Munitions Materiel Management, SC 75
40. Armament Materiel Management, SC 76
41. Tank/Ground Mobility Materiel Management, SC 77
42. Petroleum Management, SC 81
43. Food Management, SC 82
44. Traffic Management, SC 86
45. Marine and Terminal Operations, SC 87
46. Highway and Rail Operations, SC 88
47. Maintenance Management, SC 91
48. Materiel and Services Management, SC 92
49. Transportation Management, SC 95
50. Procurement, SC 97



DEPARTMENT OF THE ARMY

OFFICE OF THE CHIEF OF STAFF

WASHINGTON, D.C. 20310

DACS-OTRG

13 June 1978

SUBJECT: Senior Military Teaching Faculty - SC 01 (Proposed)

1. Current Status. This advanced entry specialty is proposed to provide the Army service schools and colleges, and the United States Military Academy a core of professional faculty who are not only outstanding teachers, but have an exceptional competency in the disciplines taught. (Not all faculty positions would be coded for SC 01).

a. Requirements. There are requirements for majors, lieutenant colonels, and colonels in SC 01 in each of the service schools and colleges, and at USMA.

GRADE	POSITIONS
Major	Assistant Professor, Associate Professor - USMA Senior Instructor, Committee Chief - Service School Instructors - USACGSC
Lieutenant Colonel	Assistant Professor, Associate Professor - USMA Department Director - Service School Instructor, Committee Chairman - USACGSC, USAWC/SSC
Colonel	Associate Professor, Professor - USMA Instructor - USACGSC/SSC Department Director - Service School, USACGSC, USAWC/SSC

The total requirement will probably be about 500 positions in the three grades. No further breakout is currently available. There are adequate positions in each grade to allow normal career progression in each of the disciplines.

DACS-OTRG

13 June 1978

SUBJECT: Senior Military Teaching Faculty - SC 01 (Proposed)

b. Qualification standards for SC 01 are:

(1) to have become a subject matter expert in a discipline taught as a part of the professional military schooling system, and

(2) to have demonstrated exceptional instructional ability in a previous instructor tour.

c. Interaction with other specialties:

(1) will work closely with instructors of all specialties.

(2) The SC 01 together with his counterparts in training developments/training methodology (the proposed SC 50) will guide the growth and establishment of educational programs.

2. Problem Areas. This specialty will redress the current problems of the absence of a single program to develop and sustain subject matter expertise for military teaching faculties.

3. Observations. There is a necessity to allow highly competent faculty to serve repetitive tours throughout the Army school system (without prejudice). This requires a viable "teaching faculty" specialty. Specialty 47 failed to serve that purpose. The organization of SC 01 proposed in the RETO report, in conjunction with the creation of SC 50, will overcome the current problem and promote the development of quality faculty throughout the Army's educational establishment.

4. Recommendation. Create SC 01, Senior Military Teaching Faculty as outlined in the RETO main report.



DEPARTMENT OF THE ARMY  
OFFICE OF THE CHIEF OF STAFF  
WASHINGTON, D.C. 20310

DACS-OTRG

29 March 1978

SUBJECT: Infantry, Specialty Code 11

1. Current Status.

a. Requirements vs assets (as of 17 Nov 77).

<u>GRADE</u>	<u>NUMBER/(%) REQUIRED</u>	<u>NUMBER/(%) ASSETS</u>	<u>DIFFERENCE + -</u>
COL	381 (5)	936 (7.5)	+ 555 (2.5)
LTC	693 (10)	1769 (14)	+1076 (4)
MAJ	996 (14)	2297 (18.5)	+1301 (4.5)
CPT	2155 (31)	3924 (32)	+1769 (i)
LT	2756 (40)	3493 (28)	+ 737-(12)
TOTAL	6981 (100)	12419 (100)	

b. TDA to MTOE ratio.

<u>GRADE</u>	<u>TDA/MTOE RATIO</u>
COL	5:1
LTC	2.5:1
MAJ	1.7:1
CPT	.8:1
LT	.15:1

c. Command positions.

<u>GRADE</u>	<u>TOTAL GRADE RQMT</u>	<u>CMD RQMT</u>	<u>PERCENT CMD RQMT</u>
COL	381	44	11.6
LTC	693	138	20

DACS-OTRG  
SUBJECT: Infantry, Specialty Code 11

29 March 1978

d. Shortage (unfilled positions, number and rate).

<u>GRADE</u>	<u>NUMBER</u>	<u>PERCENT</u>
MAJ	17	2
CPT	4	1
LT	8	1

e. Overfill (unused assets as a percent of requirements).

<u>GRADE</u>	<u>NUMBER</u>	<u>PERCENT</u>
COL	190	50
LTC	188	27

f. Utilization rate (percent) and requirements to assets ratio (percent).

<u>GRADE</u>	<u>AVERAGE UTILIZATION</u>	<u>REQUIREMENTS TO ASSETS RATIO</u>
COL	.42	.42
LTC	.41	.41
MAJ	.49	.50
CPT	.67	.67
LT	.99	.99

g. Primary and alternate pairings. Specialty 11 has no significant problems, from the standpoint of utilization rate, in the pairing of specialties at the COL and LTC levels. Eighty-six percent of SC 11 COLs and 90 percent of SC 11 LTCs are paired with alternate specialties which provide adequate utilization potential. However, only 13 percent of all SC 11 MAJs fall into the "adequate utilization" category while 87 percent of SC 11 MAJs exceed an 89 percent utilization rate when paired with their alternate specialty. After factoring a 15 percent THS account, this means that the combined (primary and alternate) utilization rate exceeds 100 percent for 87 percent of SC 11 MAJs. This situation indicates a requirement for careful selection and management of alternate specialties to preclude serious degradation of skills and abilities in either the primary or alternate specialty.

## 2. Problem Areas. (source)

a. The designation of Special Skill Indicators (SSI) for 11A, 11B, 11C and 11X is not uniform throughout TOE and TDA documents (US Army Infantry School (USAIS)).

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SUBJECT: Infantry, Specialty Code 11

b. Numerous TOE positions for SC 11 are classified as 11X (Specialty Immaterial) which should be classified as either 11A, 11B or 11C. (USAIS)

c. Numerous duty positions which should be coded SC 11 as primary with an appropriate staff-related alternate specialty are not identified in TAADS documents. Most notable is the absence of S1, S4, Support Platoon Leader and Motor Officer positions. (USAIS)

d. Under OPMS, the process of developing staff capability through experience in S1, S2 and S4 duty positions will be denied SC 11 officers unless a directed effort is made to match SC 11 with the appropriate alternate specialty. (USAIS)

### 3. Observations.

a. The TDA to MTOE ratio for SC 11 COLs is 5:1. This is out of proportion with the other combat specialties which average roughly a 2:1 ratio at the COL level. Probably, this is due to the use of SSI 11X as a designator of Specialty Immaterial. Misinterpretation of this designator is advantageous to SC 11 COLs; however, it appears to create a disadvantageous imbalance in available duty positions for other specialties. (RETO)

b. Thorough, scientifically designed assessment of young men and women who apply for entry into precommissioning training is a must. (USAIS, RETO)

c. A resident advanced course for SC 11 officers is necessary for true branch/specialty qualification. (USAIS)

d. Sound course design must not be pre-empted by the arbitrary stipulation of time (course length) by higher headquarters. (USAIS)

e. An officer education and training system which does not give equal emphasis -- visible and tangible -- to the training of commanders as well as staff officers at all echelons cannot be in the best interests of the Army. (USAIS)

f. Unless properly developed and used, officer testing could result in a management and morale disaster. Tests must be reliably predictive of performance. The elements of leadership, competence, and performance are complex. However, they are important in considering officer potential. Ways must be found to ensure that these elements are part of any testing system if the Army is to continue the whole man concept of officer education. (USAIS)

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SUBJECT: Infantry, Specialty Code 11

g. Infantry specialists (SC 11) must be assigned to and utilized within alternate specialties which will reinforce his knowledge and relationship with infantry. (USAIS)

h. Least appropriate alternate specialties for SC 11 officers include: 26, 27, 43, 52, 71, 72, 73, 75, 76, 81, 82, 86, 87 and 88.

i. Technology will drive the Army toward more specialization in the future. Therefore, at the field grade level, it might be in the best interests of the Army to develop and utilize certain talented and highly competent officers along a purely "staff track" and assign the best troop leaders/commanders to the Army in the field. (USAIS)

j. All SC 11 officers in the grades of LTC and COL should attend a Pre-Command Course. Those who are selected for command may attend a resident phase whereas all other officers may be qualified through a non-resident program. (USAIS)

k. There should be a set of training modules designed for general officers from which they could select training which would complement their individual needs prior to their assumption of new duties. Funds and time must be made available for such instruction. (USAIS)

l. Company command is essential to specialty qualification in SC 11. Beyond the company level, either the positions designated as command equivalent should be expanded, or command should be less of a "discriminator." (USAIS)

m. Aside from command, specific types of troop/field duty are considered as "qualifying." (USAIS)

n. The best man available should be selected by Army promotion boards. The officer corps is becoming too small to absorb "second raters." Quotas designed for any purpose are inconsistent with the true kind of professional excellence needed in a smaller officer corps. (USAIS)

o. Minimum qualification standards, by grade: Inclosure 1. (USAIS)

#### 4. Recommendations.

a. MILPERCEN impose restrictions on alternate specialties available to SC 11 officers which are related to SC 11 and supportive of maintaining a reasonable level of qualification in both specialties. (USAIS, RETO)



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SUBJECT: Infantry, Specialty Code 11

b. MILPERCEN conduct a "scrub" of all specialty immaterial positions (code 11X) and redistribute the requirements as may be necessary to achieve a better balance and a more even distribution of specialty immaterial requirements among the various specialties. (RETO)

c. MILPERCEN designate an alpha-numeric code to replace 11X as specialty immaterial. Further recommend that the code selected be one that is not easily confused with any of the 46 specialties. (RETO)

d. Department of the Army support the concept and authorize funds for a thorough assessment of all applicants to precommissioning training.

1 Incl  
Min Qual Stds: SC 11

RETO ANALYST: COL Bobby B. Porter

GRADE	MINIMUM EDUCATION	TRAINING	MINIMUM ASSIGNMENT	PROCEDURE FOR QUALIFYING CERTIFICATION EDUCATION TRAINING
Cadet Candidate	College Program BA and/or BS with specific courses completed	Summer Camps BIOCC	Successful completion of Summer Camps and BIOCC including Student Leadership Position completion.	<p>1. M.L. Skill Qualification testing.</p> <p>2. Leadership Evaluation</p> <p>Appropriate Degree with essential courses</p>
LT		IOBC	Platoon Leader Tactical Platoon (Inf, Abn, Airmobile, Mechanized, Mortar, A-T, Rcn/Sct, Pathfinder, Security, Weapons, Support) <u>One Year</u>	<p>1. Academic Report.</p> <p>2. Cdr Certify upon completion of 1 yr duty in psn and accomplishment of specific tasks ID'ed by USAIS.</p>
CPT		IOAC	<p>1. Comd tactical unit (TOE/TDA) or</p> <p>2. Comd Training or School Spt Unit (Incl HQ units at Bn/Bde level; Mech, Inf, Abn, Airmobile Inf units within Bns; Combt spt units; Units at BCT, AIT, Serv School for which Spec 11 is proponent.)</p>	<p>1. Academic Report.</p> <p>2. Cdr certifies upon completion of 1 yr dy as above.</p>

SPECIALTY 11

GRADE	MINIMUM EDUCATION	TRAINING	MINIMUM ASSIGNMENT	PROCEDURE FOR QUALIFYING CERTIFICATION EDUCATION TRAINING
MAJ	Functional courses Proponent school/ Installation or Post/Non-Resident and/or Civilian Disciplines where appropriate which may be Advance Degree oriented.	Functional courses. Proponent school/ Installation Post/Non-Resident.	<ol style="list-style-type: none"> <li>1. Bn XO, S-3 Bn/Dde tactical unit.</li> <li>2. Staff Officer Bde (S-1, S-2 or S-4).</li> <li>3. Asst Staff Officer (Div Level) in Plans, Tng, Opns, Air, Force Development.</li> <li>4. Bn XO, S-3 at Specialty Proponent Service school - tng center.</li> <li>5. Asst Staff Officer Post G-3.</li> <li>6. Advisor, Reserve Component Inf Bn.</li> <li>7. Specialty Assistance Team Readiness Group Level.</li> <li>8. Instr, Tm Chief Specialty Service School and Tng Cent.</li> <li>9. Cdr, Tact Avn Unit, Inf Div.</li> <li>10. Asst Staff Officer (Corps) Opns, Plans, Tng, Force Development.</li> <li>11. HQ Comdt, Inf Div/Sep Bde.</li> </ol>	<ol style="list-style-type: none"> <li>1. Acad Rpt IOAC.</li> <li>2. Acad Rpt - Functional.</li> <li>3. Cdr certifies after 1 yr as above.</li> </ol> <p>Certification of completion and/or Degree.</p>

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SPECIALTY 11

GRADE	MINIMUM EDUCATION	TRAINING	MINIMUM ASSIGNMENT	PROCEDURE FOR QUALIFYING CERTIFICATION EDUCATION TRAINING
LTC	Functional courses Proponent school/ Installation cr Post/Non-Resident and/or Civilian Disciplines where appropriate which may be Advance Degree oriented.	1. Pre-Comd Course (ALL OFF) 2. Functional courses Proponent school/ Installation Post/Non-Resident.	1. Bn Cdr, tactical unit. 2. Bn Cdr, Specialty Serv Sch/Tng Cent. 3. Bde XO, DBC (Sep Bde). 4. G-3 Combat Div/Corps. 5. Advisor, Res Comp Combat Bde. 6. Chief, Specialty Assistance Tm, Readiness Group. 7. Chief, Branch/Div/Dept./Directorate Specialty Serv Sch/Tng Cent. 8. Cdr; Tact Avn Bn, HQ Comd (Div/Corps). 9. Staff Officer (Div) (Corps). 10. G-3 Post/Installation. 11. Cdr, Readiness Gp. 12. HQ Comdt, Corps.	Certification of completion and/or Degree.  1. Academic Report. 2. Cdr Certificate upon completion of 1 yr duty in psn.

X-11-8

SPECIALTY II

PROCEDURE FOR QUALIFYING  
CERTIFICATION EDUCATION TRAINING

MINIMUM

EDUCATION

TRAINING

MINIMUM ASSIGNMENT

Functional courses  
Proponent school/  
Installation or  
Post/Non-Resident  
and/or Civilian  
Disciplines  
where appro-  
priate which may  
be Advance De-  
gree oriented.

1. Pre-Comd Course (ALL OFF)
  2. Functional courses.
- Proponent school/  
Installation  
Post/Non-Resident.

1. Bde Cdr, Dep Cdr (Sep Bde).
2. Chief of Staff tactical and tng Div.
3. Director, Specialty Service sch/Tng Cent.
4. Advisor, Reserve Component Tact Div.
5. G-3, Post/Installation.
6. Corps Staff Officer (Opns, Tng, Plans, Force Development, etc.)
7. Chief of Staff, Post.
8. Cdr, Readiness Gp.
9. Chief, Specialty Area, Army Readiness Region and/or Army HQ.
10. Senior Army Advisor, State.
11. Comdt, Dep Comdt, Dep Asst Comdt (etc.), Specialty Service sch.
12. Total System Mgr, Specialty Proponent System.
13. President, Infantry Board.
14. Dep Cdr/XO, Army Readiness Region.

Certification  
of completion  
and/or Degree.

1. Academic Report.
2. Cdr Certificate upon completion as above.

GRADE

COL

SPECIALTY II



**DEPARTMENT OF THE ARMY**  
**OFFICE OF THE CHIEF OF STAFF**  
 WASHINGTON, D.C. 20310

DACS-OTRG

2 May 1978

SUBJECT: Armor, Specialty 12

1. Current Status.

a. Requirements vs Assets (As of 18 Nov 77)

GRADE	REQUIREMENTS		ASSETS		RATIO ASSETS TO REQ	UTILIZATION RATE
	Nr	%	Nr	%		
COL	92	2.8	349	6.0	3.79:1	.27
LTC	338	10.2	674	11.5	1.99:1	.53
MAJ	455	13.7	854	14.6	1.88:1	.59
CPT	1017	30.8	1748	29.8	1.72:1	.70
LT	<u>1405</u>	<u>42.5</u>	<u>2233</u>	<u>38.1</u>	<u>1.59:1</u>	<u>.80</u>
Total	3307	100.0	5858	100.0	1.77:1	.68

b. Assets -- Primary - Alternate Specialty Designation.

GRADE	GREATEST NUMBER PRI-ALT DESIGNATION		UTILIZATION RATES		TOTAL
	COMBINATION	NUMBER	PRIMARY	ALTERNATE	
COL	12-54	130	.27	.25	.52
	12-41	56	.27	.27	.54
	12-51	38	.27	.43	.70
	12-48	31	.27	.63	.90
	12-49	13	.27	.39	.66
	12-28	12	.27	.15	.42
LTC	12-54	161	.53	.45	.98*
	12-41	128	.53	.44	.97*
	12-48	78	.53	.38	.91
	12-51	66	.53	.33	.86
	12-15	33	.53	.23	.76
MAJ	12-49	30	.53	.50	1.03*
	12-54	123	.61	.42	1.03*
	12-41	109	.61	.62	1.23*
	12-48	91	.61	.43	1.04*
	12-15	90	.61	.42	1.03*
	12-51	80	.61	.22	.83
	12-28	65	.61	.10	.71

\*Total utilization rate exceeding .98 for COL, .95 for LTC, and .89 for MAJ indicates undesirable specialty pairing.

2. Problem Areas.

a. Specialty 12 "deadends" at the rank of LTC. Colonel assets greatly exceed requirements resulting in a very low utilization rate. Utilization rates for all other ranks are within the DA utilization window of .33 to .67. (MILPERCEN, RETO)

b. The greatest number of field grade officers hold alternate specialties having high utilization rates: 54, Operations and Force Development; 41, Personnel Management; 48, Foreign Area Officer; and 49, Operations Research/Systems Analysis. The combined utilization rates shown in par 1b above indicate undesirable pairings, meaning that most majors and lieutenant colonels can not expect to develop in two specialties as is the intent of OPMS. (RETO)

3. Observation. The TAADS document of 28 Oct 77 indicates major position coding irregularities at the battalion/squadron level. For 68 TOE tank battalions and armored cavalry squadrons the TAADS document for specialty 12 includes only 47 S1's, eight S4's, three motor officers, and 36 support platoon leaders. These positions are coded specialty 12 as a primary with a logistics/administration alternate specialty (e.g., 12A92). The "missing" positions are coded with the logistics/administration specialty as primary. At battalion level, captain and lieutenant positions should be coded primary specialty 12 with an alternate logistics/administration specialty as appropriate. This will standardize coding Army-wide, better define specialty 12 requirements, and provide a more realistic comparison of specialty 12 requirements and assets. Most importantly, coding battalion/squadron staff positions primary specialty 12 with appropriate alternate specialty will provide the commander the needed flexibility to assign available officers according to the needs of the unit. Logistics/administration experience at battalion level contributes significantly to development of a competent specialty 12 officer and this experience can lead to continued service in the alternate specialty. With the high utilization rates of company grade logistics/administration officers, shown below, it is highly unlikely that many would be available for assignment to a tank battalion or armored cavalry squadron. (RETO)

<u>GRADE</u>	<u>SPECIALTY</u>	<u>UTILIZATION RATE</u>
CPT	SC 77 (Tank/Ground Mobility Material Management)	1.10
CPT	SC 92 (Supply Management)	.81
CPT	SC 41 (Personnel Management)	.77
LT	SC 92 (Supply Management)	.91

4. Recommendation. That all tank battalion/armored cavalry squadron company grade officer positions, except battalion/squadron S2, be coded primary specialty 12 with the appropriate logistics/administration specialty coded as the alternate.



DEPARTMENT OF THE ARMY  
OFFICE OF THE CHIEF OF STAFF  
WASHINGTON, D.C. 20310

DACS-OTRG

1 May 1978

SUBJECT: Specialty Analysis Highlights, SC13 -- Field Artillery

1. Current Status (18 November 1977 documentation):

GRADE	ASSETS	%	REQUIREMENTS'	%	DOPMA IDEAL %	*OVER(+) UNFILLED (-) %	AVERAGE UTILIZATION
COL (06)	622	7.8	118	2.3	5	+227	.20
LTC (05)	1206	15.0	439	8.1	10	+33	.39
MAJ (04)	1435	17.9	756	14.4	20	-2	.58
CPT (03)	2296	28.7	1957	36.8	30	-20	.84
LT (01/02)	2455	30.6	2099	38.4	35	-10	.99

\*Overfill or Unfilled positions as a percentage of requirements.

2. Problem Areas:

- a. Too few 06/05 special staff and Army-wide support positions coded for SC13 (0 SC 13B 06 positions; 1 SC 13C 06 position).
- b. Major discrepancies between TAADS/PERSACS documentation at 03 and 04 level.
- c. Effective, realistic training in peacetime special ammunition support not available.
- d. 79% of 04 have undesirable alternate specialty from utilization standpoint. However, only 11% of 05 have similar problem.
- e. SC13 SSI lettering system is confusing and needs to be changed.
- f. Current precommissioning programs not adequate to SC13 needs.



DACS-OTRG

1 May 1978

SUBJECT: Specialty Analysis Highlights, SC13 -- Field Artillery

- g. DA level proponency for SC13 is not effective.
- h. Too few company grade officers.

3. Observations:

a. Nearly 60% of all SC13 coded positions, 01-05, are found in just eleven positions: Forward Observer; Battery X0; Battery Assistant X0; Unit/Detachment Commander; Instructor; Assistant S3; S3; Battalion X0; Battalion Advisor; Battalion Commander and Division Chief.

b. Moderately increasing variety of positions in SC13 at field grade; however, total number of coded positions declines by 1600%.

c. Majority of SC13 officers will make major professional contribution in their alternate specialty.

d. Intuitively, and based on the R&TO signature comparison methodology, there exists considerable commonality between SC13 and the other combat arms command positions at grades 03, 05 and 06.

e. Command is not required to be technically qualified in non-command positions. However, it is highly desired since SC13 officers may be required to lead units in combat.

f. Based on results of the commissioned officer questionnaire, SC13 officers will support a system of military qualification standards (MQS). On key issues, they responded:

- OJT is the most useful training they have received in SC13 - 35%.
- OJT is the chief way they expect to or have become qualified in SC13 - 58%.
- Specialty qualification standards for each grade should not be established - 29%.
- "Specialty qualification" means a demonstrated ability to "do the job" at the assigned level - 53%.
- The primary responsibility for an officer becoming specialty qualified rests with the officer concerned - 50%.

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1 May 1978

SUBJECT: Specialty Analysis Highlights, SC13 -- Field Artillery

● An officer should serve a minimum of three years in a specialty related assignment after completing a training period - 54%.

● Specialty qualification standards should not be used for any purpose - 7%.

● Four or more hours per week could be devoted to career related studies - 87%.

4. Recommendations:

a. Carefully analyzed, truly "specialty immaterial" positions should be so coded and managed so that effective utilization and contribution of SC13 05/06 can be assured.

b. Continue careful study of specialty pairing (utilization rates; relationships) so that viable alternatives are created for combat arms officers, and so that selection for schooling and advancement can be rationalized simultaneously to overall Army needs and the officer's specialty pair development. This need is especially important to combat arms officers, the majority of whom will make their major professional contributions outside their primary specialty.

c. The MQS system will support the Army and the individual's SC13 professional development needs, 01-04. It should be adopted for those levels.

d. Improve specialty proponency at DA; MILPERCEN so that the Army's requirements and individual professional development needs are more fully rationalized.

RETO ANALYST: LTC Frank A. Partlow, Jr.



DEPARTMENT OF THE ARMY  
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DACS-OTRG

1 May 1978

SUBJECT: Specialty Analysis Highlights, SC14 -- Air Defense Artillery

1. Current Status (18 November 1977 documentation):

GRADE	ASSETS	%	REQUIREMENTS	%	DOPMA IDEAL %	*OVER(+) UNFILLED (-) %	AVERAGE UTILIZATION
COL (06)	244	6.6	37	1.6	5	+311	.15
LTC (05)	557	15.2	210	8.9	10	+29	.40
MAJ (04)	578	15.8	340	14.5	20	-6	.64
CPT (03)	1077	29.4	662	28.2	30	-4	.61
LT (01/02)	1211	33.0	1102	46.8	35	-21	.99

\*Overfill or unfilled positions as a percentage of requirements.

2. Problem Areas:

- a. Too many 05, 06 assets compared to requirements.
- b. Too few 06 special staff and Army-wide support positions coded for SC14.
- c. 76% of 04 have undesirable alternate specialty from utilization standpoint. However, only 15% of 05 have similar problem.
- d. DA level propensity for SC14 is not effective.
- e. Too few company grade officers, particularly lieutenants; and 50% of company grade current requirements are located overseas.

DACS-OTRG

1 May 1978

SUBJECT: Specialty Analysis Highlights, SC14 -- Air Defense Artillery

3. Observations:

a. Majority of SC14 officers will make major professional contribution in their alternate specialty, or in special staff/Army-wide support positions.

b. On the job experience is the best method of achieving and maintaining qualification once basic skills are imparted.

c. There should be codes for specialty immaterial positions at all grades.

d. Command is not essential to be technically qualified to perform in non-command SC14 positions. However, command at the unit (03) level is highly desirable to develop leadership potential.

e. SSIs 14E, F, G have very few projected requirements and should be considered for elimination.

f. Moderately increasing variety of positions in SC14 at field grade; however, total number of coded positions declines.

g. Intuitively, and based on the signature comparison methodology, there exists considerable commonality between SC14 and the other combat arms command positions at grades 03, 05 and 06.

h. Based on results of the commissioned officer questionnaire, SC14 officers will support a system of military qualification standards (MQS). On key issues, they responded:

● OJT is the most useful training they have received in SC14 - 51%.

● OJT is the chief way they expect to or have become qualified in SC14 - 68%.

● Specialty qualification standards for each grade should not be established - 32%.

● "Specialty qualification" means a demonstrated ability to "do the job" at the assigned level - 55%.

● The primary responsibility for an officer becoming specialty qualified rests with the officer concerned - 53%.

● An officer should serve a minimum of two years in a specialty related assignment after completing a training period - 88%.

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1 May 1978

SUBJECT: Specialty Analysis Highlights, SC14 -- Air Defense Artillery

● Specialty qualification standards should not be used for any purpose - 7%.

● Four or more hours per week could be devoted to career related studies - 90%.

4. Recommendations:

a. Carefully analyzed, truly "specialty immaterial" positions should be so coded and managed, so that effective utilization and contribution of SC14 05/06 can be assured.

b. Continue careful study of specialty pairing (utilization rates; relationships) so that viable alternatives are created for combat arms officers, and so that schooling, advancement and assignment can be rationalized simultaneously to overall Army needs and the officer's specialty pair development. This need is particularly important to combat arms officers, the majority of whom will make their major professional contribution outside their primary specialty.

c. The MQS system will support the Army and the individual's SC14 professional development needs, 01-04. It should be adopted for those levels.

d. Improve proponency at DA, MILPERCEN so that Army's requirements and individual professional development needs are more fully rationalized.

RETO ANALYST: LTC Frank A. Partlow, Jr.



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DACS-OTRG

9 June 1978

SUBJECT: Aviation, Specialty 15

1. Current Status.

a. For a more complete discussion of aviation and SC 15 see Annex S, Aviation Program.

b. The Aviation Career Incentive Act (ACIA) of 1974 focused much attention on the management of aviators. The intent of the ACIA was to:  
 ---Achieve a more equitable distribution of flight pay.  
 ---Attract and retain aviators in flying service.  
 ---Gain an optimum return on the training investment (implied by the legislation).

The VCSA made the decision to establish aviation as an advanced entry specialty in September of 1975. Officers normally enter flight training between their 24th and 60th month of commissioned service from those basic entry specialties aligned with Armor, Infantry, Engineer, Field Artillery, Air Defense Artillery, Signal, Transportation and Military Intelligence branches. Officers (other than SC 67J, Aeromedical Evacuation Officer, and SC 71, Aviation Materiel Management) have aviation, SC 15, designated as their alternate specialty upon graduation from flight school. Upon completion of initial flight training, the officer presently incurs a service obligation of 3 years. This will be extended to 4 years effective October 1978. The latest OSD draft consolidated guidance states that rated/designated aviators will be assigned to operational flying positions through their periods of initial obligated service.

c. The comparison of SC 15 Assets (18 Nov 77) and FY 78 authorizations (December 1977 PERSACS run) is shown below.

GRADE	AUTHORIZATIONS		ASSETS	UTILIZATION AUTH/ASSETS
	NR	(%)		
COL	60	(2)	231	.26
LTC	286	(8)	974	.29
MAJ	702	(20)	1,592	.44
CPT	1,590	(47)	2,653	.60
LT	771	(23)	224	(Short 547)
	<u>3,409</u>	<u>(100)</u>	<u>5,674</u>	

DACS-OTRG

9 June 1978

SUBJECT: Aviation, Specialty 15

The above comparison indicates a considerable shortage of lieutenants, a good utilization ratio for captains and majors, and an overage of senior field grades.

2. Observations/Problem Areas.

a. To get the complete picture, it is necessary to project these assets and authorizations into the 1980's. Straight-lining the POM training rates for SC 15 shown below and going to only one year of ground duty prior to flight school, the resulting assets/authorizations comparison is provided following the training rates.

b. SC 15 POM Training Rates (In POM through 83 - straight-lined through 90).

	FISCAL YEARS						
	78	79	80	81	82	83	90
POM TNG OUTPUT	154	299	381	381	381	381	381

c. Comparison of SC 15 projected assets and authorizations (fiscal year end).

	FISCAL YEARS						
	78	80	82	84	86	88	90
LT Auth	771	897	913	977	1,004	1,004	1,004
Assets	382	310	755	755	755	755	755
Short/Over	-389	-587	-158	-222	-249	-249	-249
CPT Auth	1,590	1,625	1,612	1,664	1,682	1,682	1,682
Assets	2,245	1,728	1,038	1,225	1,401	1,689	1,689
Short/Over	+655	+103	-574	-439	-281	+ 7	+ 7
MAJ Auth	702	699	693	702	705	705	705
Assets	1,604	1,807	1,902	1,334	793	592	709
Short/Over	+902	+1,108	+1,209	+632	+ 88	- 13	+ 4
LTC Auth	286	287	285	286	286	286	286
Assets	849	866	984	1,328	1,585	1,297	898
Short/Over	+563	+579	+699	+1,042	+1,299	+1,011	+612
COL Auth	60	60	59	59	59	59	59
Assets	261	311	335	347	358	404	531
Short/Over	+201	+251	+276	+288	+299	+345	+472
TOT Auth	3,409	3,568	3,562	3,688	3,736	3,736	3,736
Assets	5,341	5,022	5,014	4,989	4,892	4,737	4,582
Short/Over	+1,932	+1,454	+1,452	+1,301	+1,156	+1,001	+816

DACS-OTRG  
SUBJECT: Aviation, Specialty 15

9 June 1978

The above comparison indicates that the shortage of lieutenants will continue through the 1980's. The present overage of captains quickly becomes a significant shortage by the mid 1980's and would still require full-time use in aviation in the late 1980's. The overstrength year groups of 66-70 (Viet Nam buildup) can be traced through the major overage in the early 1980's, lieutenant colonel overage in the mid 1980's, and colonel overage in the late 1980's. This leaves fulltime utilization of SC 15 majors in aviation by the mid 1980's.

d. Because of the projected shortages cited above, full qualification of aviators through ground qualifying assignments in their entry specialties at the captain level (MQS III) will be impossible for most captains unless the training rates are increased.

e. The RETO duty position analysis has shown that many of the skills and much knowledge required of officers in combat units are also required of aviators whose aviation units are integrated into or provide support to the combined arms team.

f. The RETO random sample survey of the officer corps asked if the officers were satisfied or dissatisfied with their primary/alternate specialty. Below are the percentages by grade of the officers who were satisfied with their specialty designation for the aviation specialty shown.

PER CENT SATISFIED WITH SPECIALTY DESIGNATION

	<u>LT</u>	<u>CPT</u>	<u>MAJ</u>	<u>LTC</u>	<u>COL</u>	<u>ALL GDS</u>
SC 15	95	94	92	31	78	90
SC 71	94	97	92	83	79	91
All SC's	78	84	86	87	91	85

3. Recommendations.

a. Routinely assign officers to initial flight training after a minimum of 1 year in qualifying assignments in accession specialty aligned with Armor, Infantry, Engineer, Field Artillery, Air Defense Artillery, Signal, Transportation and Military Intelligence branches. Army Medical Department and Aviation Materiel Management officers would continue to attend initial flight training after completion of their basic course.

b. Retain aviation as a specialty, but routinely place officers into the initial flight training mission track and hence, aviation units closely related to their entry specialty.

c. Establish a clear pattern of ground duty requirements for aviators. This would include 100 percent of the combat support and combat service support officers returning to one assignment in their entry specialty as a captain. For combat arms aviators, depending on the needs of the



Army and the individual's desires, as many as possible must be returned to ground duty in their entry specialty for full specialty qualification. Those who don't receive a qualifying assignment would be kept closely associated with their entry specialty through attendance at the RETC proposed specialty company commander's course and one or two less-than-90-day Special Duty/Temporary Duty specialty qualification/validation assignments with their entry specialty units.

d. Establish a plan to preclude the projected field grade overages in the 1980's due to the overstrength 1966-70 year-groups.

e. Scrub the Army Authorization Documentation Systems' documents to determine the positions that require only flying skills with no officer managerial or leadership skills and convert these to aviation warrant officer positions. (Approximately 80-100).

f. Because of the difficulty in managing the aviator's career, the pressure for increasing utilization in aviation, and the very limited time available for qualifying assignments in entry specialties, as a matter of normal policy, company grade aviators should be excluded from Army-wide support assignments to the maximum extent possible. The aviator must pull his "fair share" of these assignments within aviation such as the branch immaterial positions which comprise about 10 percent of the SC 15 company grade structure.

g. Increase training rates starting in FY 80 to allow enough SC 15 captains and majors to insure entry specialty qualifying assignments for full aviation qualification. It appears that the training rate for SC 15 will have to be increased by about 169 officers per year. This would require the total aviation officer initial entry training output to be raised from 465 (FY 80) to about 654 annually. (This includes approximately 84 students as presently programmed and a projected increase of 20 to support SC's 67J and 71.)



DEPARTMENT OF THE ARMY  
OFFICE OF THE CHIEF OF STAFF  
WASHINGTON, D.C. 20310

DACS-OTRG

29 March 1978

SUBJECT: Specialty 21, Engineer

1. Current Status

a. Requirements vs Assets (As of Nov 1977)

<u>GRADE</u>	<u>NUMBER/% REQUIREMENTS</u>	<u>NUMBER/% ASSETS</u>	<u>DIFFERENCES</u>	
			<u>+</u>	<u>-</u>
COL	212/.05	328/.07		+116
LTC	466/.13	667/.14		+201
MAJ	626/.17	825/.17		+199
CPT	1276/.35	1430/.30		+154
LT	<u>1088/.30</u>	<u>1571/.32</u>		+483
	3668/100	4821/100		

b. Shortage (unfilled positions, number and rate)

<u>GRADE</u>	<u>NUMBER</u>	<u>PERCENT</u>
COL	0	.0
LTC	20	.04
MAJ	72	.12
CPT	306	.24
LT	0	.0

c. Overfill (unused assets as a percent of requirements)

<u>GRADE</u>	<u>NUMBER</u>	<u>PERCENT</u>
COL	13	.06
LTC	0	.0
MAJ	0	.0
CPT	0	.0
LT	210	.19

d. Utilization rate (%) and requirement to assets ratio (%)

<u>GRADE</u>	<u>AVERAGE UTILIZATION (%)</u>	<u>REQUIREMENTS TO ASSET RATIO</u>
COL	.67	.67
LTC	.76	.73
MAJ	.76	.86
CPT	.85	1.12
LT	.83	.83

X-VII-1

e. Utilization Rate Difficulties - The utilization rates within SC 21 are such that an SC 21 officer finds extreme difficulty in alternating between SC 21 and another specialty.

## 2. Problems.

a. The most significant problem in SC 21 is the difficulty in meeting requirements. The overall asset/requirement rate is lower (less than 2.0) than required to insure professional development in both of an officer's specialties while meeting all other Army requirements. This problem can only be solved by increasing the number of SC 21 officer assets or decreasing SC 21 requirements.

b. The utilization in SC 21, at all grades, is so high that regardless of what alternate specialty assigned, an officer has difficulty serving in alternating assignments. To compensate for this, many SC 21 positions are left unfilled so that SC 21 officers may perform duties in their alternate specialties and thereby remain competitive with their contemporaries.

c. The specialty requires an engineering degree, thus restricting the pool from which SC 21 assets can be accessed.

## 3. Observations.

a. The qualification criteria proposed for SC 21 is within reason and would permit all the opportunity to become qualified.

b. A job task analysis should be conducted to determine if SC 21 requirements are accurately stated.

c. An active recruiting campaign is needed to facilitate the accession of officers possessing the requisite qualities for SC 21.

## 4. Recommendations.

a. A job task analysis be performed by the Engineer School to determine precise requirements for engineer officers.

b. The DA proponent continue to stress a publicity program aimed at increasing SC 21 accessions.

RETO Analyst: MAJ William G. Carter, III

LTG John W. Morris, Chief of Engineers, expressed the following concern. 1/

- Discussed extensively ROTC and USMA. Is deeply disturbed by USMA COI changes to be fully implemented by 1982. By that time, the core courses in the first two years will be humanities oriented to the extent that they will not be an adequate base for completing an engineering education in the last two years. Thus, West Point graduates will find it difficult to achieve registration as professional engineers by their 10th year of service (part of qualification criteria - to take the professional registration examination requires 4 years of responsible engineer experience after obtaining an engineering baccalaureate). The implication is that Corps of Engineers senior officers will come primarily from other than USMA sources.\* This places greater importance to the significant problem the Army is encountering today in accessing an adequate number of ROTC graduates with engineering degrees. (The inadequate preparation of the insufficient numbers of engineer lieutenants commissioned through ROTC was a key issue addressed by the SC 21 OPMS Steering Committee in a Memo to the DCSPER, dtd 8 May 78, and provided to RETO as part of the comments on specialty highlights).

\* From RETO Officer Survey:

	<u>Source of commission-USMA</u>				
	<u>Percent</u>				
	<u>LT</u>	<u>CPT</u>	<u>MAJ</u>	<u>LTC</u>	<u>COL</u>
Corps of Engineers	25	17	21	29	52
Army Wide	17	13	9	16	23

1/ Memorandum for MG Harrison, subject: RETO Briefing given on 13 June 1978 to LTG John W. Morris, Chief of Engineers, dated: 16 June 1978.



DEPARTMENT OF THE ARMY  
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DACS-OTRG

3 April 1978

SUBJECT: Combat Communications and Electronics Specialty (SC 25) and  
Fixed Telecommunications Specialty (SC 26)

1. Current Status

a. Assets vs Requirements

	<u>ASSETS</u>	<u>SC 25</u> <u>ROQTS</u>	<u>ASSETS</u>	<u>SC 26</u> <u>ROQTS</u>
COL	159	42	93	41
LTC	394	162	253	130
MAJ	673	378	339	137
CPT	1307	923	477	227
LT	<u>1231</u>	<u>742</u>	<u>185</u>	<u>121</u>
Total	3764	2247	1357	656

b. Utilization Rates

	<u>SC 25</u>	<u>SC 26</u>
COL	27%	45%
LTC	43%	52%
MAJ	61%	43%
CPT	85%	54%
LT	74%	80%

c. Utilization Difficulties

1.) Due to the very high (85%) utilization rate of SC 25 captains, obtaining or commencing alternate specialty qualification will be difficult. All captains will have an alternate specialty designated during the eighth year of AFCS, however, only a small portion will have an opportunity to gain any on the job experience or schooling in the alternate specialty while still in the grade of captain.

2.) Very low (27%) utilization at the grade of colonel in SC 25 which releases the majority of the colonels of the specialty for assignment in either their alternate specialty or for Army-wide support jobs.

2. Problem Areas: No major problems in SC 25 or 26, however, the low density of colonel requirements in SC 25 is viewed as a detractor. (Represents less than 2% of specialty requirements.)

3. Observations:

a. Utilization rates at all grade levels in SC 26 are very good. The average specialty utilization rate is 55% with the lowest rate being 43% at the grade of major; this is good in that it will "free up" the majors for alternate specialty training and utilization.

b. Because of the great similarity between the skills and knowledge required, training and education provided, duties performed and assignment progression of specialty codes 25 and 26, MILPERCEN has been conducting an ongoing study on the feasibility of combining the two specialties. Proposal has been presented to the DA and TRADOC proponents, HQ USACC and the MACOMs and USMA. Responses received to date have been in favor of consolidation.

c. The proposed new structure would have one SSI entitled Combat and Strategic Communications Electronics Officer. These officers would become the Army's communications planners and managers.

d. In the future CE equipment in support of the field Army and the defense communication system must be totally inter-operable.

e. CE officers must be capable of planning and managing both tactical and strategic communications systems.

f. Combining the two specialties will provide the Army with officers capable of performing in both areas, thus better prepared to serve in a joint/combine staff capacity.

g. Some 5,000 officers currently hold either one of the two specialties; with 334 holding both specialties.

h. It is anticipated that the merger of the two specialties will result in a very good distribution and will significantly reduce the utilization problems currently experienced at the captain and colonel grades for SC 25 personnel.

i. Utilization rates for the combined specialty should approximate the below:

COL - 39%  
LTC - 47%  
MAJ - 57%  
CPT - 67%  
LT - 59%

j. MILPERCEN expects to have all actions completed in order to incorporate change in the next update of AR 611-101 scheduled for release late summer 1978.

4. Recommendations:

- a. Consolidate specialties 25 and 26.
- b. Designate consolidated specialty as SC 25 entitled Combat and Strategic Communications and Electronics Officer.
- c. Develop description of consolidated specialty.
- d. Amend AR 611-101 and DAPAM 600-3 to reflect restructured specialty.
- e. Redesignate SC 26 officers.
- f. Recode authorization documents to reflect restructured specialty code. Recoding should be accomplished automatically by MILPERCEN.
- g. Designate alternate specialty for those officers currently holding both SC 25 and 26.

RETO Analyst: LTC Mary E. Hewlett



DEPARTMENT OF THE ARMY  
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DACS-OTRG

24 April 1978

SUBJECT: Communications and Electronics Engineering, SC 27

1. Current Status.

a. Assets VS. Requirements.

<u>RANK</u>	<u>ASSETS</u>	<u>REQUIREMENTS</u>
COL	52	49
LTC	154	118
MAJ	261	184
CPT	261	169
LT	<u>56</u>	<u>25</u>
	784	545

b. Utilization Rates.

COL	96%
LTC	81%
MAJ	75%
CPT	73%
LT	56%

c. Utilization Difficulties. Due to the high utilization rate (average of 76% for specialty) SC 27 officers are required to spend a significant portion of their time fulfilling primary specialty requirements, consequently, the time allotted to them for alternate specialty qualification is limited.

2. Problem Areas. Too few officers accessed to meet specialty requirements.

3. Observations.

a. Specialty is underaligned at every level except lieutenant.

b. Only three hundred and forty-nine (349) officers carry specialty as primary.

c. Final designation of primary specialty is not accomplished until officer is selected to attend the Advanced Course.

d. The CE Engineering officer, SSI 27A, represents over half of the specialty (54.9%) and requires officer to possess as a minimum a bachelor's degree in electronics engineering or a related discipline since comparable military training does not exist. Realizing this, it is imperative that officers possessing such backgrounds be identified upon accessment to insure the availability



of sufficient personnel to meet Army requirements. Currently, there is no readily available fix on the number of personnel in the Army inventory who already possess such degrees. Additionally, 68% (88 positions) of the validated SC 27 AERB positions require graduate degrees in Electronics Engineering (65) and Electrical Engineering (23).

e. Distinction between SSI 27A and 27B not definitive enough, thus resulting in authorization documents coding difficulties and assignment difficulties.

f. From a utilization stand point, due to the very high SC 27 utilization rates at the grades of MAJ, LTC and COL, there are no ideal specialty pairings. That is, it is almost impossible for SC 27 field grade officers to be dual specialty qualified and for the Army to meet its SC 27 requirements at the same time.

g. Abysmal SSC graduate rate as compared to OPMD average. SC 27 = 10%, OPMD = 23%.

h. Specialty was identified to the 1977 Colonel, AUS promotion selection board as being underaligned.

#### 4. Recommendations.

a. Increase Accessments into specialty.

b. Eliminate the Signal Corps exception for the designation of primary specialties.

c. Declare final designation of primary specialty upon accessment to active duty.

d. Devise a management system to facilitate identification of officers, both new accessions and permanent party who possess undergraduate/graduate degrees in Electrical/Electronic Engineering.

e. Designate Electronic/Electrical Engineering as a priority discipline for individuals receiving ROTC scholarships, particularly four year scholarships.

f. Accomplish analysis of positions to determine if more positions should be classified as AERB designated.

RETO Analyst; LTC Mary E. Hewlett.



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DACS-OTRG

24 April 1978

SUBJECT: Instructional Technology and Management - SC 28

1. Current Status.

a. Assets VS Requirements.

<u>Rank</u>	<u>Assets</u>	<u>Requirements</u>
COL	108	16
LTC	237	42
MAJ	628	59
CPT	533	121
LT	<u>60</u>	<u>34</u>
	1566	272

b. Utilization Rates.

COL	15%
LTC	18%
MAJ	10%
CPT	25%
LT	81%

c. Utilization Difficulties. At face value this specialty appears to be severely overaligned. The ratio of assets to requirements for SC 28 is 5+ to 1, resulting in an average utilization rate for the specialty of 29.8 percent. However, closer analysis of the specialty reveals that this situation exists because positions which were suppose to be redesignated as SC 28 in 1976 have still not been recoded to reflect the correct designation. On the other hand, MILPERCEN has completed the redesignation of officers to SC 28.

2. Problem Areas.

a. Improperly coded positions.

b. Specialty combines two mutually supportive but very different jobs, i.e., training development and media production.

3. Observations.

a. SC 28 has undergone several major changes within the last three years.

b. OPMS 28 is not understood by the field, specialty is not clearly defined.

c. OPMS 28 positions have not been correctly identified in authorizations documents.

d. Officers have been redesignated into SC 28 without the corresponding redesignation of positions, hence the overalignment problem.

e. There is an interrelationship between the specialty overalignment, the coding of positions and the specialty training requirements. The perceived overage of officers could preclude the accessment of new officers into the specialty, thus, negating the need for continued specialty training.

f. OPMS 28 is perceived to be a Signal Corps specialty and basically audio visual in nature.

g. There is a very real need to separate instructional technology from media production. Efforts to combine the two functions within one specialty have proved unsatisfactory.

h. OPMS officers are not assigned by the two digit SSI, hence, an instructional technology specialist may be assigned to a position requiring media production expertise.

i. Entry into SSI 28A and 28C is restricted to captains and above consequently, the training developments specialty should be a non access specialty.

j. The media production function is critical to the accomplishment of the Army mission, however, it appears that there are not sufficient requirements to support a separate specialty. Of the 272 positions currently coded as SC 28, only 63 are designated as requiring media production expertise. It is expected that when all positions have been correctly coded the percentage of 28B positions will be comparable to the current level.

k. The media production requirements (TDA and TOE) could be satisfied by the development of a separate additional skill identifier in lieu of a specialty skill identifier. In TOE units the use of an ASI would increase the commanders flexibility in that his media production (AV) positions would become specialty material. (eg), In an Inf. Division the positions would be coded SC 11 instead of SC 28 and would reflect the appropriate ASI for media production.

l. Establishment of an ASI for media production will make this a specialty ~~in~~material skill thereby facilitating the assignments personnel in fulfilling these requirements.

m. The primary disadvantage of changing from a SSI to an ASI is that the media production function loses much of its visibility.

n. Whether as an ASI or SSI it is absolutely essential that the responsibility for the development of doctrine and training in the audio visual area be maintained at the highest level possible to insure continuous attention.

o. Because of the unfavorable image which SC 28 has acquired; perhaps the most effective measure would be to change the name and designation of the specialty, thereby eliminating the impression of still another cosmetic approach.

4. Recommendations:

a. Separate the training development/management functions from the media production function.

b. Redesignate the training functions (SSI 28 A and C) as SC 50, Training Development Officer.

c. Designate the specialty (SC 50) as a non-accession specialty.

d. Designate media production as an additional Officer skill and develop appropriate ASI. Eliminate SSI 28B.

e. Award the new ASI to those officers who now qualify.

f. Establish a service school course to produce an ASI qualified media production officer.

g. Task TDI with responsibility for identifying all positions which should be designated as Training Development (SC 50) positions.

h. Task Training Developments Institute (TDI), Ft. Eustis with the responsibility for developing description of redesignated Specialty (ie SC 50).

i. Task MILPERCEN with responsibility for recoding positions.

j. Task MILPERCEN with responsibility for amending AR 611-101 and DA PAM 600-3 to reflect restructured specialty, and newly established ASI.

k. Designate agency for overall responsibility for the development of doctrine and training in the media production area.

RETO Analyst LTC Mary E. Hewlett



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DACS-OTRG

26 April 1978

SUBJECT: SC 31, Law Enforcement

1. CURRENT STATUS.

a. SC 31, Law Enforcement is one of those specialties which is well managed from a clearly identifiable specialty related DA office. The Law Enforcement Division in DCSPER is the DA staff proponent for SC 31 and along with MILPERCEN closely monitors the requirements for the specialty.

b. The specialty 31 requirements structure by grade compares very favorably with the DOPMA model as shown below:

<u>SC31</u>	<u>LT</u>	<u>CPT</u>	<u>MAJ</u>	<u>LTC</u>	<u>COL</u>	<u>TOTAL</u>
AUTHORIZATIONS	475	490	300	220	53	1538
%	31	32	20	14	3	100%
DOPMA %	35	30	20	10	5	100%

c. SC 31 is presently structured to allow good career progression and utilization in the field grades as shown by the utilization (authorizations/assets) ratios below:

<u>SC 31</u>	<u>LT</u>	<u>CPT</u>	<u>MAJ</u>	<u>LTC</u>	<u>COL</u>	<u>TOTAL</u>
AUTHORIZATIONS	475	490	300	220	53	1538
ASSETS	683	1035	616	341	84	2759
UTILIZATION RATIO (AUTH/ASSETS)	.81	.57	.55	.69	.66	

However, utilization in SC 31 at the LTC level is slightly higher than desired. This will allow only limited (approximately one third) time for alternate specialty development and utilization in the senior field grades.

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d. The specialty proponents have indicated from their analysis that certain specialties are complementary with SC 31. The results of this analysis are shown below:

SPECIALTIES THAT COMPLEMENT SC 31

SC 28 Instructional Technology  
SC 36 Counterintelligence - HUMINT  
SC 41 Personnel Management  
SC 42 Personnel Administration  
SC 46 Information/Public Affairs  
SC 48 Foreign Area Officer  
SC 49 Operations Research/Systems Analysis  
SC 53 Automatic Data Processing  
SC 54 Operations and Force Development

SPECIALTIES THAT ARE COMPLEMENTED BY SC 31

SC 11 Infantry  
SC 12 Armor  
SC 13 Field Artillery  
SC 14 Air Defense Artillery  
SC 15 Aviation  
SC 35 Tactical/Strategic Intelligence

From a utilization standpoint the most desirable complementary specialties with SC 31 are:

SC 15 Aviation  
SC 28 Instructional Technology  
SC 36 Counterintelligence - HUMINT  
SC 54 Operations and Force Development

2. PROBLEM AREAS. There are essentially no major problem areas in SC 31. However, a few areas were surfaced during the analysis as follows:

a. As new majors are designated into SC 31 as their alternate specialty, they usually have little or no experience and training in law enforcement. Although there is nonresident instruction available from the U.S. Army Military Police School, there is no resident alternate specialty 31 course available. USAMPS has indicated that such a course is under development. The RETO random sample survey of the officer corps response supports the need for additional training for those designated into SC 31 as an alternate specialty. When asked if adequate training opportunities were available to become competently trained in their alternate specialty, 40% (as compared

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with only 22% of all specialties) of the officers with SC 31 as an alternate specialty responded that adequate training opportunities were not available.

b. The specialty proponents indicate that there are numerous law enforcement-related problems which lend themselves to solution by application of the analytical techniques and methodology of operations research/systems analysis. Examples include determination of significant differences in crime trend statistics as a precedent to causative analysis and optimizing resource allocation based on crime problems and available personnel. Officers skilled in the use of ORSA tools and techniques such as statistical inference and decision theory, probabilistic models and network analysis would bring some critically needed skills to SC 31 positions. In order to determine the exact requirements for ORSA skills the specialty proponents should review the specialty structure to determine which additional positions should be coded 31/49 in order to properly identify the ORSA requirements in the grade structure.

3. OBSERVATIONS. Some observations concerning the Law Enforcement specialty are indicated below.

a. The emerging doctrine dealing with rear area protection responsibilities may increase personnel requirements in SC 31. This could mean the assumption of a larger combat role within the specialty dictating an appropriate increase in training in combat operations.

b. There is a requirement for foreign language usage by SC 31 officers serving in foreign countries. Officers must work on a daily basis with their foreign military and civilian counterparts as well as the general populace in both war and peace. Fluency may not be required, but a good working knowledge of the language is necessary.

c. The RETO random sample survey of the officer corps asked if the officers were satisfied or dissatisfied with their primary/alternate specialty. Below are the percentages by grade of the SC 31 officers who were satisfied with their specialty designation. Law Enforcement officers indicated a high degree of satisfaction in all grades.

PERCENT SATISFIED WITH SPECIALTY DESIGNATION

	<u>LT</u>	<u>CPT</u>	<u>MAJ</u>	<u>LTC</u>	<u>COL</u>	<u>ALL GRADES</u>
SC 31	85	85	89	96	100	88
ALL SCs	78	84	86	87	91	85

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d. The RETO survey also asked the officers to indicate the level at which a major gap in the currently-available schooling occurred in their primary specialty. The field grade SC 31 officers responded as follows:

	<u>MAJOR GAP IN SCHOOLING (%)</u>				
	<u>NO GAP</u>	<u>LT/BASIC LEVEL</u>	<u>CPT/MAJ LEVEL</u>	<u>LTC/COL LEVEL</u>	<u>MORE THAN ONE LEVEL</u>
SC 31	19	10	12	50	9
ALL SC's	33	6	12	37	12

The gap in schooling perceived by SC 31 field grade officers at the LTC/COL level should be adequately filled by the establishment of the RETO recommended precommand course at the LTC and COL level.

#### 4. RECOMMENDATIONS.

a. In order to determine the exact requirements for additional ORSA (SC 49) secondary skill coded positions, the specialty proponents should conduct a review of the specialty structure. Determining additional positions to be coded 31-49 would provide the needed ORSA expertise identified by the proponents during the RETO analysis.

b. The training and education proponent should continue to develop the training needed to insure officers with SC 31 designated as their alternate specialty are provided the skills and knowledge required to perform in SC 31 positions.

RETO ANALYST: LTC Walter D. Marshall





DEPARTMENT OF THE ARMY  
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DACS-OTRG

3 May 1978

SUBJECT: Military Intelligence Specialties (35, 36, 37)

1. Analysis by RETO of current and projected training requirements for officers in Military Intelligence (MI) specialties has revealed many common needs and problem areas.

a. An acute and fundamental need for all MI officers, perceived almost unanimously by tactical commanders and MI officers alike, is a better foundation in tactical operations through personal experience in the Combat Arms.

b. An important result of RETO's analysis has been the recognition of a greater need for technical competence on the part of MI officers. At the same time, a relatively small number of field grade positions (10-20%) will call for officers who must be trained in the management of many diverse intelligence systems.

c. Maximum return for the education and training of MI officers requires appropriate utilization of the trained resource. Management for training and assignment purposes is most rational when the structure of the specialties reflects their relationship to Arm's needs. This is not the case at present.

2. Certain other problem areas within the MI specialties were found to be shared with other OPMS specialties (e.g., position coding, mandatory dual specialization, etc.). These issues are excluded from the analysis which follows, as they are addressed in the RETO Main Report.

3. The three major RETO recommendations regarding MI specialties are:

a. Require that all officers commissioned in MI serve an initial one-year Combat Arms detail.

b. Establish an additional specialty--SC38--to identify those positions requiring field grade officers with special training (or demonstrated competence) in the management of diverse intelligence systems.

c. Redesignate and make minor adjustments to the existing intelligence specialties.

4. Inclosure 1 provides the rationale behind the three recommendations listed above. The status of each MI specialty, including specialty specific recommendations, is outlined in Inclosures 2, 3 and 4.

4 Inclosures

as



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DACS-OTRG

5 May 1978

SUBJECT: Rationale Behind Primary RETO Recommendations for Intelligence Specialties

1. Combat Arms Detail.

a. Recommendation: Require that all officers commissioned in Military Intelligence serve a one-year Combat Arms Detail.

b. Rationale.

- Intelligence staff officers in tactical units must be able to understand the essentials of the flow of battle in order to provide the tactical commander with the intelligence he needs to make decisions. Other than the G3/S3, the G2/S2 is the staff element which most actively participates in the planning of unit combat operations.

- Strategic intelligence officers at higher HQ and national staffs must also understand the essential elements of land battle in order to properly analyze the strong and weak points of enemy tactics and strategy. Moreover, the tactical applications of intelligence must always be emphasized at the strategic levels. Such a tactical "filter" in the mind of the intelligence officer cannot be gained entirely from textbooks or even from assignment to intelligence units within a division.

- Presently, the only combat arms training for young intelligence officers is conducted during the first eight weeks of the Basic Intelligence Officer Course at Fort Huachuca. This is a poor substitute for Combat Arms experience. Now that the combined arms element attached to the intelligence school is scheduled to be eliminated as a result of budget cuts stemming from DPS 40, even that, less than adequate training, is to be abolished. Those officers who do not serve initially in tactical intelligence units may never get the combat arms orientation which is crucial to their professional development. This will be particularly serious for officers who go into strategic assignments, since by the time an officer reaches field grade rank, the strategic requirements are so great (65-90 percent) that some intelligence officers may never serve with tactical units.

- Certain objections have been surfaced regarding a Combat Arms Detail for intelligence officers. These objections and accompanying RETO responses are provided below.

X-XI

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5 May 1978

SUBJECT: Rationale Behind Primary RETO Recommendations for Intelligence Specialties

OBJECTION

RETO RESPONSE

1. DOPMA would require Combat Arms Detail to be extended to non-combat arms officers, since there would be no RAs.

Recommend detail for both RA and USAR LTs, but only in 35, 36 and 37. Total number would not exceed 250 in any one year.

2. OPMS objective is to assign officer in primary specialty as soon as possible.

OPMS objective is also to provide essential training and experience. Detail is directly related to primary specialty development.

3. MI LTs in combat arms means decrease in opportunity for PLT LDR jobs for combat arms officers.

The total MI Detail contingent would comprise only 2.7% of combat arms and MI LTs. Impact would be negligible.

4. Combat Arms Detail for MI would increase manpower training costs.

True, but Officer Basic Course at Intelligence School would be somewhat reduced.

5. Combat Arms Detail is inequitable for females in Intelligence specialties.

Recommend inclusion of females in combat arms units. Until that time, assign women to brigade staffs and CEWI battalions.

- MI officers would attend a combat arms basic course, go to a one-year detail and then attend the MI Basic Course on a TDY basis before being assigned to a military intelligence job. During the course of the Detail, MI officers would be required to complete a modified Military Qualification Standard (MQS) - II in the appropriate combat arms specialty.

2. Additional Specialty.

a. Recommendation: Establish an additional specialty -- SC 38 -- to identify those positions requiring field grade officers with special training (or demonstrated competence) in the management of diverse intelligence systems.

b. Rationale. This recommendation is dictated by the conflicting needs for specialization and for management of resources from several MI specialties.

- Specialization. Analysis by RETO of the jobs and tasks associated with duty positions in SC 35, 36 and 37 clearly show a need for the MI officer to devote extensive effort and time to the mastery of the necessary

5 May 1978

SUBJECT: Rationale Behind Primary RETO Recommendations for Intelligence Specialties

skills. Technical competence in one's specialty is here directly related to specialized training and repetitive assignments in the specialty. This applies to many field grade as well as to company grade officers. It is highly probable that once the comprehensive front-end analysis of MI duty positions is completed (projected completion - FY 83), the immensity and complexity of the skills required for qualification in any one of the MI specialties will be clear. This need has been recognized by OPMS (See Chapter 1, DA Pam 600-3) and is gradually being supported at the highest levels of the Army (See instructions to 1976 and 1977 promotion boards for colonel). To encourage (or require) all MI officers to be intelligence generalists is to support dilettantism to the detriment of both the Army and individual officer.

- Intelligence Systems Managers. The reorganization of intelligence units as a result of IOSS has created more positions calling for field grade officers to plan the efforts and integrate the results of all three intelligence specialties. These officers will need to be cross-trained in the capabilities, limitations and techniques of intelligence specialties not their own, as well as in intelligence management.

- The number of such positions is relatively small -- between 10-20% of all field grade requirements. Examples of such positions are: CEWI Group/Battalion commanders, Corps/Division G-2, Group or Battalion Operations Officers and selected staff officers at ACSI, INSCOM, USAREUR, FORSCOM, Eighth Army. For the most part, analyst positions are not viewed as needing Intelligence Systems Managers.

- Since officers in all intelligence specialties would be eligible for these positions, a position code is most appropriate. Upon completion of a SC 38 assignment, an officer is reassigned to his/her intelligence specialty. The number "38" is recorded on the Officer Record Brief in Section IX - Assignment History, DMOS Column. Such a specialty, SC 70, is already in force for logistics management. Other 'functional generalist' positions are being considered in various related specialties. SC 38 would not be a specialty an officer would hold.

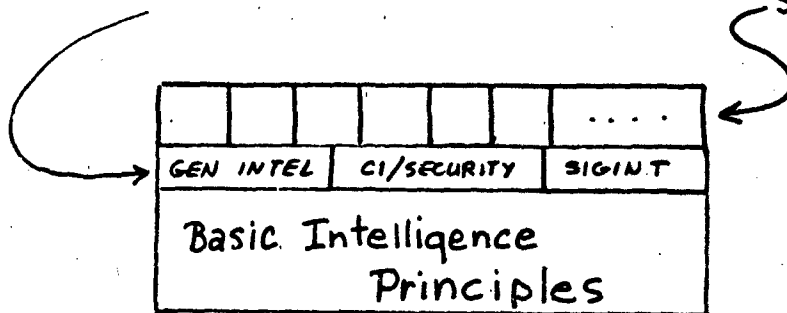
- Designating such positions SC 38 would also provide personnel managers with a reliable picture of field grade requirements. The requirements shown in Inclosures 2, 3 and 4 are skewed in favor of the first specialty listed on the TAADS; i.e., if a G-2 position is coded 3537, it becomes a SC 35 requirement in a PERSAGS table.

- Rather than attempting to make every MI officer an all-source manager, necessary orientation in all three intelligence specialties might be accomplished during the MI Basic Course. Such a course could look like this:

SUBJECT: Rationale Behind Primary RETO Recommendations for Intelligence Specialties.

ALL-SOURCE  
ORIENTATION

SSI TRAINING



MI BASIC COURSE

3. Redesignation of Existing Intelligence Specialties.

a. Recommendation: Redesignate and make minor adjustments to existing intelligence specialties.

b. Rationale: Redesignation of the existing MI specialties would give recognition to the fact that each specialty has both a tactical and a strategic (non-tactical) mission. Adjusting the structure and descriptors of the SSI within each specialty, would permit assignment personnel to better match officers to requirements. For example, if MILPERCEN begins to assign officers by SSI (as RETO has recommended), assignment personnel will be able to readily identify those positions which call for tactical or strategic (non-tactical) skills within each of the specialties.

- Listed below are the proposed changes:

SC 35 - General Intelligence

- 35A - Tactical Intelligence
- 35B - Strategic Intelligence

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SUBJECT: Rationale Behind Primary RETO Recommendations for Intelligence Specialties

SC 36 - Counter-Intelligence/Security

36A - Tactical Counter-Intelligence/OPSEC  
36B - Personnel/Instal/Systems Security

SC 37 - Signal Intelligence

37A - Tactical SIGINT  
37B - Strategic SIGINT

- Concomitant changes (which are spelled out in Inclosures 2, 3 and 4) are:

- o Eliminate SSI 35C. (Incl 2)
- o Assign ASI to Imagery Interpretation. (Incl 2)
- o Assign ASI to Area Intelligence. (Incl 3)
- o Include SIGSEC in SC 36. (Incl 3)
- o Eliminate SSIs 37C, 37D. (Incl 4)
- o Assign ASI to ECM, ELINT and other low density, highly technical SC 37 skills. (Incl 4)

- All MI officers, at least in their first few years of commissioned service, probably should serve in both tactical and strategic (non-tactical) positions within their specialty. Alternation between tactical and strategic assignments will most likely generate additional training requirements, since there are significant, if not always distinct, differences between tactical and strategic intelligence duty requirements. For example, tactical intelligence makes use of tools and techniques to accomplish tasks relating to targets -- all of which often differ greatly from tools, techniques, tasks and targets of strategic intelligence.

- RETO analysis does not support major restructuring of the intelligence specialties. The above proposal creates only slight turbulence in the existing system and provides for both a specialist orientation and a cost-effective means of meeting the training requirements for Intelligence Systems Managers. The designation of specialty SSIs on the basis of tactical/strategic (non-tactical) should facilitate communication and cooperation between specialty training proponents and MILPERCEN assignment personnel.

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3 May 1978

SUBJECT: Tactical/Strategic Intelligence, Specialty 35

1. Current Status (as of 18 Nov 77).

a. Requirements vs Assets.

<u>GRADE</u>	<u>NUMBER/(%) REQUIRED</u>	<u>NUMBER/(%) ASSETS</u>	<u>DIFFERENCE (+/-)</u>
COL	92 (4.9)	77 (3.3)	-15
LTC	225 (11.8)	329 (14.1)	+104
MAJ	560 (29.6)	447 (19.2)	-113
CPT	820 (43.3)	778 (33.3)	- 42
LT	196 (10.4)	702 (30.1)	+506
TOTAL	1893 (100)	2333 (100)	

b. Shortage (unfilled positions - number and rate).

<u>GRADE</u>	<u>NUMBER</u>	<u>RATE (%)</u>
MAJ	46	8
CPT	87	11

c. Overfill (unused assets as a percent of requirements).

<u>GRADE</u>	<u>NUMBER</u>	<u>RATE (%)</u>
COL	20	22
LTC	92	36
LT	337	172

d. Utilization rates.

<u>GRADE</u>	<u>UTILIZATION RATE</u>
COL	.48
LTC	.41
MAJ	.71
CPT	.78
LT	.36

## 2. Problem Areas.

a. Strategic Analysts. There is virtually no formal training given to strategic intelligence analysts. This despite the fact that beginning at the grade of O-4 and continuing through O-6, the requirements for strategic analysts comprise 65% of all SC 35 field grade requirements.

b. Advanced Schooling. Very little advanced training in intelligence is provided SC 35 officers after the advanced course. There are no courses at USAICS; there are courses at the Defense Intelligence School, but very few Army officers are sent there. (ACSI, RETO)

c. Officers with SC 35 as an alternate specialty. The figures provided above on SC 35 assets reflect only those officers who hold SC 35 as a primary specialty. If all officers holding SC 35 as an alternate were added to the numbers above, the result would be:

COL	200
LTC	663
MAJ	927
CPT	1642
LT	702

When compared against the SC 35 requirements, such assets give the impression that there are more than enough trained officers to meet the Army's needs. There is presently no way of determining, however, how many of those officers with an alternate SC 35 specialty are trained. Therefore, USAICS cannot develop adequate training programs. As a result, various ad hoc courses are being conducted within field commands to overcome this deficiency. (USAICS, RETO)

d. Specialty Skill Identifiers (SSI). SSI 35C (Tactical Surveillance Officer) pertains to a hodge-podge of skill requirements, including some which are not tactical at all and some which might be more appropriate for warrant officers/NCO. Some of the 35C skills could be included under SSI 35A. Others might more appropriately become ASIs. (ACSI, RETO)

e. Lieutenants. There are too few authorizations for lieutenants to meet the later requirements for captain. On the other hand there are too few requirements for lieutenants to justify increasing the authorizations. (ACSI, RETO)

## 3. Recommendations.

a. Provide appropriate training for officers assigned to strategic analyst positions by sending them to the Defense Intelligence School. (ACSI, RETO)

b. Provide advanced intelligence training as needed for field grade officers, both at DIA and at USAICS. (ACSI, RETO)



c. Determine a means of validating qualification of officers assigned SC 35 as an alternate specialty. Develop appropriate training programs. (RETO)

d. Eliminate SSI 35C. Include tactical surveillance skills in SSI 35A. Reevaluate the need for officer imagery interpretation specialists. If the requirement is justified, assign that skill and status of an Additional Skill Identifier (ASI). (ACSI, RETO)

e. During the Job and Task Front End Analysis which will precede full implementation of the RETO program, pay particular attention to those LT positions which might be upgraded to CPT or changed to Warrant Officer/NCO. (RETO)

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3 May 1978

SUBJECT: Counter-Intelligence/HUMINT, Specialty 36

1. Current Status (as of 18 Nov 77)

a. Requirements vs Assets

<u>GRADE</u>	<u>NUMBER/(%) REQUIRED</u>	<u>NUMBER/(%) ASSETS</u>	<u>DIFFERENCE (+/-)</u>
COL	22 (3.5)	49 (4.5)	+ 27
LTC	102 (16.1)	180 (16.5)	+ 78
MAJ	204 (32.3)	299 (27.3)	+ 95
CPT	244 (38.7)	401 (36.7)	+ 157
LT	59 (9.4)	164 (15.0)	+ 105
	<u>631 (100)</u>	<u>1093 (100)</u>	

b. Shortage (Unfilled positions - number and rate).

<u>GRADE</u>	<u>NUMBER</u>	<u>RATE (%)</u>
MAJ	17	8

c. Overfill (Unused assets as a percent of requirements).

<u>GRADE</u>	<u>NUMBER</u>	<u>RATE (%)</u>
COL	11	49
LTC	64	63
CPT	8	3
LT	76	129

d. Utilization Rates.

<u>GRADE</u>	<u>UTILIZATION RATE</u>
COL	.30
LTC	.32
MAJ	.46
CPT	.52
LT	.65

2. Problem Areas.

a. Specialty Skill Identifiers (SSI). The SSIs in specialty 36 no longer reflect the requirements projected for counter-intelligence and operations security. The number of requirements for 36B skills is small and will likely decrease as a result of national intelligence policies. On the other hand, the increasing requirements for operations security and systems security provide expanded career field opportunities in SC 36, (RETO)

b. Officers with SC 36 as an alternate specialty. The figures provided above on SC 36 assets reflect only those officers who hold SC 36 as a primary specialty. If all officers holding SC 36 as an alternate were added to the numbers above, the result would be:

COL	78
LTC	337
MAJ	500
CPT	728
LT	164

As with SC 35, such assets give the impression that there are more than enough trained officers to meet the Army's needs. Determining how many of these officers need SC 36 training and developing adequate training programs, however, is at present nearly impossible. (USAICS, RETO).

3. Recommendations.

a. Eliminate Area Intelligence (old 36B) as an SSI. Justify the need for this type of officer specialist. If the requirement is justified, assign that skill the status of an Additional Skill Identifier. Include the functions associated with SIGSEC in SC 36. (ACSI, RETO)

b. Determine a means of validating qualification of officers assigned SC 36 as an alternate specialty. Develop appropriate training programs. (RETO)

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3 May 1978

SUBJECT: Electronic Warfare/Cryptology, Specialty 37

1. Current Status (as of 18 Nov 77).

a. Requirements vs. Assets.

<u>GRADE</u>	<u>NUMBER/(%) REQUIRED</u>	<u>NUMBER/(%) ASSETS</u>	<u>DIFFERENCE (+/-)</u>
COL	41 (5.0)	52 (4.5)	+ 11
LTC	117 (14.4)	110 (9.5)	- 7
MAJ	214 (26.2)	234 (20.2)	+ 20
CPT	302 (37.1)	471 (40.7)	+ 169
LT	141 (17.3)	289 (25.1)	+ 148
TOTAL	815 (100)	1156 (100)	

b. Shortage (Unfilled positions - number and rate).

<u>GRADE</u>	<u>NUMBER</u>	<u>RATE (%)</u>
COL	1	2
LTC	10	9
MAJ	22	10
CPT	1	0

c. Overfill (Unused assets as a percent of requirements).

<u>GRADE</u>	<u>NUMBER</u>	<u>RATE (%)</u>
LT	73	52

d. Utilization Rates.

<u>GRADE</u>	<u>UTILIZATION RATES</u>
COL	.76
LTC	.86
MAJ	.62
CPT	.56
LT	.65

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SUBJECT: Electronic Warfare/Cryptology, Specialty 37

2. Problem Areas.

a. Specialty Skill Identifiers (SSI). The SSIs in SC37 reflect an inappropriate carry-over from pre-OPMS days when there were four MOSs for ASA officers. SSI 37C (Signals Security) is more appropriately a function of SC36 (Counter-Intelligence). SSI 37D is a 'capper' SSI which corresponds to the old 9640 MOS. Few, if any, officers have ever been sufficiently qualified in all MOSs/SSIs to qualify for such a 'capper' designation; it has been awarded based more on rank than any other consideration. (USAISD, RETO)

b. Rotation Base. The CONUS rotation base for SC37 company grade officers results in their often being assigned to TOE units without a live intelligence mission. Since the decay rate for SC37 skills is so high, such assignments frequently result in a loss of technical proficiency. (RETO)

c. Officers with SC37 as an Alternate Specialty. The figures provided above on SC37 assets reflect only those officers who hold SC37 as a primary specialty. If all officers holding SC37 as an alternate were added to the numbers above, the result would be:

COL	55
LTC	143
MAJ	393
CPT	831
LT	289

The problems associated with this representation of total SC37 assets are even more serious than those encountered in SC35 and SC36. First, even with the addition of officers carrying SC37 as an alternate, there are not enough assets to meet SC37 requirements, the THS account and specialty immaterial assignments for lieutenant colonels and colonels (41, 117). Secondly, of all the intelligence specialties, training requirement for SC37 are the most technical. Additionally, qualification in SC37 often requires training and a period of time on the job. Repetitive assignments are needed to maintain qualification. If qualification among the new SC37 holders cannot be determined, USAISD cannot develop adequate training programs. (USAISD, RETO)

3. Recommendations.

a. Eliminate SSI 37D. Assign the functions associated with 37C to SC36. Assign an ASI to designate officers requiring ECM, ELINT and other low-density, highly technical skills. (RETO)

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SUBJECT: Electronic Warfare/Cryptology, Specialty 37

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- b. Increase efforts aimed at SC37 officer skill maintenance as part of the Peacetime Utilization Program for SIGINT Units. (RETO)
- c. Determine a means of validating qualification of officers assigned SC37 as an alternate specialty. Develop appropriate training programs. (RETO)
- d. Require field grade officers assigned SC37, initially as an alternate, to have SC37 designated primary.

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28 March 1978

SUBJECT: Personnel Management, Specialty 41

1. Current Status.

a. Requirements vs Assets (Primary and Alternate SC). (As of 18 Nov 77).

<u>GRADE</u>	<u>NUMBER (%) REQUIRED</u>	<u>NUMBER (%) ASSETS</u>	<u>DIFFERENCE (+/-)</u>
COL	178 (6)	688 (11)	+ 510
LTC	588 (18)	1433 (24)	+ 845
MAJ	979 (30)	1847 (30)	+ 868
CPT	1279 (39)	1962 (32)	+ 683
LT	217 (7)	189 (3)	- 28
TOTAL	3241 (100)	6119 (100)	+2878

b. Shortage (Unfilled positions, number and rate).

<u>GRADE</u>	<u>NUMBER</u>	<u>PERCENT</u>
MAJ	97	1
CPT	232	18
LT	66	3

c. Overfill (Unused assets as a percent of requirements).

<u>GRADE</u>	<u>NUMBER</u>	<u>PERCENT</u>
COL	222	125
LTC	107	18

d. Utilization rate (percent) and requirements to assets ratio (percent).

<u>GRADE</u>	<u>AVERAGE UTILIZATION</u>	<u>REQUIREMENTS TO ASSETS RATIO</u>
COL	27	27
LTC	44	44
MAJ	56	62
CPT	63	77
lt	100	144

2. Problem areas. (Source)

a. The need for a closer interface among MILPERCEN, ADMINCEN, and TAGCEN to exchange data routinely on assignments, utilization, and training of SC 41 and 42 officers. (ODCSPER) (MILPERCEN) (ADMINCEN) (TAGCEN)

b. SC 41 is overaligned at the grade of O-6. (ODCSPER) (MILPERCEN) (ADMINCEN) (TAGCEN)

c. Requisitions for duty positions requiring primary and alternate skills (42A41, 11A41) are validated using only the first specialty code indicated. (ODCSPER) (MILPERCEN) (ADMINCEN) (TAGCEN)

d. There are shortfalls in filling SC 41 02 and 03 positions. (This problem probably caused more by imprecise coding of positions at the 02 and 03 levels than by initial primary specialty distribution). (ODCSPER) (MILPERCEN) (ADMINCEN) (TAGCEN)

e. Many 41 requirements are hidden in S-1 positions and are not shown as specialty requirements (e.g., 1141, 1241). (This issue is currently under study by the proponents involved.) (ODCSPER) (MILPERCEN) (ADMINCEN) (TAGCEN)

f. Problems associated with coding the specialty duty position requirements: (ODCSPER) (MILPERCEN) (ADMINCEN) (TAGCEN)

(1) The overlap between specialty 41 and 42 causes some inconsistencies in properly coding duty positions. These inconsistencies are compounded by differences in DA Pam 600-3 and AR 611-101. Some of this confusion is applied to only LTC/COL level duty positions. Also, there is a lack of understanding of how a position authorized to be dual coded is to be actually coded. Given all of these problems, requirements are difficult to determine.

(2) The variety of duty position titles in use throughout the Army makes it extremely difficult to determine whether a position is properly coded or not. There appears to be a need to develop a standardized method of telling duty positions through the use of master job descriptions or applying a standardized duty module listing.

(3) By the time a TAADS run is received, much of the information contained therein is outdated.

g. Utilization problems: (ODCSPER) (ADMINCEN) (TAGCEN)

(1) Repetitive assignments as RREO/ADCO/OESO precludes development in other core 41 positions.

(2) The overlap of 41 functions with 42 functions complicates the proper assignment and utilization of officers. For example, if an officer is assigned to a 41 duty position, he/she may or may not receive cross-training in 42. Subsequent assignment in 41 duty positions that are oriented in the 42 areas could cause utilization problems.



(3) Assignment of combat arms officers to Recruiting Command positions irrespective of specialty, distorts 03 and 05 utilization pictures.

(4) The award of ASI's 5T (RREO) and 5Z (OESO) for officers who do not have SC 41 as their primary or alternate act almost as a tertiary specialty. This impacts on the OPMS dual specialty qualification concept.

3. Observations.

a. Command is not considered essential to qualification in specialty 41.

b. Neither 41 or 42 should be considered for elimination or rolled into another specialty at this time. In this regard, elements of both 41 and 42 could be consolidated or realigned at the SSI levels. This would result in the streamlining of the existing specialties.

4. Recommendations:

a. Realign functions within SC 41 and 42 to reflect more accurately actual position requirements and portray more logically commonly associated functions.

b. Develop standardized method of titling duty position in SC 41 and put more discipline in the authorization documents system.

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DACS-OTRG

28 March 1978

SUBJECT: Personnel Administration and Administrative Management,  
Specialty 42

1. Current status.

a. Requirements vs Assets (Primary and alternate SC). (As of 18 Nov 77).

<u>GRADE</u>	<u>NUMBER (%) REQUIRED</u>	<u>NUMBER (%) ASSETS</u>	<u>DIFFERENCE (+/-)</u>
COL	54 (3)	142 (4)	+ 88
LTC	228 (11)	463 (14)	+ 235
MAJ	500 (24)	770 (24)	+ 270
CPT	885 (42)	1104 (33)	+ 219
LT	425 (20)	818 (25)	+ 393
TOTAL	2092 (100)	3297 (100)	+1205

b. Shortage (Unfilled positions, number and rate).

<u>GRADE</u>	<u>NUMBER</u>	<u>PERCENT</u>
MAJ	64	13
CPT	187	21

c. Overfill (Unused assets as a percent of requirements).

<u>GRADE</u>	<u>NUMBER</u>	<u>PERCENT</u>
COL	30	56
LTC	19	8
LT	319	75

d. Utilization rate (percent) and requirements to assets ratio percent).

<u>GRADE</u>	<u>AVERAGE UTILIZATION</u>	<u>REQUIREMENTS TO ASSETS RATIO</u>
COL	40	40
LTC	52	52
MAJ	64	74
CPT	76	96
LT	57	57

## 2. Problem Areas. (Source)

a. The need for a closer interface among MILPERCEN, ADMINCEN, and TAGCEN to routinely exchange data on assignments, utilization, and training of SC 41 and 42 officers. (ODCSPER) (MILPERCEN) (TAGCEN) (ADMINCEN)

b. SC 42 is underaligned at the grade of O-3. (MILPERCEN) (TAGCEN) (ADMINCEN)

c. Requisitions for duty positions requiring primary and alternate skills (42A41, 11A41) are validated using only the first specialty code indicated. (ODCSPER) (MILPERCEN) (TAGCEN) (ADMINCEN)

d. Problems associated with coding the specialty duty position requirements: (ODCSPER) (MILPERCEN) (TAGCEN) (ADMINCEN)

(1) The overlap between specialty 41 and 42 causes some inconsistencies in properly coding duty positions. These inconsistencies are compounded by differences in DA Pam 600-3 and AR 611-101. Some of this confusion is resolved with the dual coding proviso; however, dual coding is presently applied to only LTC/COL level duty positions. Also, there is a lack of understanding of how a position authorized to be dual coded is to be actually coded. Given all of these problems, requirements are difficult to determine.

(2) The variety of duty position titles in use throughout the Army makes it extremely difficult to determine whether a position is properly coded or not. There appears to be a need to develop a standardized method of telling duty positions through the use of master job descriptions or applying a standardized duty module listing.

(3) By the time a TAADS run is received, much of the information contained therein is outdated.

e. The need to achieve greater utilization/participation in SC 42 positions by officers possessing SC 42 as their alternate specialty. In addition, specialty mismatch (duty specialty not equal to either primary or alternate specialty) should be addressed and improved. Training opportunities also should be improved for both company grade officers upon designation of SC 42 as an alternate specialty, and for field grade officers (refresher training) who have not been professionally developed through repetitive alternate specialty assignments. (MILPERCEN) (TAGCEN) (ADMINCEN)

f. The overlap of 41 functions with 42 functions, complicating the proper assignment and utilization of officers. For example, if an officer is assigned to a 41 duty position, he/she may or may not receive cross-training in 42. Subsequent assignment in 41 duty positions that are oriented in the 42 areas could cause utilization problems. (ODCSPER) (MILPERCEN) (TAGCEN) (ADMINCEN)

## 3. Observations.

a. Neither 41 or 42 should be considered for elimination or rolled into another specialty at this time. In this regard, elements of both 41 and 42 could be consolidated or realigned at the SSI levels. This would result in the streamlining of the existing specialties.

b. Command is not considered essential to qualification in SC 42.

4. Recommendations.

a. Realign functions within SC 41 and SC 42 to reflect more accurately actual position requirements and portray more logically commonly associated functions.

b. Develop standardized method of titling duty position in SC 42 and put more discipline in the authorization documents system.

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SUBJECT: Club Management, Specialty 43

1. Current Status.

a. Requirements vs Assets. (As of 18 Nov 77)

<u>GRADE</u>	<u>NUMBER/(%)</u> <u>REQUIRED</u>	<u>NUMBER/(%)</u> <u>ASSETS</u>	<u>DIFFERENCE</u>	
			+	-
COL	5 (2.6)	*2 (.8)		-3
LTC	15 (7.8)	33 (13.2)		+18
MAJ	60 (31.0)	72 (29.0)		+12
CPT	81 (42.0)	101 (40.6)		+20
LT	32 (16.6)	41 (16.4)		+9
TOTAL	193 (100)	**240 (100)		

\* Both officers carried in THS account as of 18 Nov 77.

\*\* Total is 222 after THS.

b. Shortage (Unfilled positions, number and rate).

<u>GRADE</u>	<u>NUMBER</u>	<u>PERCENT</u>
COL	5	100
MAJ	15	26
CPT	17	21

c. Overfill (Unused assets as a percent of requirements).

<u>GRADE</u>	<u>NUMBER</u>	<u>PERCENT</u>
LTC	3	17
LT	3	9

d. Utilization rate (percent) and requirements to assets ratio (percent).

<u>GRADE</u>	<u>AVERAGE</u> <u>UTILIZATION</u>	<u>REQUIREMENTS</u> <u>TO ASSETS RATIO</u>
COL	1.00	5.
LTC	.47	.65
MAJ	.68	.91
CPT	.71	.91
LT	.91	.91

SUBJECT: Club Management, Specialty 43

e. Utilization rate difficulties. Because of the high utilization rate for all grades except LTC, it is impossible to pair SC 43 with any other specialty and not exceed a 100 percent combined utilization rate. This impacts on the capability of officers assigned in SC 43 to pursue effectively dual-track specialization.

## 2. Problem Areas. (Source)

a. Problems associated with the management of officers in SC 43 stem primarily from the current underaligned status of this specialty. While primary and alternate specialty officer assets total 222 (after THS), the "Officer Distribution Plan" requires the distribution of 208 officers against a PERSACs authorization of 193. (MILPERCEN)

b. Experience indicates that closer coordination, IAW para 8-2, AR 230-60, between MILPERCEN and the Club Management Directorate (CMD) of TAGCEN is needed to ensure that important matters peculiar to a particular club and/or officer who is under consideration for assignment to a particular club system are brought to the attention of MILPERCEN by CMD. (OTAG)

c. Presently, the number of junior officer positions is insufficient to support progression to field grade requirements when retention and attrition rates are considered. (OTAG)

d. The up-or-out policy forces out some highly qualified and competent SC 43 officers who are very effective within the specialty but who are not competitive on an Army-wide basis. (OTAG)

e. Presently, 33 percent of LTCs, 46 percent of MAJs, and 40 percent of CPTs who hold SC 43 as an alternate specialty also hold either combat arms or aviation as a primary specialty. It is doubtful that dual specialty qualification can be maintained effectively for those officers having unrelated specialties (e.g., SC 43/11), serving in a stabilized assignment environment, and given repetitive assignments in one specialty. Regardless of good intentions, the alternate specialty generally is neglected in terms of skill/knowledge maintenance. (OTAG)

## 3. Observations.

a. Club Management (SC 43) is more closely related to Comptroller (SC 45) and Personnel Administration and Administrative Management (SC 42) than any other specialties. The financial management functions required in both SC 43 and SC 45 are virtually parallel except SC 43 deals primarily with nonappropriated funds and SC 45 with appropriated funds. (OTAG)

b. Commissioned officer projections for FY85 in SC 43 envision a reduction that will occur gradually from FY78 through FY85. Most of these reductions will occur through the conversion of LT and CPT positions to warrant officer positions or civilianization as mandated by Congress. It is

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SUBJECT: Club Management, Specialty 43

vitaly important to retain a sufficient number of LT and CPT positions to ensure justification of SC 43 as a basic entry specialty and thereby provide a base from which experienced officers can advance to field grade positions within the club management system. (OTAG)

c. Ongoing actions by the Congress, OMB, and DOD Comptroller to reduce the number of military personnel assigned to morale and soldier support activities will result in the civilianization of an increased number of SC 43 positions. This may require the elimination of SC 43 as a separate specialty. (OTAG)

d. ROTC graduates from colleges specializing in hotel and restaurant management are excellent candidates for SC 43 upon entry to active duty. (OTAG)

e. Regardless of cost considerations, SC 43 officers should receive increased training with industry. It is essential that club managers learn and emulate the techniques and procedures that civilian industry uses to measure, target, and capture specific markets. There are numerous industry training opportunities that could be made available to SC 43 officers. (ADMINCEN and OTAG)

f. The needs of the specialty should reflect the needs of the Army. Therefore, promotion boards should be given quotas by specialty providing that all officers selected meet Army-wide minimum selection criteria. (ADMINCEN and OTAG)

g. The Army needs at least three trained SC 43 officers for every currently authorized position. This would allow for an equitable distribution of personnel resources to support an expanded club system under wartime conditions as well as sustaining existing operations. (ADMINCEN and OTAG)

#### 4. Recommendations.

a. Increase the number of trained officer resources authorized for SC 43 to achieve a 3:1 assets to requirements ratio. (ADMINCEN, OTAG, RETO)

b. MILPERCEN and CMD, TAGCEN, establish and maintain the close coordination that is directed UP para 8-2, AR 230-60. (RETO)

c. Department of the Army adopt a flexible up-or-out policy that would provide for the retention in grade of highly competent, fully qualified, and experienced SC 43 officers who are nonselect for advancement in rank. (OTAG, RETO)

d. MILPERCEN favor the assignment of SC 43 as an alternate specialty to officers with a closely related primary specialty and to the exclusion, insofar as possible, of combat arms and aviation officers.

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22 March 1978

SUBJECT: Club Management, Specialty 43

e. Unless SC 43 is discontinued as a separate specialty as a result of congressional, DOD or OMB action, Department of the Army retain a sufficient number of LT and CPT positions to justify the specialty as basic entry and to provide the necessary experience base.

f. Department of the Army recognize and provide policy support to accommodate the training with industry requirements which are unique to the development and qualification of SC 43 officers. (RETO)

RETO Analyst: COL Bobby B. Porter





DEPARTMENT OF THE ARMY  
OFFICE OF THE CHIEF OF STAFF  
WASHINGTON, D.C. 20310

DACS-OTRG

28 March 1978

SUBJECT: Finance, Specialty 44

1. Current Status.

a. Requirements vs Assets (Primary and Alternate SC). (As of 18 Nov 77).

<u>GRADE</u>	<u>NUMBER (%) REQUIRED</u>	<u>NUMBER (%) ASSETS</u>	<u>DIFFERENCE (+/-)</u>
COL	16 (3)	47 (4)	+ 31
LTC	95 (16)	129 (12)	+ 34
MAJ	132 (23)	183 (17)	+ 51
CPT	192 (34)	375 (35)	+183
LT	134 (24)	345 (32)	+211
TOTAL	569 (100)	1079 (100)	+510

b. Shortage (Unfilled positions, number and rate).

<u>GRADE</u>	<u>NUMBER</u>	<u>PERCENT</u>
LTC	6	7
MAJ	11	8

c. Overfill (Unused assets as a percent of requirements).

<u>GRADE</u>	<u>NUMBER</u>	<u>PERCENT</u>
COL	6	38
CPT	50	26
LT	172	128

d. Utilization rate (percent) and requirements to assets ratio (percent).

<u>GRADE</u>	<u>AVERAGE UTILIZATION</u>	<u>REQUIREMENTS TO ASSETS RATIO</u>
COL	35	35
LTC	71	76
MAJ	72	78
CPT	59	59
LT	44	44

2. Problem areas. (Source)

a. Management:

(1) Undergraduate degrees possessed by a number of newly commissioned SC 44 officers are not compatible with civil education requirements established for the specialty. (OCOA)

(2) There are too few authorized positions at the O1/O2 grades because of over-civilization. This forces assessments in excess of requirements. The inability to assign excess officers to meaningful jobs is a real problem. Lack of O6 positions does not allow for Army average advancement of O5's. (OCOA) (ADMINCEN)

(3) Insufficient number of officers above eight years service: Limited numbers preclude assignment to OPMS secondary specialties. Opportunities for developmental positions are greatly reduced, impacting on future opportunities for senior service school selection or promotion. Lack of experience in other specialty areas narrows the understanding, appreciation, and versatility of the Finance officer especially at the LTC or COL grades. (OCOA) (ADMINCEN)

(4) Promotion and school selection boards are not appreciative of the degree of responsibility, difficulty of duties and general (scope) value of knowledge possessed by officers serving in the 44 specialty. Results from board actions indicate that individuals serving on the boards lack understanding of the specialty. (OCOA) (ADMINCEN)

(5) Personnel serving in 44 specialty are highly qualified to serve in what would otherwise be considered as "specialty immaterial" (DPCA, staff officers, etc.) positions. The fact that officers are not being selected for these positions limits the utilization and future assignment potential of 44 personnel. (OCOA) (ADMINCEN)

(6) Knowledge and experience gained in the field of Finance is highly sought after by the civilian manpower market. The monetary rewards of a civilian position has had its impact on those individuals reaching retirement eligibility. Below average selection to O6 and attendance at USACGSC and senior service schools causes a negative inducement to officers that view success as a series of steps in assignments calling for increased responsibility and training. (OCOA) (ADMINCEN)

b. Coding specialty duty position requirements:

(1) MACOM's are not adhering to standard position titles. Review of position titles and SSI codes do not match in many instances standard title and coding practices. (OCOA) (ADMINCEN)

(2) MILPERCEN makes assignment selection on the basis of specialty code (i.e., 44) and does not concern itself with SSI. Therefore, SSI codes serve no purpose in matching resources to requirements. (OCOA) (ADMINCEN)

3. Recommendations.

a. That SC 44 entry (commissioning) requirement be instituted to require an undergraduate degree in one of the business-oriented disciplines.

b. That attention be given to increasing the number of O1/O2 authorized positions.

c. That migration from other specialties be encouraged at grade O3.

d. That the competitive posture of SC 44 officers be improved through thorough orientation of promotion boards relative to the nature and scope of requirements placed on SC 44 officers; and through use of advanced military schooling quotas which recognize shortages at grades O4 and O5.

e. That a program of advanced degree completion be instituted for the field grade years of SC 44 officers.

f. That the range be broadened of potential "specialty immaterial" positions open to SC 44 officers.

g. That strict adherence to standard position titles be enforced.

RETO Analyst:  
COL Mary Ruth Williams



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DACS-OTRG

17 May 1973

SUBJECT: Comptroller, Specialty 45

1. Current Status

a. Requirements vs Assets (As of 18 Nov 77)

<u>GRADE</u>	<u>REQUIREMENTS</u>	<u>ASSETS</u>	<u>DIFFERENCE</u>
COL	80 (15%)	158 (11%)	+78
LTC	192 (35%)	425 (28%)	+233
MAJ	172 (32%)	493 (33%)	+321
CPT	95 (18%)	416 (28%)	+321
LT	3	1	-2

b. Shortage (unfilled positions, number and rate)

<u>GRADE</u>	<u>NUMBER</u>	<u>PERCENT</u>
MAJ	11	6%
LT*	2	70%

c. Overfill (unused assets as a percent of requirements)

<u>GRADE</u>	<u>NUMBER</u>	<u>PERCENT</u>
COL	23	29%
LTC	12	6%
CPT	24	25%

d. Utilization Rate (percent) and requirements to assets ratio (percent)

<u>GRADE</u>	<u>AVERAGE UTILIZATION</u>	<u>REQUIREMENTS TO ASSETS RATIO</u>
COL	.51	.51
LTC	.47	.47
MAJ	.36	.39
CPT	.26	.26
LT*	.90	3

\*There should be no LT requirements or assets since SC 45 is an Advanced Entry Specialty.

e. Utilization rates are relatively low in SC 45, particularly at the CPT/MAJ level. This is a result of past civilianization efforts which transferred many of the CPT/MAJ requirements from military to civilian spaces.

## 2. Problem Areas. (Source)

a. Since SC 45 is an Advanced Entry Specialty, there are no "stubby pencil" developmental positions at the 2LT/1LT level. At the CPT/MAJ/LTC level there are too few developmental positions. Consequently, there is a qualification problem since many officers never have the opportunity to serve in a developmental position which is crucial to their ability to serve subsequently as a comptroller (COA).

b. The DA proponent and the Training and Education Proponent maintain that all officers in SC 45 must have a graduate degree in a comptroller discipline to be qualified in SC 45 at the MAJ level and above. This is justified by the growing use of advanced quantitative and theoretically based analytical methods to formulate, evaluate, and justify resource requests in an era of increasingly constrained resources. However, not all positions in SC 45 have been validated by the AERB for fully-funded graduate level schooling. (COA)

## 3. Observations.

a. The importance of the comptroller function to the peace time operation of the Army strongly supports the development of highly qualified officers in SC 45. However, it is doubtful that in an era of highly constrained resources for education, DOD/OMB would agree to provide each officer in SC 45 the fully-funded MBA schooling opportunity. While some progress can be made by increasing the number of AERB validated SC 45 positions, the ultimate solution lies in the development of alternate methods to obtain an MBA, other than by full-time, fully-funded schooling. The growing interest of many universities in the continuing education market should enable the SC 45 proponents to develop imaginative programs whereby all SC 45 officers can earn the MBA.

b. The SSI Study predicts a continuing movement through the 1990's to civilianize officer positions. This must be carefully monitored in SC 45 to avoid any further reduction in the number of CPT/MAJ developmental positions. (SSI Study)

c. There is a study underway at this time to determine the feasibility of combining SC 44 and SC 45 to provide developmental positions at the 1LT/2LT level. (COA)

d. Short, high intensity refresher courses are appropriate for officers who are returning to a SC 45 assignment following an assignment in another specialty (COA).

## 4. Recommendation.

a. Restructure SC 45 to include more developmental positions at the CPT/MAJ level. If necessary, this may require militarizing some civilian

positions. Insure utilization at these developmental positions to the maximum extent possible.

b. Increase the number of SC 45 positions validated by the AERB for officers with graduate degrees.

c. Develop, in conjunction with civilian universities, alternative graduate programs to supplement the fully-funded graduate degree program.

d. Develop short, high intensity refresher courses for officers returning to an SC 45 assignment following assignment in another specialty.

RETO ANALYST: LTC Larry D. Budge



DEPARTMENT OF THE ARMY  
OFFICE OF THE CHIEF OF STAFF  
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DACS-OTRG

28 March 1978

SUBJECT: Public Affairs, Specialty 46

1. Current Status

a. Requirements vs Assets (As of 18 Nov 77)

<u>GRADE</u>	<u>REQUIREMENTS</u>	<u>ASSETS</u>	<u>DIFFERENCE</u>
COL	28 (8%)	49 (7%)	+21
LTC	111 (31%)	177 (23%)	+66
MAJ	102 (28%)	279 (36%)	+177
CPT	106 (30%)	263 (34%)	+157
LT*	12 (3%)	1 (0)	-11*

b. Shortage (unfilled positions, number and rate)

<u>GRADE</u>	<u>NUMBER</u>	<u>PERCENT</u>
CPT	6	6%
LT*	11	92%

c. Overfill (unused assets as a percent of requirements)

<u>GRADE</u>	<u>NUMBER</u>	<u>PERCENT</u>
COL	8	28%
LTC	4	4%
MAJ	3	3%

d. Utilization Rate (percent) and requirements to assets ratio (percent)

<u>GRADE</u>	<u>AVERAGE UTILIZATION</u>	<u>REQUIREMENTS TO ASSETS RATIO</u>
COL	.58	.58
LTC	.65	.65
MAJ	.40	.40
CPT	.43	.46
LT*	.90	.00

\*There should be no LT requirements or assets since SC 46 is an advanced entry specialty.

e. There are no significant problems in regard to utilization rates. SC 46 can be paired with a number of other specialties without experiencing overutilization problems.

## 2. Problem Areas (Source)

a. The major problem in SC 46 is the wide range of training and experience possessed by officers in the specialty. This is apparently a result of the integration of a large number of inexperienced, untrained officers into an already existing special career program at the time OPMS was initiated. A temporary TDY course would assist in integrating these officers into SC 46. (OCPA)

b. One result of the above situation is a desire on the part of the DA Proponent to have a voice with MILPERCEN in the assignment of SC 46 officers to insure that the best officers are assigned to the most sensitive positions. (OCPA)

c. SC 46 does not have a "pure" Training Proponent because the Defense Information School (DINFOS) is a joint activity which is not staffed or funded to perform the role of an Army Training Proponent. (DINFOS)

d. TOE Public Affairs staffing is badly out of date and should be revised. (DINFOS)

## 3. Observations (Source)

a. There is a significant opportunity in SC 46 to utilize short periods of training with industry to qualify officers at a lower cost than by sending them to school for a graduate degree. (OCPA)

b. Certain highly qualified officers in SC 46 should be retained on active duty past their MRD to capitalize on their experience and training. (OCPA)

## 4. Recommendations

a. Expand the Army element at DINFOS to enable it to become the training proponent for SC 46.

b. Restructure the TOE Public Affairs staff sections/units.

## 5. Major Recommendation

Implement training with industry courses for selected positions in SC 46.

RETO Analyst: LTC Larry D. Budge





DEPARTMENT OF THE ARMY  
OFFICE OF THE CHIEF OF STAFF  
WASHINGTON, D.C. 20310

DACS-OTRG

30 March 1978

SUBJECT: Education, Specialty 47

1. Current Status.

a. Requirements vs Assets.

<u>GRADE</u>	<u>REQUIREMENTS</u>		<u>ASSETS</u>	
	<u>NUMBER</u>	<u>% OF TOTAL</u>	<u>NUMBER</u>	<u>% OF TOTAL</u>
COL	106	11.4	58	16.5
LTC	297	32.1	258	73.3
MAJ	211	22.8	16	4.5
CPT	304	32.8	20	5.7
LT	8	0.9	0	0.0
Total	926	100.0	352	100.0

b. Specialty 47 encompasses selected staff and faculty positions in military colleges, and staff positions in headquarters with responsibilities for military history. The skills required are those of a professional educator or scholar. This specialty provides a nucleus of professionally competent military officers with special talents in education, capable of making a sustained contribution to military education and scholarship. The Special Skill Identifiers (SSI) are:

1) 47A: Professional Educator -- professor, associate professor, research officers, curators, historians.

2) 47B: Author/Instructor -- positions filled by officers possessing advanced civilian degrees apart from their designated OPMS specialties.

3) 47X: PMS -- officers serving in PMS positions with a graduate degree required.

c. SSI Requirements (RETO Data)\*

<u>GRADE</u>	<u>SSI REQUIREMENTS</u>			<u>TOTAL</u>
	<u>A</u>	<u>B</u>	<u>X</u>	
COL	56	14	34	104
LTC	47	53	247	347
MAJ	53	100	6	159
CPT	38	238	0	276
LT	3	5	0	8
Total	<u>197</u>	<u>410</u>	<u>281</u>	<u>894</u>

\*Total requirements do not compare with PERSACS requirements in para la.

2. Problem Areas.

a. Specialty skills are not well defined and understood. Therefore, position coding is not precise. There are very few actual SC 47 positions, but there is an overabundance of SC 47 designated officers. (DCSPER, RETO)

b. The SSI 47B causes difficulty for the field and MILPERCEN. The SSI is designed to code a position requiring a subject matter (civilian degree) expert but not necessarily a SC 47 designated officer. (DCSPER, RETO)

c. Specialty 47 is unique; officers become 47 specialists as a result of their civilian graduate education or unique expertise. SC 47 specialists are not entry level officers but are individuals who have evolved into the Education Specialty as a result of civilian education and repeated teaching tours. The need for a training program, uniformly applicable to all educators, is not appropriate. (AWC - T&E proponent)

3. Observations.

a. DA Pam 600-3 states, "A specialty is a grouping of duty positions whose skill and job requirements are mutually supporting in the development of officer competence to perform at the grade of colonel in the specialty. Each specialty contains sufficient positions in each grade to support officer utilization from entry level through the grade of colonel. To form these specialties, officer positions in the Army's force structure which share common skill and job requirements are grouped together." Specialty 47 does not meet this OPMS specialty guidance. Skills and job requirements of a USMA permanent professor, instructor, historian and a ROTC PMS are not mutually supporting. There is no normal progression from major, the normal entry rank, to colonel. The majority (59%) of major positions are USMA instructors, 247 (71%) of the LTC positions are PMS's, and 27 (26%) of colonel positions are permanent professors and associate professors at USMA. The only correlation between the SSI's of this specialty is that all officers serving in SC 47 coded positions must have graduate degrees. (RETO)

b. SC 47 is an assignment "specialty" only. Any officer with a graduate degree in the required discipline, regardless of primary or alternate specialty, can serve in SC 47 coded positions. In some positions, the Additional Skill Identifier (ASI) may indicate certain qualification (e.g., ASI 5X -- historian) which must be filled with officers possessing the appropriate ASI.

c. Because of the unrelated skills and requirements of the SSI's, and the lack of progressive officer development, education is not really a separate OPMS specialty. As such it should be eliminated. Positions should be coded and officers assigned to education positions in the following manner:

1) Permanent professors, associate professors -- coded and assigned by ASI in a Permanent Educator Program, Code 47. Officers in this program will be selected by board action.

2) Historians -- coded and assigned by ASI 5X (historian).

3) Curators -- all positions should be civilianized.

4) Author/Instructor -- coded and assigned by ASI 5K (instructor).

5) PMS -- coded and assigned on a "fair share" basis of the basic entry specialties. Officers assigned to PMS positions must have a graduate degree.

4. Recommendation. That Specialty 47 be eliminated. Positions of permanent professor and associate professor at USMA would be coded 47, Permanent Educator Program and officers would be selected for this program by central board action. All other educator positions would be coded by ASI and officers managed by like ASI; ASI 5X (historian), ASI 6Z (strategist), or ASI 5K (instructor). Museum curator positions should be civilianized.

RETO Analyst: LTC William K. Good, Jr.



DEPARTMENT OF THE ARMY  
OFFICE OF THE CHIEF OF STAFF  
WASHINGTON, D.C. 20310

DACS-OTRG

29 March 1978

SUBJECT: Specialty 48, Foreign Area Officer

1. Current Status

a. Requirements vs Assets (As of Nov 1977)

<u>GRADE</u>	<u>NUMBER/%</u> <u>REQUIREMENTS</u>	<u>NUMBER/%</u> <u>ASSETS</u>	<u>DIFFERENCES</u>	
			<u>+</u>	<u>-</u>
COL	167/.13	276/.10	+109	
LTC	313/.23	876/.32	+563	
MAJ	341/.26	902/.33	+562	
CPT	333/.25	674/.25	+341	
LT	179/.13	5/.0		-174
	1333/100	2734/100		

b. Shortage (unfilled positions, number and rate)

<u>GRADE</u>	<u>NUMBER</u>	<u>PERCENT</u>
COL	0	.0
LTC	0	.0
MAJ	14	.04
CPT	25	.07
LT	174	.97

c. Overfill (unused assets as a percent of requirements)

<u>GRADE</u>	<u>NUMBER</u>	<u>PERCENT</u>
COL	13	.07
LTC	112	.36
MAJ	0	.0
CPT	0	.0
LT	0	.0

d. Utilization rate (%) and requirement to assets ratio (%)

<u>GRADE</u>	<u>AVERAGE UTILIZATION (%)</u>	<u>REQUIREMENTS TO ASSET RATIO</u>
COL	.63	.63
LTC	.38	.38
MAJ	.41	.43
CPT	.55	.55
LT	1.00	35.80

e. Utilization Rate Difficulties - The SC 48 utilization rate is acceptable except at the grade of lieutenant. As depicted above, there are only 5 lieutenant assets while 179 requirements exist. This leads to an extremely high utilization rate and an unfavorable requirements to assets ratio. This problem is primarily caused by the inclusion of lieutenant requirements in SSI-E, Unconventional Warfare Officer. SC 48 is an advanced entry specialty, and as such the specialty cannot be entered until the eighth year of service. To solve this problem the DA proponent has received approval to reclassify all 48E lieutenants and captains with less than eight years service as SC 11. This action is currently underway.

## 2. Problem Areas

a. Overseas tour equity causes somewhat of a problem particularly for those officers designated 48G, Politico-Military Affairs, whose assignment opportunities are primarily in overseas locations.

b. Specialty 48 consists of seven SSIs: 48A is Security Assistance (officers for which are trained at a USAF school); 48C is Attache; 48E -- Unconventional Warfare Officer; and 48G -- Politico-Military Affairs. The remaining three SSIs identify civil-military positions for which most qualified officers are in the Army Reserve. The FAO course is predicated on the assumption that officers in SC 48 should be qualified to serve in any 48 position. The present course cannot meet this requirement and is no substitute for the detailed training and education required for positions in each of the separate SSIs. There is no one "FAO officer;" there are seven distinct types. Continuation of the present course would perpetuate the myth that there is interchangeability among all SSIs of SC 48.

The following statement concerning qualification in SC 48 was received from the T&E proponent during the RETO data collection effort:

Generally, an officer is qualified as a 48 if: (1) (s)he has area expertise or has attended the FAO course, and (2) has served in a FAO core position in that grade or the next lowest.

The FAO course does not begin to provide area expertise. Since FAO officers are supposed to be programmed for graduate school language training and 1-2 years of in-country training, the present course cannot be justified by any measure of cost-effectiveness. (Soviet/East European area officers, for example, receive two years of intensive schooling in Garmisch, Germany.) If completion of this course were to influence MILPERCEN not to provide an officer with graduate schooling or in-country training, both the officer and the Army would lose.

As presently constituted, the student body consists of 7 LTC, 27 MAJ and 43 CPT. Nearly half the officers have advanced degrees (one has a PhD). Many officers already have area expertise, while several others do not yet know to what (if any) geographic area they will be assigned. Although a need can be seen for providing FAO officers with courses in which the military applications of their area expertise are addressed, this course does not appear to meet the need. This course should therefore be replaced with short TDY functional courses.

c. The 48 specialty, particularly SSIG requires a long training period that can consist of a graduate degree, language training and in-country training. This process can take as long as five years training time plus three years of utilization and thus the officer is away from his primary specialty for an extended period of time. Action is currently underway to solve this problem by consolidating the graduate degree with the in-country training program.

d. Difficulty is encountered in maintaining language proficiency and in programming language refresher training.

e. It must be noted that within SC 48 certain SSIs are more closely related while some have sharp differences. SC 48E, as an example, shares politico-military awareness with other SSIs but the basic skills of SC 48E are quite different. For this reason, consideration should be given to redesignating all 48E Unconventional Warfare positions to the combat arms specialties with an ASI of 5G. The area expertise and language requirements necessary for these positions could be acquired through attendance at short courses conducted by USAIMA.

### 3. Observations

a. The analysis of SC 48, performed by USAIMA, represents a good piece of work and will be valuable in future analyses of the specialty.

b. The qualification criteria set forth for SC 48 -- a mix of education/training, and on the job experience -- will allow the majority of officers within the specialty to become qualified.

### 4. Recommendations

a. That continued emphasis be placed on reducing the time required for training/education.

b. That the remaining 48E positions (04-06) be redesignated to the combat arms specialties with an ASI of 5G.

c. That the present PCS FAO course be disestablished, and:

o Substitute appropriate TDY functional courses tailored to the needs of the various FAO SSIs.

o Limit attendance at these courses to newly designated FAO officers who do not yet have an advanced degree or area expertise, or those on orders to FAO billets or follow-on FAO training.

o Orient all FAO courses toward the military applications of FAO, leaving the academic training in area studies to civilian universities.

o Until desestablishment of the PCS course, restrict attendance to officers who are without graduate degrees or on orders to FAG assignments.

RETO Analyst: MAJ William G. Carter, III



DEPARTMENT OF THE ARMY  
OFFICE OF THE CHIEF OF STAFF  
WASHINGTON, D.C. 20310

DACS-OTRG

27 March 1978

SUBJECT: Specialty 49, Operations Research and Systems Analysis

1. Current Status

a. Requirements vs Assets (As of Nov 1977)

<u>GRADE</u>	<u>NUMBER/% REQUIREMENTS</u>	<u>NUMBER/% ASSETS</u>	<u>DIFFERENCES</u>	
			<u>+</u>	<u>-</u>
COL	47/.7	123/.9	+76	
LTC	190/.27	404/.28	+214	
MAJ	276/.40	538/.37	+262	
CPT	171/.24	369/.26	+198	
LT	<u>14/.2</u>	<u>3/.0</u>	<u>+11</u>	
	698/100	1437/100		

b. Shortage (Unfilled positions, number and rate)

<u>GRADE</u>	<u>NUMBER</u>	<u>PERCENT</u>
COL	0	.0
LTC	0	.0
MAJ	23	.9
CPT	24	.14
LT	11	.81

c. Overfill (unused assets as a percent of requirements)

<u>GRADE</u>	<u>NUMBER</u>	<u>PERCENT</u>
COL	29	.61
LTC	18	.10
MAJ	0	.0
CPT	0	.0
LT	0	.0



d. Utilization rate (%) and requirements to assets ratio (%)

<u>GRADE</u>	<u>AVERAGE UTILIZATION (%)</u>	<u>REQUIREMENTS TO ASSET RATIO</u>
COL	.39	.39
LTC	.50	.50
MAJ	.53	.58
CPT	.45	.52
LT	.90	4.67

e. Utilization Rate Difficulties - The utilization rates at each grade within SC49 are acceptable and pose no problem when viewed in isolation. A utilization problem does, however, occur when analyzing SC49 in conjunction with the specialties with which it is predominately paired. This problem is discussed in detail below.

2. Problems

a. The most significant problem in SC49 is the inability to meet requirements. The overall asset/requirement rate is 2.0 which is lower than required to insure professional development in both of an officer's specialties while meeting all other Army requirements. This problem is compounded by the following:

1) Not all officers within SC49 are qualified by training or experience. MILPERCEN is currently reviewing SC49 to determine which officers should not have SC49 as a specialty. Some who are not currently qualified will retain the specialty because their academic background is adequate to support future training. This action will not help fill requirements but will provide a more accurate picture of assets.

2) The other specialty assigned to ORSA officers is in many cases a shortage specialty. For example, almost 15 percent of ORSA officers have Engineer, (SC21) as their other specialty and the utilization rate of Engineers is so high (76% at major) that it becomes very difficult for these officers to alternate between the two specialties. Additionally, the preponderance of ORSA officers have a combat arms specialty as an alternate. In all cases, at the grade of major, the utilization rate in the combat arms specialty is so high that alternating assignments between the two specialties becomes difficult at best.

3) ORSA positions are concentrated in the Washington area (HQDA, OSD, JCS, CAA, etc.), TRADOC and DARCOM. These activities account for 92 percent of all ORSA positions. Only 2 percent of the total ORSA requirements are overseas. An officer due a tour in ORSA is sometimes not available because equity requires that he be assigned overseas. These assignments are normally in the officers alternate specialty.

4) The overall quality of ORSA officers is higher than that of the officer corps at large. This results in a higher percentage of SC 49

officers not being available for ORSA assignments due to service school attendance, battalion command, and other high priority/high visibility jobs.

5) The specialty has a relatively high number of AERB validated positions, however, given the current graduate degree quotas only about 50 percent of these validated positions can be filled with officers having an ORSA degree obtained through a fully funded program.

6) The job descriptions as currently listed in the IAADS documents do not truly reflect the duties the individual will be required to perform and the use of only one SSI compounds this problem.

### 3. Observations

a. The qualification criteria established for SC49 is within reason and would permit all to become qualified. The requirement for a graduate degree does, however, pose problems. As stated above, approximately 50 percent of ORSA officers can expect to be sent to graduate school on a fully funded basis. The remainder must therefore obtain an ORSA graduate degree on their own time. This would either entail night school or a co-op program such as C&GSC's. The DA proponent recognizes the hardship posed by this rigid standard and as such is looking at the applicability of the existant ALMC resident military training. It is felt by the DA proponent that several years will be required to ascertain if the ALMC graduates can perform to the desired standard. If experience shows this to be the case, the graduate degree requirement for qualification may be removed for some ORSA positions.

b. TRADOC is also looking at splitting the specialty into specialties or multiple SSIs that would more clearly define the degree of expertise required by officers filling positions now coded 49. It appears that there are two levels of 49 skills required: skills of substantive understanding and conceptualization coupled with quantitative analytical skills; and, a more limited level comprising quantitative analytical skills only. There is an urgent need for a detailed review of requirements, the skills associated with those requirements, and the educational programs to impart the skills. Subsequent to the requirements review, decisions should be made on restructuring the specialty as required.

c. A more active recruiting campaign is needed to facilitate the accession of officers possessing the requisite qualities for SC49.

d. MILPERCEN needs to more closely monitor the utilization of SC49 assets to insure that officers requisitioned to fill ORSA vacancies are in fact performing ORSA duties.

### 4. Recommendations

a. A job task analysis should be done as a priority effort to determine requirements and associated skills as a preliminary step in developing restructuring options as needed, and in determining more accurately the educational requirements.

- b. The ALMC review the TAADS and re-title ORSA positions.
- c. The DA proponent continue to monitor the ALMC resident military training program to determine if it is an adequate replacement for the graduate degree requirement for certain ORSA positions.
- d. The DA proponent in conjunction with the MACOMs prepare a publicity program to increase ORSA accessions.
- e. The DA proponent look at the feasibility of using the C&GSC elective program, co-operative degree program, and MMAS program as a means to train and educate additional ORSA assets.



WILLIAM G. CARTER, III  
MAJ, IN  
RETO Analyst



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DACS-OTRG

31 March 1978

SUBJECT: Research and Development (R&D), Specialty 51

1. Current Status.

a. Requirements vs Assets (as of 27 Mar 78).

<u>GRADE</u>	<u>NUMBER/(%)</u> <u>ASSETS</u>	<u>NUMBER/(%)</u> <u>REQUIRED</u>	<u>DOPMA</u> <u>IDEAL (%)</u>	<u>DIFFERENCE</u> <u>(+) (-)</u>
COL	419 (12)	175 (18)	11	+ 244
LTC	893 (27)	290 (30)	22	+ 603
MAJ	1039 (31)	207 (21)	44	+ 832
CPT	929 (28)	238 (25)	22	+ 691
	62 (2)	62 (6)		0
TOTAL	3342 (100)	972 (100)		

b. Shortage (unfilled positions, number and rate).

<u>GRADE</u>	<u>NUMBER</u>	<u>RATE</u>
LT	59	95%

c. Overfill (unused assets as a percent of requirements).

<u>GRADE</u>	<u>NUMBER</u>	<u>RATE</u>
COL	76	43%
LTC	137	48%

DACS-OTRG

31 March 1978

SUBJECT: Research and Development (R&D), Specialty 51

d. Utilization rate (%) and requirements to assets ratio (%).

<u>GRADE</u>	<u>AVERAGE UTILIZATION</u>	<u>REQUIREMENTS TO ASSETS RATIO</u>
COL	43	43
LTC	33	33
MAJ	22	22
CPT	27	29

e. Some overalignment at CPT/MAJ. Not a significant problem. Requirements to assets ratio good at LTC/COL.

2. Problem areas.

a. Too few requirements at major to allow normal progression to Colonel. Requirements to assets ratio needs to be adjusted and position coding needs review.

b. Valid lieutenant requirements in specialty, scarce assets. Evaluate O2 positions and early accessions policy.

c. Desirable to have SC 51 officers paired with Engineer Specialty (SC 21) from a knowledge and skills standpoint. It is undesirable from a utilization standpoint due to extensive SC 21 requirements at all grades. Positions coded 21/51 and 51/21 need to be examined and recoded where appropriate.

d. Over 360 valid AERB graduate degree positions in physical sciences, engineering, and management (mostly at 04-05). However, to perform in most 02/03/04 positions requires skills and knowledges associated with graduate study. Early accession of qualified officers (LT) and early graduate schooling is essential even though SC 51 is an Advanced Entry Specialty.

e. Difficulty assigning Combat Arms officers to SC 51 positions especially at grade of CPT. In November 1977 the status of 549 of the 929 SC 51 CPTs (all combat arms) was reviewed with the following results:

<u>PERCENT</u>	<u>ASSIGNMENT</u>
15	In SC 51 positions
28	overseas
12	school
11	nominative position (USMA, ROTC, USAREC, ARR)
10	meeting SC 15 flying gates
24	stabilized (less than 36 months at station)

(Problem raised by ALMC, MILPERCEN aware)

DACS-OTRG

31 March 1978

SUBJECT: Research and Development (R&D), Specialty 51

f. Review of TAAD documents indicates significant number of miscoded positions. Additionally, titles are inconsistent within SSIs 51A and B making it difficult to match positions with desired qualifications. Position coding is the foundation for effective personnel management. Discipline and consistency are essential in position coding.

3. Observations.

a. ALMC/MILPERCEN proposal.

"The specialty codes 51 and 97 provide the expertise for the acquisition of materiel. They span the materiel acquisition process from concept to obsolescence providing knowledge of R&D, procurement and production. The two specialties are distinct and have different qualification requirements, but are related to form the broad heading of the acquisition. The two specialties are now and should be monitored by the DA acquisition proponent (DCSRDA) to ensure the acquisition community needs are integrated and coordinated. Neither of the specialties can be eliminated, nor can they be consolidated. However, it would be appropriate to group them under an umbrella - acquisition program."

b. Of the 972 authorized SC 51 positions, only 7 are in T0E units (and those 7 appear to be miscoded - should be SC 27). In any mobilization scenario the competition for combat arms officers, at all grades, portends a scramble for assets. Plans for rapid civilianization, use of mobilization designees (IRR), and position consolidation require close coordination among SC 51 proponents.

c. While ALMC believes the current "proponency" system is adequate, they argue that, "The overall education system is inadequate because there is no system's management of it. The various subsets suboptimize, e.g., AERB aspects, MILPERCEN policies, etc."

d. Troop command is not essential to qualification in SC 51. If troop command continues to be a gate ("ticket") for promotion, equivalent designation must be made in SC 51 TDA positions.

e. Training With Industry (TWI) should be expanded. ALMC notes it would be "the most worthwhile direction" SC 51 could take.

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SUBJECT: Research and Development (R&D), Specialty 51

4. Recommendations.

a. Appoint a General Officer (DA Staff) as "the proponent" for SC 51. Provide him a full time assistant to monitor and coordinate mechanisms such as the Army Logistics Specialty Committee, and DARCOM/TRADOC working groups. Proponent should participate of selection, training and utilization of officers in SC 51 and be a regular member of the OPMS Steering Committee on all SC 51 related matters.

b. Recode all positions !AW "specific" DA guidance. Then institute discipline into the coding system.

RETO ANALYST: LTC William A. Stofft

PROponents

DA, ODCSRDA, LTC Ford, OX5-3664

MILPERCEN, MAJ Asbury, 325-0417

Ed & Tng, ALMC, Mr. Sweeney, 687-1786



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DACS-OTRG

31 March 1978

SUBJECT: Atomic Energy (AE), Specialist, 52

1. Current Status.

a. Requirements vs Assets (as of 27 Mar 78).

<u>GRADE</u>	<u>NUMBER/(%) ASSETS</u>	<u>NUMBER/(%) REQUIREMENTS</u>	<u>DOPMA IDEAL (%)</u>	<u>DIFFERENCE + -</u>
COL	90 (19)	28 (17)	11	+ 62
LTC	136 (27)	67 (37)	22	+ 69
MAJ	162 (34)	62 (35)	44	+100
CPT	90 (19)	17 (9)	22	+ 73
LT	3 (1)	3 (2)		0
	<u>481 (100)</u>	<u>177 (100)</u>		

b. Shortage (Unfilled positions, number and rate).

<u>GRADE</u>	<u>NUMBER</u>	<u>RATE</u>
CPT	4	11%
LT	2	67%

c. Overfill (Unused assets as a percent of requirements).

<u>GRADE</u>	<u>NUMBER</u>	<u>RATE</u>
COL	17	59%



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SUBJECT: Atomic Energy (AE), Specialty 52

31 March 1978

d. Utilization rate (%) and requirements to assets ratio (%).

<u>GRADE</u>	<u>AVERAGE UTILIZATION</u>	<u>REQUIREMENTS TO ASSETS RATIO</u>
COL	33	33
LTC	33	33
MAJ	38	40
CPT	17	19
LT	100	300

2. Problem Areas.

a. Desirable to have SC 52 officers paired with Engineer specialty (SC 21) from a knowledge and skills standpoint. It is undesirable from a utilization standpoint due to extensive SC 21 requirements at all grades. Examine positions coded 21/52 and 52/21 and recode where appropriate.

b. Shortage of LTC (05) assets to fill requirements. Complex and sophisticated specialty requires long range development and prohibits late accession (MAJ/LTC) of untrained assets. Assets to requirements ratio should be around 2:1.

c. Officers who enter SC 52 from specialties other than Field Arty (SC 13) or Air Defense Arty (SC 14) need specific training in nuclear capable delivering systems (2-3 weeks TDY). Education and training proponent must insure resident and non-resident programs, MILPERCEN must insure officer attendance.

d. DA Pamphlet 600-3, "Officer Professional Development and Utilization (September 1977)," omits requirement for undergraduate majors in Geology and Chemistry. They should be included. Generally, too narrow a view was taken on the specialty. Courses in health physics, biological sciences, electronics, mathematics and meteorology are valuable for the AE specialist. These subjects should be added.

e. The two SSIs (A&B) create a difference without distinction and should be combined. The qualifications for each SSI are the same.

DACS-OTRG

31 March 1978

SUBJECT: Atomic Energy (AE), Specialty 52

3. Observations.

- a. High percentage of the 177 positions require an advanced degree.
- b. Troop command is not essential to SC 52 development or qualification at any grade.
- c. All SC 52 positions should be TDA. The 3 TOE positions are miscoded.
- d. There is a high correlation of skills with SC 52 and the following specialties (Note: 49, 51 and 97 are also Advanced Entry Specialties):

SC 13	FA
SC 14	AD
SC 21	EN
SC 27	C-E/EN
SC 49	OR/SA
SC 51	R&D
SC 74	Chemical
SC 97	Procurement

4. Recommendations.

- a. Education and Training (E & T) proponency for SC 52 should be taken from DA DCSOPS and given to the Army Nuclear and Chemical Agency. DA proponency should remain in DCSOPS.
- b. Combine the two SSIs in SC 52 into one SSI.

RETO ANALYST: LTC William A. Stofft

PROPONENTS

DA, DCSOPS, MAJ Skerker, OX5-9913  
MILPERCEN, LTC Ostenberg, 325-0417  
Ed & Tng, DCSOPS, MAJ Skerker, OX5-9913



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DACS-OTRG

28 March 1978

SUBJECT: Automatic Data Processing, SC 53

1. Current Status

a. Requirements vs Assets (as of 18 Nov 77)

<u>GRADE</u>	<u>REQUIREMENTS</u>	<u>ASSETS</u>	<u>DIFFERENCE</u>
COL	44 (5%)	117 (7%)	+73
LTC	205 (23%)	441 (26%)	+236
MAJ	314 (34%)	626 (38%)	+312
CPT	304 (33%)	478 (29%)	+174
LT*	43 (5%)	5 (0)	-38

b. Shortage (unfilled positions, number and rate)

<u>GRADE</u>	<u>NUMBER</u>	<u>PERCENT</u>
MAJ	35	11%
CPT	56	18%
LT*	38	88%

c. Overfill (unused assets as a percent of requirements)

<u>GRADE</u>	<u>NUMBER</u>	<u>PERCENT</u>
COL	26	58%
LTC	15	7%

d. Utilization Rate (percent) and requirements to assets ratio (percent)

<u>GRADE</u>	<u>AVERAGE UTILIZATION</u>	<u>REQUIREMENTS TO ASSETS RATIO</u>
COL	.38	.38
LTC	.48	.48
MAJ	.50	.56
CPT	.61	.74
LT*	1.00	8.6

\* There should be no LT requirements or assets since SC 53 is an Advanced Entry Specialty.

e. The high utilization rate for CPTs and MAJs restricts the pairings which can be accommodated at those grades. This problem can be solved, however. (See below)

## 2. Problem Areas (Source)

a. The specialty proponent argues that SC 53 should be a basic entry specialty for following reasons: (DAA)

(1) This would allow the Army to take advantage of 2LTs coming on active duty w/ADP degrees while their skills were still fresh.

(2) This would allow the downgrading of many of the CPT positions to LT positions which would provide better utilization for CPTs.

(3) This would assist the Army in meeting the growing demand for officers in SC 53, particularly at the LT/CPT level.

b. The perishability of ADP skills and degree of training/experience required in some positions, make it desirable for some officers in SC 53 to "single track" in SC 53 for their entire careers. (DAA)

c. The coding of SC 53 positions in the TAADs documents is totally inconsistent. This will require additional SSI's and a re-write of AR 611-101 (DAA) to solve. (DAA)

d. SC 53 is characterized by a high content of perishable skills which require that an officer serve continuously in the specialty or attend refresher training prior to working in the specialty after an absence. The Army does not have an established refresher training program at this time. (DAA)

## 3. Observations

a. There will be a significant increase in ADP equipment throughout the Army by 1990. Requirements for officers in SC 53 will also increase, but more slowly since much of the new ADP equipment will be user-oriented and will not require ADP trained personnel.

b. Through the 1990's there will be an increasing trend toward civilianization which should reduce the TDA requirements for officers in SC 53 (SSI Study).

c. Graduate degrees are essential for some positions in SC 53; however, the civilian education requirement for the majority of officers in the specialty can be satisfied by civilian courses which are considerably short of a graduate degree. (DAA)

4. Recommendations

- a. TAADS documents should be rationalized and standardized.
- b. Consideration should be given to allowing some officers in SC 53 to "single track" instead of pursuing dual specialty development.
- c. Consideration should be given to establishing a short, TDY refresher course for officers enroute to an SC 53 position after 2 or more years in a non-SC 53 position.

5. Major Recommendation

In view of the growing requirements for LT/CPTs in SC 53, and the ADP skills of some newly commissioned officers, serious consideration should be given to making SC 53 a basic entry specialty.

RETO Analyst: LTC Larry D Budge



DEPARTMENT OF THE ARMY  
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DACS-OTRG

31 March 1978

SUBJECT: Operations and Force Development, Specialty 54

1. Current Status.

a. Requirements vs Assets (as of 27 Mar 78).

<u>GRADE</u>	<u>NUMBER/(%) ASSETS</u>	<u>NUMBER/(%) REQUIRED</u>	<u>DOPMA IDEAL (%)</u>	<u>DIFFERENCE (+) (-)</u>
COL	1115 (21)	268 (16)	11	+ 847
LTC	1507 (28)	632 (37)	22	+ 875
MAJ	1455 (27)	555 (33)	44	+ 900
CPT	1229 (23)	233 (13)	22	+ 996
LT	19 (1)	19 (1)		0
TOTAL	5325 (100)	1707 (100)		

b. Overfill (unused assets as a percent of requirements)

<u>GRADE</u>	<u>NUMBER</u>	<u>RATE</u>
COL	422	156%
LTC	15	7%

c. Utilization rate (%) and requirements to assets ratio (%).

<u>GRADE</u>	<u>AVERAGE UTILIZATION</u>	<u>REQUIREMENTS TO ASSETS RATIO</u>
COL	25	25
LTC	45	45
MAJ	41	42
CPT	21	21

DACS-OTRG

31 March 1978

SUBJECT: Operations and Force Development, Specialty 54

2. Problems.

a. SC 54 severely overaligned at COL (06), moderately overaligned at LTC (05). Position recoding will help.

b. Review of SC 54 TAAD documents indicates significant number of miscoded positions. Position titles are inconsistent making it difficult to match officer qualifications with billet requirements. System discipline essential in position coding and job titles if SC 54 is to be a viable specialty.

c. SC 54 jobs are clearly divided into three separate and distinct areas:

- (1) Operations, Plans, training and readiness
- (2) Combat developments
- (3) Force developments

There are numerous functions in these diverse tracks that closely parallel tasks routinely performed in other specialties such as:

SC 28	Instructional Technology and Management
SC 47	Education
SC 49	OR/SA
SC 51	R&D

The current single SSI in SC 54 does not allow for effective management of the specialty.

d. The specialty could be split into two (or three) specialties in accordance with the general functions listed above (CAC recommendation). The billets could be recoded into existing specialties leaving a broad "generalist" (operations, plans, training and readiness) specialty without creating new specialties. The specialty could be redefined as part of a major OPMS restructuring to more clearly delineate responsibilities for:

- Training Developments (proposed SC 50)
- Combat Developments
- Force Developments
- Instructional Technology (SC 28)
- Education (SC 47)
- Operations, Plans and Readiness (Corps and above) (SC 54)

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31 March 1978

SUBJECT: Operations and Force Development, Specialty 54

Or the specialty could be more sharply defined by adding two additional SSIs (B - Combat Development and C - Force Development) as was planned in the 10 Aug 77 MILPERCEN proposals.

e. The lack of a formal SC 54 training and education strategy is significant. Less than 40 percent of the officer corps attends USACGSC leaving a large shortfall in field grade preparation for this specialty. There are no other courses currently functioning for SC 54 officers.

### 3. Observations.

a. 85% of SC 54 assets are Combat Arms. Slight overalignment in lower 3 grades acceptable IAW expected combat losses.

b. Education and Training proponent argues that Bn Command (or equivalent) or principal staff officers at brigade or division (or equivalent) is essential for O5 and O6 qualification in SC 54 and 54C. DA proponent and MILPERCEN disagree.

c. Coding of SC 54 positions in TOE units is limited to Corps and above. Policy not followed Army-wide.

### 4. Recommendations.

a. Create two new SSIs (Force Development and Combat Development) in the existing specialty and manage assets accordingly.

b. Review all SC 54 positions, recode where appropriate.

c. Develop SC 54 education and training strategy including resi- dent and nonresident courses.

RETO ANALYST: LTC William A. Stofft

#### PROponents

DA, DCSOPS, LTC Leavitt, OX7-1079

MILPERCEN, MAJ Larned, 325-0417

Ed & Tng, CGSC, LTC Bradley, 552-2109





DEPARTMENT OF THE ARMY  
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DACS-OTRG

30 March 1978

SUBJECT: Specialty 55, Legal (JAGC)

1. Current Status

<u>GRADE</u>	<u>ASSETS</u>	<u>REQUIREMENTS</u>
COL	85	110
LTC	132	170
MAJ	221	322
CPT	1189	1085
LT	-	-
	<u>1647</u>	<u>1687</u>

a. JAGC promotion board and expanded zone have partially remedied shortages in grade of major.

b. Retention has improved with increased prospects for a larger career force. Utilization is 100% within the specialty.

2. Problem Areas

a. Current SSI do not provide an adequate basis for personnel management. Discrete coding must be provided for TAADS documents. New SSI must be established to reflect traditional JAG specialties.

b. Professional development in the first ten years has remained the responsibility of the Army Judge Advocate General's School. Training to meet requirements of higher duty positions and legal specialization must be a combined effort of personnel managers/supervisor/lawyer in an office/TDY school environment.

c. JAG attorneys (captains) advance to supervisory positions without adequate formal training preparatory to assuming the job.

3. Recommendations

a. SSI's should be restructured as indicated to maximize ADP-assisted resource management.

- 55A - Judge Advocate (Basic)
- 55B - Staff Judge Advocate
- 55C - Criminal Law Specialist
- 55D - Judiciary
- 55E - Administrative/Civil Law Specialist
- 55F - Procurement Law Specialist
- 55G - International Law Specialist
- 55H - Claims Law Specialist

b. Establish professional development objectives, emphasizing OJE and short CLE courses, and provide intensive law/management course for majors.

RETO Analyst: COL D. A. Fontanella



DEPARTMENT OF THE ARMY  
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DACS-OTRG

31 March 1978

SUBJECT: Highlights of SC 56, Chaplain

i. Current Status.

a. Assets vs Requirements.

	<u>ASSETS</u>	<u>1978 REQUIREMENTS</u>	<u>1981 REQUIREMENTS</u>
COL	107	82	94
LTC	315	186	286
MAJ	479	384	453
CPT	523	644	439
TOTALS	<u>1424</u>	<u>1296</u>	<u>1272</u>

b. 1981 requirements are provided because the Army Chaplaincy is currently in a period of transition. This transition is already affecting the 1978 requirements, which are changing rapidly. Although there will be only slight differences in the total requirements in 1981, there will be a substantial shift by grades, especially LTC and CPT.

c. There is 100% utilization of chaplains in chaplain positions.

2. Problem areas (now being addressed by Chief of Chaplains).

a. Need for a standardized method of encoding chaplain position requirements into TAADS.

b. Difficulty of using existing chaplain SSI in effective programing of trained chaplains for appropriate positions.

c. Absence of branch related qualification criteria at grades of MAJ, LTC, and COL. Criteria must be seen by the field as related to the process of ministry, which is the chaplain's primary duty.

DACS-OTRG  
SUBJECT: Highlights of SC 56, Chaplain

31 March 1978

3. Observations.

a. Survey:

(1) Recently implemented Chaplain Professional Development Plan has evoked a positive response from the field. Approximately two thirds of the chaplains surveyed feel it is meeting the needs for chaplain training.

(2) Approximately 60% of the chaplains surveyed would prefer several short TDY courses plus CAS<sup>3</sup> as a replacement for the current chaplain Advance Course; OJE is the training mode most frequently indicated as the way chaplains become qualified to effectively practice their profession in the Army.

b. Analysis reveals the following strengths of the Chaplain Professional Development Plan:

(1) Chaplains viewed as learners throughout their career.

(2) It focuses on education/training for ministry.

(3) Skills training and personal/spiritual growth are seen as part of professional development.

(4) Basic chaplain training is more realistic due to Phase III internship.

(5) The training program is more cost effective in that less time is spent in resident courses.

(6) It responds to training needs of individual chaplains and is responsible to field requirements.

(7) It emphasizes assessment and bases training upon assessed needs.

c. Analysis indicates the following weaknesses in the Chaplain Professional Development Plan:

(1) Pivotal points in the chaplains' career are not adequately recognized as prime times for education/training.

(2) Not enough opportunity for chaplains to interact with officers of other branches in a learning environment.

DACS-OTRG

31 March 1978

SUBJECT: Highlights of SC 56, Chaplain

4. Recommendations.

a. That the Army chaplaincy continue in the direction it has begun with its Professional Development Plan with following exception: substitute CAS and three TDY short courses for the Chaplain's Advance Course (Incl 1).

b. That the Army chaplaincy assure appropriate coding of chaplain duty positions and trained chaplain resources so that the personnel managers within the chaplaincy may take full advantage of automated data processing equipment.

c. That the chaplain Specialty Skill Identifier/Additional Skill Identifier (SSI/ASI) code be reviewed to determine if a limited revision will assist the personnel managers in easier identification of trained resources to fill duty position requirements.

d. That the Office of the Chief of Chaplains continue in its project to define qualification criteria for major, lieutenant colonel and colonel chaplains, focusing on the aspects of leadership in and supervision/management of ministry.

e. That an assessment center for Army chaplains be considered for establishment at the US Army Chaplain Center and School for the purpose of providing assessment and assessment instruments which will enable chaplains to determine appropriate utilization of the Chaplain Professional Development Plan.

RETO ANALYST:

Chaplain (LTC) Danny W. Burttram

RECOMMEND ALTERNATIVE FOR CHAPLAIN ADVANCED COURSE  
(ASSUMING DOPMA)

ESTABLISHMENT STAGE	ADVANCEMENT PERIOD	MID-CAREER STAGE
YRS 1-5	YRS 6-II	YRS 12-20
CPT	MAJ	LTC
← X X X →		
S E M I N A R Y	B C H T	T D Y
Denom Reqts BCHT Phase I	PHASES II & III*	POST CH CRSE CH SCH 5 WKS
Chaplain Skill Tng	CGSC in lieu of CAS <sup>3</sup> for selected Chaplains	Continuing Ed/ Tng under CH, PDP
Short Course TDY	Continuing Ed/ Tng under CH, PDP	SSC for selected Chaplains
OJT	Civilian School as Reqd	Civilian School as Reqd
Non-Res Study		
	CAS <sup>3</sup> 9 WKS	CH SCH 5 WKS
	CH SCH 9 WKS	

\*BCHT PHASE II is 6 weeks TDY at USACHCS enroute to first duty station.

BCHT PHASE III is 1 year SOJT at first duty station.



DEPARTMENT OF THE ARMY  
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DACS-OTRG

29 March 1978

SUBJECT: Specialty 60-61, Medical Corps (MC)

1. Current Status:

<u>GRADE</u>	<u>ASSETS</u>	<u>REQUIREMENTS</u>
COL	415	371
LTC	616	852
MAJ	1630	2623
CPT	1321	2076
LT	-----	-----
	3982	5922

a. The difference between authorizations and assets results in a shortage of about 600 physicians; ergo, 600 is the "official" shortage.

b. There is 100% utilization within specialty in MC. The Medical Corps consists exclusively of commissioned officers who are qualified doctors of medicine or doctors of osteopathy.

c. Forty-four special skill identifiers have been established for the MC (Inclosure 1).

d. MC is excluded from Officer Grade Limitation Act in grades below brigadier general.

e. Current constructive credit policies result in accession above LT.

2. Problem Areas.

a. The most significant problem is, of course, the shortage of physicians. Accessions and retentions are woefully inadequate. The education and training survey of AMEDD officers, while not addressing retention per se, reaffirms some factors impacting on retention. Medical skills are marketable. 99% of MC officers responding to the survey believe their primary specialty training

SUBJECT: Specialty 60-61, Medical Corps (MC)

or education will be of value in a civilian career and 76% estimate they could earn more than \$50,000 annually salary in civilian life. Almost a fourth (24%) of the MC officers responded that they do not plan to make the Army a career. One third state that they have made no decision as to whether or not they will make the Army a career. Eighteen percent indicated that they would make the Army a career but were undecided as to when they will retire. Only about one fourth (24%) of the respondents indicated plans to retire with more than 20 but less than 26 years of service. Those with plans for a career included officers (LTC and COL) who have already made the Army a career. Junior officers (CPT and MAJ) responded 50% against the Army as a career.

b. Written comments from MC officers surveyed concerned dissatisfaction with many aspects of service. Complaints included requirement for post-draft obligatory service; military training provided (or not provided); command/administration versus clinical utilization; opportunity for specialty training education in civilian institutions; assimilation/socialization of physicians into military (pro and con); pay and bonus policies; tour stabilization; inadequate personnel and equipment support; and poor facilities.

### 3. Observations.

a. The probability of attaining projected MC year-end strengths during the mid-eighties is contingent upon maintaining program fill on current authorization for accession programs. The Health Profession Scholarship Program (HPSP) is the primary source of accessions. HPSP is expected to provide around 425 per year through 1984. The Uniformed Services University School of Medicine will graduate its first class in 1980. The Army's share is 12. This is expected to raise to 65 by 1984. However, the last Berry Plan (under draft, service deferred) physician starts his post-draft obligatory service in 1981. The Berry Plan was the primary source of physicians under the draft.

b. DOD has a revised physician pay package for submission to Congress. While parity with civilian pay cannot be expected, the package is expected to remove some of the dis-incentives of the present program.

c. Continuing specialty education throughout career is a requirement and highly desired by the medical officer. Programs under direction of The Surgeon General are available to Medical Corps officers in designated medical activities. These programs provide the Army with trained specialists, meet requirements of appropriate boards and are valuable in recruiting and retention.

d. Precommissioning military socialization has been included in professional scholarship programs. The Uniformed Services University of the Health Sciences includes military elective experience in the summer schedule. These exposures to the military and an appropriate basic course



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SUBJECT: Specialty 60-61, Medical Corps (MC)

will provide for the inculcation and furtherance of the military medical professionalism.

e. RETO analysis supports expansion of the basic course. This should provide officers of the MC proper assimilation into the military and increase satisfaction in practice of military medicine. There is a glitch, however. The shortage of physicians still exists and the dilemma of attending a longer basic versus early arrival at the job will continue until shortages are reduced.

f. RETO analysis does not support the advanced course. Few physicians attend the advanced course, yet the aura of ticket punching prevails. Deletion of advanced course will properly align professional development objectives for physicians. Shorter, specialized courses will be provided, as needed, for professional military education.

4. Recommendations.

a. No recommendation is made that applies specifically to this specialty.

b. Recommended changes to the Army training and education system will involve officers of this specialty as part of their military professional education.

RETO Analyst: COL Harold W. Stocks

## MEDICAL CORPS

	<i>Title</i>
SSI	Executive Medicine
60A	Nuclear Medicine
60B	Preventive Medicine
60C	Occupational Medicine
60D	General Medicine
60E	Pulmonary Disease
60F	Gastroenterology
60G	Cardiology
60H	Obstetrics/Gynecology
60J	Urology
60K	Dermatology
60L	Allergy/Clinical Immunology
60M	Anesthesiology
60N	Pediatrics
60P	Pediatric Cardiology
60Q	Child Neurology
60R	Ophthalmology
60S	Otorhinolaryngology
60T	Child Psychiatry
60U	Neurology
60V	Psychiatry
60W	Hematology
60Z	Nephrology
61A	Medical Oncology
61B	Endocrinology
61C	Rheumatology
61D	Clinical Pharmacologist
61E	Internal Medicine
61F	Infectious Disease
61G	Family Practice
61H	General Surgery
61J	Thoracic Surgery
61K	Plastic Surgery
61L	Orthopedic Surgery
61M	Aviation Medicine
61N	Physiatry
61P	Therapeutic Radiology
61Q	Diagnostic Radiology
61R	Radiology
61S	Anatomical Pathology
61T	Pathology
61U	Clinical Pathology
61V	Peripheral Vascular Surgery
61W	Neurosurgery
61Z	



DEPARTMENT OF THE ARMY  
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WASHINGTON, D.C. 20310

DACS-OTRG

SUBJECT: Specialty 63, Dental Corps (DC)

1. Current Status

	<u>ASSETS</u>	<u>REQUIREMENTS</u>
COL	257	104
LTC	288	372
MAJ	393	565
CPT	899	1019
LT	-	-
	<u>1837</u>	<u>2060</u>

a. There is 100% utilization within specialty in DC. The Dental Corps is composed of officers who are graduates of a dental school acceptable to DA.

b. There are 13 specialty skill identifiers for the DC as follows:

<u>SSI</u>	<u>TITLE</u>
63A	Dental Officer
63B	General Dental Officer
63C	Oral Medicine Officer
63D	Periodontist
63E	Endodontist
63F	Prosthodontist, Fixed
63G	Prosthodontist, Removable
63H	Preventive Dentistry/Dental Public Health
63K	Pedodontist
63M	Orthodontist
63N	Oral Surgeon
63P	Oral Pathologist
63R	Executive Dental Officer

c. DC is excluded from Officer Grade Limitation Act in grades below brigadier general.

d. Current constructive credit policies result in accession above LT.

## 2. Problem Areas

As a result of a program budget decision, input into the Health Professional Scholarship Program (HPSP) has been discontinued for dentistry. Shortages already existed in the DC. The input into HPSP was discontinued purportedly because scholarship assistance was not necessary to attract officers into military dentistry from an ample pool of civilian dentists. As the residual of scholarships declines, recruiting efforts are being intensified. The effect of recent increases in AMEDD procurement resources has not yet been realized.

## 3. Observations

a. The command positions for DC are in grades O5 and O6. Because no command positions are required at lower levels, development is highly dependent on selection and training without the normal scalar arrangement for experience. RETO analysis did not support the entire requirement for CGSC graduates claimed by the AMEDD.

b. The DC comprises 12% of the AMEDD. Over a seven year period the DC has accounted for 10% of the AMEDD advanced course. This is consistent with the professional development objective of the DC to create and maintain a pool of exceptionally qualified officers possessing the professional and managerial skills necessary to fill positions of the highest responsibility.

c. RETO made no recommendations concerning pre or post-commissioning AMEDD training/education in technical scientific and professional areas or programs. The dentistry training in HPSP should have continued until a more favorable strength posture was achieved and then retained possibly at a reduced rate. Excessive shortage could create the same dilemmas associated with physician shortages which detract from military training/education objectives and, more seriously, from patient care.

## 4. Recommendations

a. No recommendation is made that applies specifically to this specialty.

b. Recommended changes to the Army training and education system will involve officers of this specialty as part of their military professional education.

RETO Analyst: COL. Harold W. Stocks



DEPARTMENT OF THE ARMY

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DACS-OTRG

29 March 1978

SUBJECT: Specialty 65, Army Medical Specialist Corps (AMSC)

1. Current Status.

GRADE	ASSETS				TOTAL	REQUIREMENTS			
	65A	65B	65C	TOTAL		65A	65B	65C	TOTAL
COL	5	7	6	18	5	6	7	18	
LTC	6	29	16	51	6	19	19	44	
MAJ	24	22	27	73	26	36	31	93	
CPT	27	61	89	177	35	84	119	238	
LT	25	54	52	131	20	44	47	111	
	87	173	190	450	92	189	223	504	

a. Three special skill identifiers (SSI) have been established for AMSC as follows:

<u>SSI</u>	<u>TITLE</u>
65A	Occupational Therapist
65B	Physical Therapist
65C	Hospital Dietitian

b. This specialty consists of three separate SSI with three different professional requirements. There is no migration from one SSI to another. There are no secondary SSI.

c. The basic professional qualification of an officer of the Army Medical Specialist Corps are:

- (1) A baccalaureate level of education.
- (2) Graduate from an accredited curriculum which is acceptable to DA in one of the above three specialties.

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SUBJECT: Specialty 65, Army Medical Specialist Corps (AMSC)

2. Problem Area. The fact that the AMSC consists of three unique SSI presents management problems. Officers are appointed in one of the three SSI and they maintain that professional identity throughout their military careers. Flucuations in requirements by grade are not easily accommodated.

3. Observation. Overall the AMSC presents no external problems. Internal strength inequities do present a management problem especially in the senior grades.

4. Recommendations.

a. No recommendation is made that applies specifically to this specialty.

b. Recommended changes to the Army training and education system will involve officers of this specialty as part of their military professional education.

RETO Analyst: Harold W. Stocks

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DEPARTMENT OF THE ARMY  
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DACS-OTRG

SUBJECT: Specialty 64, Veterinary Corps (VC)

1. Current Status

	<u>ASSETS</u>	<u>REQUIREMENTS</u>
COL	27	30
LTC	69	63
MAJ	78	99
CPT	220	230
LT	-	-
	<u>394</u>	<u>422</u>

a. There is 100% utilization within specialty in VC. The Veterinary Corps consists exclusively of commissioned officers who are qualified doctors of Veterinary medicine.

b. There are 6 specialty skill identifiers for the VC as follows:

<u>SSI</u>	<u>TITLE</u>
64A	Veterinary Services Officer
64B	Veterinary Staff Officer
64C	Veterinary Laboratory Animal Medicine Officer
64D	Veterinary Pathologists
64E	Veterinary Microbiologist
64F	Veterinary Comparative Medicine Officer

c. Current constructive credit policies result in accession above LT.

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SUBJECT: Specialty 64 Title Veterinary Corps (VC)

2. Problem Areas

a. Problems associated with management of VC pertain to low retention rate of junior officers and maintaining appropriate balance in special skill areas.

b. In pre-commissioning training a veterinarian is prepared mainly for animal care medicine with a broad background in public health, preventive medicine and meat hygiene. After commissioning his duties mostly concern food inspection with limited animal care.

3. Observations

a. Most newly commissioned officers of the Veterinary Corps attend an orientation course upon completion of the basic course. The orientation course provides specific training in food hygiene and technology as applied to subsistence for DOD.

b. The recent transfers of CONUS in-plant subsistence procurement inspection mission to the US Department of Agriculture reduce the opportunity for VC officers to maintain the level of inspection proficiency previously provided. Therefore training requirements will be geared to rotation base in support of overseas procurement mission. Instruction will emphasize conduct and performance of subsistence procurement in an overseas theater. The requirement for wholesomeness inspection remains with the veterinary service. The VC will continue to inspect military subsistence upon receipt and periodically during distribution through the supply system. A portion of the training requirement must be directed toward these mission requirements as well as the support to the overseas procurement mission.

4. Recommendations

a. No recommendation is made that applies specifically to this specialty.

b. Recommended changes to the Army training and education system will involve officers of this specialty as part of their military professional education.

RETO Analyst: COL Harold W. Stocks





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DACS-OTRG

29 March 1978

SUBJECT: Specialty 66, Army Nurse Corps (ANC)

1. Current Status.

<u>GRADE</u>	<u>ASSETS</u>	<u>REQUIREMENTS</u>
COL	83	76
LTC	204	293
MAJ	508	776
CPT	1964	2487
LT	<u>841</u>	<u>1994</u>
	3600	5626

a. There is 100% utilization within specialty in ANC. Officers are qualified in professional clinical nursing practice.

b. Nine special skill identifiers have been established for the ANC as follows:

<u>SSI</u>	<u>TITLE</u>
66A	Nurse Administrator
66B	Community Health Nurse
66C	Psychiatric/Mental Health Nurse
66D	Pediatric Nurse
66E	Operating Room Nurse
66F	Nurse Anesthetist
66G	Obstetric and Gynecologic Nurse
66H	Medical-Surgical Nurse
66J	Clinical Nurse

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SUBJECT: Specialty 66, Army Nurse Corps (ANC)

2. Problem Areas. The problems associated with management of the specialty were identified by the proponent (Off, Ch ANC). The problem areas included:

- a. Excessive civilianization of the registered nurse force in the AMEDD.
- b. Grade and specialty imbalances.
- c. Staffing to cover man hours lost due to pregnancy and related conditions.
- d. Increasing number of married officers and co-location assignments with service member spouse.

3. Observations.

- a. Civilianization of registered nurse force occurred during Vietnam build-up when officers were rapidly deployed. Subsequent to phase down the positions have not been reconverted to military nurses. The C, ANC indicates the small rotational base impacts on training and retention.
- b. The shortage of field grade officers and specialty imbalances/shortages; the compensatory manpower for pregnancy and co-location problems are the sort that plague personnel managers. Changes to previous policies pertaining to pregnancy now allow continuation of service during and after pregnancy. Old policies resulted in discharge from the service. The new policy reflects societal changes that have not been completely assimilated into the military.

4. Recommendations.

- a. No recommendation is made that applies specifically to this specialty.
- b. Recommended changes to the Army training and education system will involve officers of this specialty as part of their military professional education.

RETO Analysts: COL Harold W. Stocks



DEPARTMENT OF THE ARMY  
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DACS-OTRG

SUBJECT: Specialty 67-68, Medical Service Corps (MSC)

1. Current Status

	<u>ASSETS</u>	<u>REQUIREMENTS</u>
COL	143	162
LTC	533	544
MAJ	911	1010
CPT	1765	2182
LT	<u>1291</u>	<u>833</u>
	4643	4731

a. Twenty-nine specialty skill identifiers (SSI) have been established for MSC. (See incl 1). Specialty code 67 contains a groupment of supply and administrative skills. Specialty code 68 contains a groupment of pharmacy, medical allied sciences, sanitary engineering and optometry skills.

b. There is 100% utilization within the specialty. Secondary SSI are common in specialty 67 and seldom used in specialty 68.

2. Problem Areas

a. There are no significant problems identified for this specialty area.

b. The wide diversity of disciplines comprising the MSC does present a constant management problem internally. The officers identified with the specialty code 68 are specialists within specific scientific areas. Most officers with these skills enter the AMEDD with Masters degree and in some cases even at doctorate level. Most other officers accessed to the MSC carry the identical administrative SSI of 67B, Field Medical Assistant. These officers serve in a wide variety of administrative positions within field medical units and in hospitals and related patient treatment facilities.

c. Comments from Specialty Code 68 officers responding to the AMEDD Officers Education/Training Survey pertained to a perceived inequity in selection for CGSC, command and promotion.

### 3. Observations.

The divergence of special skills in the MSC embodies the total complexities and technology of the skills of the Army Medical Department. The Surgeon General has responsibility for training and education (other than CGSC and SSC level training) of AMEDD officers. The AMEDD divergence is the reason one person (TSG) must have overall responsibility for manipulating the various specialty training requirements to meet health service needs. This overall responsibility has its basis in the United States Code.

### 4. Recommendations.

a. No recommendation is made that applies specifically to this specialty.

b. Recommended changes to the Army training and education system will involve officers of this specialty as part of their military professional education.

RETO Analyst: COL Harold W. Stocks

## MEDICAL SERVICE CORPS

<i>SSI</i>	<i>Title</i>
	<b>Pharmacy, Supply, and Administration Section</b>
67A	Health Care Administrator
67B	Field Medical Assistant
67C	Health Services Comptroller
67D	Biomedical Information Systems Officer
67E	Patient Administration Officer
67F	Health Services Personnel Manager
67G	Health Services Manpower Control Officer
67H	Health Services Plans, Operations, Intelligence, and Training Officer
67J	Aeromedical Evacuation Officer
67K	Health Services Materiel Officer
67L	Health Facilities Planning Officer
68H	Pharmacy Officer
	<b>Medical Allied Sciences Section</b>
68A	Microbiologist
68C	Biochemist
68D	Parasitologist
68E	Immunologist
68F	Clinical Laboratory Officer
68J	Physiologist
68L	Podiatrist
68M	Audiologist
68R	Social Work Officer
68S	Psychologist
68T	Health Services Research Psychologist
68U	Behavioral Science Associate
	<b>Sanitary Engineering Section</b>
68B	Nuclear Medical Science Officer
68G	Entomologist
68N	Environmental Science Officer
68P	Sanitary Engineer
	<b>Optometry Section</b>
68K	Optometry Officer



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DACS-OTRG

SUBJECT: Logistics Management, Specialty 70

1. Current Status (as of 18 Nov 77)

This specialty is the logistics capstone. It consists of 392 positions filled by Colonels holding at least one logistics specialty and possessing suitable education, experience, and logistics qualification.

2. Problems (Source)

a. There have been difficulties in obtaining personnel broadly qualified across the logistics specialty areas. (MILPERCEN)

b. If the feeder specialties are properly aligned within themselves (not considering SC 70 requirements) the diversion of colonels into SC 70 positions would cause shortages. (Log Management Center)

3. Recommendations

Specialty 70 needs should be more explicitly linked to the feeder specialties (estimating each specialty's contribution) so that appropriate numbers of officers with broad expertise in logistics can be developed.

RETO Analysis: MAJ Theodore J. Crackel



DEPARTMENT OF THE ARMY  
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DACS-OTRG

28 March 1978

SUBJECT: Aviation Material Management, SC 71

1. Current Status.

a. Requirements vs Assets (as of 18 Nov 77).

<u>GRADE</u>	<u>NUMBER REQUIRED</u>	<u>NUMBER ASSETS</u>	<u>DIFFERENCE (+ -)</u>
COL	20 (.027)	80 (.059)	
LTC	75 (.101)	246 (.183)	
MAJ	118 (.159)	291 (.217)	
CPT	445 (.602)	644 (.480)	
LT	80 (.108)	80 (.059)	
	<u>738 (100.)</u>	<u>1341 (100.)</u>	

b. Utilization rate (percent) and requirements to assets ratio (percent).

<u>GRADE</u>	<u>AVERAGE UTILIZATION</u>	<u>REQUIREMENTS TO ASSETS RATIO</u>
COL	.25	.25
LTC	.31	.31
MAJ	.43	.43
CPT	.71	.71
LT	.47	.47

c. Utilization rate difficulties/attractions.

(1) RETO analysis indicates that there are several specialty combinations that produce utilization rates in excess of 100 percent of the time -- impossible to achieve even with zero in the THS account. They are in the rank of major only among the field grade ranks. They are: 7191 (1.13), 7192 (1.24), and 7195 (1.00).

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SUBJECT: Aviation Material Management, SC 71

(2) Desirable specialty pairings are spread across all field grade ranks. They are:

COL - 7151 (.68)  
7197 (.65)  
7195 (.52)  
7191 (.41)  
LTC - 7191 (.84)  
7141 (.75)  
7151 (.64)  
7197 (.64)  
MAJ - 7197 (.75)

2. Problems. The "stovepipe" development of this specialty, brought about because of Vietnam requirements, has not yet been corrected.

3. Observations.

a. Specialty qualification will be difficult at the junior officer level, because of the extensive technical expertise, flight experience and required aviation knowledge, all of which must be acquired in a limited time schedule. If MQS is implemented, some special provisions for qualification may have to be made for aviation personnel.

b. There is an overalignment at the grade of LTC.

c. Significant underalignment at the grade of CPT.

4. Recommendations.

a. That SC 71 Captain files be reviewed for possible redesignation into underaligned specialties.

b. LTC requests for entry into SC 71 be denied.

RETO ANALYST: LTC John Fowler

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DEPARTMENT OF THE ARMY  
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DACS-OTRG

SUBJECT: Communications-Electronic Material Management, Specialty 72

1. Current Status:

a. Requirements vs Assets (as of 18 Nov 77)

<u>GRADE</u>	<u>NUMBER REQUIRED (%)</u>	<u>NUMBER ASSETS (%)</u>	<u>DIFFERENCE (+ or -)</u>
COL	15 (5)	27 (6)	+12
LTC	42 (14)	64 (15)	+22
MAJ	84 (28)	130 (30)	+46
CPT	133 (43)	158 (36)	+25
LT	31 (10)	59 (13)	+27
	<u>305 (100)</u>	<u>437 (100)</u>	

b. Shortage (Unfilled positions)

<u>GRADE</u>	<u>NUMBER</u>	<u>RATE (% OF REQUIREMENT)</u>
MAJ	10	11
CPT	23	21

c. Overfill

<u>GRADE</u>	<u>NUMBER</u>	<u>RATE (% OF REQUIREMENT)</u>
COL	2	14
LTC	12	39

d. Utilization rate

<u>GRADE</u>	<u>UTILIZATION RATE (%)</u>
COL	58
LTC	67
MAJ	68
CPT	99
LT	70

2. Problem (Source). A year ago this specialty was beset with problems. Quality content was low and this was reflected in selection statistics. During the past year, however, several initiatives were begun to enhance the specialty. MILPERCEN began a more equitable distribution of quality officers into 72; more opportunities were provided for officers to increase their civilian education; and the Signal School improved the course of instruction aimed at 72's. Initial returns indicate that these efforts have improved the situation. (DCSLOG)

3. Recommendations. None.

RETO ANALYST: MAJ Theodore J. Crackel



DEPARTMENT OF THE ARMY  
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DACS-OTRG

28 March 1978

SUBJECT: SC 73, Missile Materiel Management

1. Current Status.

a. Requirements and Assets.

	REQUIREMENTS		DOPMA IDEAL %	ASSETS		DIFFERENCE	
	NR	%		NR	%	+	-
COL	18	4.9	5	52	6.7	+34	
LTC	56	15.1	10	146	18.8	+90	
MAJ	60	16.2	20	192	24.7	+132	
CPT	148	39.9	30	249	32.1	+101	
LT	89	24.1	35	137	17.7	+48	

b. Highlights.

- Assets in the grades of MAJ, LTC, COL are more than adequate to meet requirements.

- Assets in the grades of LT, CPT are inadequate to meet requirements based on two assets per requirement. The shortage of CPT is part of the current Army-wide shortage of CPT.

- LT requirements are fewer than CPT requirements, implying potential difficulties in meeting CPT requirements.

- Grade requirements are misaligned with the distribution proposed as the "DOPMA Ideal." This does not carry a connotation of "good" or "bad," but only a recognition of the potential mismatch under a new system. Requirements must still be based upon skills needed, experience and responsibilities.

2. Problems. None identified.

3. Observations.

a. SC 73 appears to be somewhat overaligned in field grades.

b. Requirements don't match the DOPMA distribution.

- Should be fewer LTC and more MAJ.
- Should be fewer CPT and more LT.
- Current distribution doesn't provide smooth progression into field grades.

c. The low number of LT requirements compared to CPT requirements implies:

- Use of excess LT assets to fill CPT requirements.
- Possible lateral accession into grade of CPT because there are too few LT in the promotion base.
- The need for training courses to provide CPT lateral entrants with technical knowledge. Currently, the course is available as the missile track of the advanced course. If the advanced course is discontinued, the missile track, in the same or a different form, must be maintained for both basic entry and lateral entry CPT.

d. Inadequate CPT assets implies a failure to acquire sufficient assets through either progression or lateral accessions and the possible need to correct the imbalance in LT positions.

e. MILPERCEN, and all other proponents are fully aware of the grade imbalances within SC 73 and other logistic specialties.

f. The specialty proponents say command is not essential to qualification, although LT is desirable.

#### 4. Recommendation.

- Review LTC and CPT SC 73 positions to determine the potential for downgrading to correct distribution imbalances. Downgrading should be consistent with requirements for experience, training and position responsibilities. It should not be carried out solely to meet a distribution pattern.

RETO ANALYST: LTC Bernard P. Manderville, Jr.



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DACS-OTRG

28 March 1978

SUBJECT: SC 74, Chemical

1. Current Status.

a. Requirements and assets.

	REQUIREMENT		DOPMA		ASSETS		DIFFERENCE	
	NR	%	IDEAL	%	NR	%	+	-
COL	8	2	5		51	6	+43	
LTC	75	14	10		152	18	+77	
MAJ	93	18	20		189	23	+96	
CPT	272	53	30		240	28	-32	
LT	68	13	35		213	25	+145	

b. Highlights

- Assets in the grade of COL are more than adequate to meet requirements.

- Assets in the grades of LTC, MAJ are balanced with requirements based on two assets per requirement.

- Assets in the grade of CPT are short of requirements. This is part of the current Army-wide shortage of CPT.

- Assets in grade of LT are excess to requirements based on two assets per requirement.

- LT requirements are fewer than CPT requirements, leading to severe difficulties in meeting CPT requirements.

- Grade requirements are misaligned with the distribution proposed as the "DOPMA Ideal." This does not carry the connotation of "good" or "bad," but only a recognition of the potential mismatch under a new system. Requirements must still be based upon skills needed, experience and responsibilities.

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SUBJECT: SC 74, Chemical

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2. Problems. The following have been identified by the proponents:

a. There are too few LT requirements, especially in TOE units, to support requirements of CPT and above.

b. LT assets are overstrength, but still are insufficient to provide an adequate flow of assets to CPT.

c. The specialty "runs out" above CPT in terms of requirements. There are insufficient requirements in the field grades to provide specialty progression to those who would be promoted and who desire to continue their assignments in SC 74.

3. Observations.

a. The structure problem is to be solved by a program for revitalization of the Chemical Corps.

- Many requirements were lost during the time when the Chemical Corps was to be eliminated.

- The revitalization plan redesignates SC 74 as combat support and provides this structure:

#### REQUIREMENTS

	CURRENT		FY90		DOPMA
	NR	%	NR	%	IDEAL %
COL	8	1.8	33	2.3	5
LTC	63	13.8	149	10.8	10
MAJ	89	21.7	310	22.5	20
CPT	256	42.3	392	28.5	30
LT	<u>57</u>	20.5	<u>492</u>	35.8	35
	516		1376		

- The proposed restructuring will solve the progression problem and the LT requirements problem. It is close to the proposed DOPMA ideal.

- Implementation involves coding and recoding of positions in the field.

b. The proponents say that command is not essential for specialty qualification, but it is highly desirable.

c. The problems of SC 74 are well understood and all proponents from HQDA to the school are working to solve them in a unified manner.

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SUBJECT: SC 74, Chemical

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4. Recommendation.

- Carry through with the revitalization program to establish a SC 74 structure that will support progression from LT through COL and that will provide the operational experience at LT needed for effective performance at CPT.

RETO ANALYST: LTC Bernard P. Manderville



DEPARTMENT OF THE ARMY  
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DACS-OTRG

30 March 1978

SUBJECT: SC 75, Munitions Materiel Management

1. Current Status.

a. Requirements and Assets.

	REQUIREMENT		DOPMA IDEAL %	ASSETS		DIFFERENCE	
	NR	%		NR	%	+	-
COL	12	1.8	5	58	1.5		+46
LTC	92	13.8	10	205	17.9		+113
MAJ	145	21.7	20	249	21.7		+104
CPT	283	42.3	30	373	32.6		+90
LT	137	20.5	35	260	22.7		+123

b. Highlights.

- Assets in grades of LTC, COL are more than adequate to meet requirements.

- Assets in grades of CPT, MAJ are inadequate to meet requirements based on two assets for each requirement. The shortage of CPT is part of the current Army-wide shortage of CPT.

- Assets in grade of LT are slightly inadequate to meet requirements based on two assets for each requirement.

- LT requirements and assets are fewer than requirements for CPT, implying potential problems in meeting CPT requirements.

- Grade requirements are misaligned with the distribution proposed as the "DOPMA Ideal." This does not carry a connotation of "good" or "bad," but only a recognition of the potential mismatch under a new system. Requirements must still be based upon skills needed, experience and responsibilities.

2. Problem. The DA staff proponent identifies a significant utilization problem in SSI 75D - EOD, a volunteer skill that is perceived by many to be "deadend." Requirements drop drastically in field grades. Also, for the EOD officer to gain SC 75 expertise he must rotate between EOD and other SC 75 jobs.



DACS-OTRG  
SUBJECT: SC 75, Munitions Materiel Management

30 March 1978

3. Observations.

- a. SC 75 appears to be overaligned in grades of LTC, COL.
- b. SC 75 appears to be underaligned in grades of LT, CPT, MAJ.
- c. Requirements don't match DOPMA distribution.
  - Should be fewer CPT and more LT.
  - Note that assets more nearly meet DOPMA than do requirements.
- d. The specialty, except for 75D (EOD), provides good opportunity for progression through grade of LTC.
- e. The low number of LT requirements compared to CPT requirements implies:
  - Lateral accession into grade of CPT because there are too few LT in the promotion base.
  - The need to have training courses to provide CPT lateral entrants with technical knowledge. Currently, the course is available through the munitions track in the advanced course.
  - If the advanced course is eliminated, the munitions track, in the same or different form, must be maintained for both basic entry and lateral entry CPT.
- f. Insufficient CPT assets implies the apparent inability to acquire sufficient CPT assets through either progression or lateral accessions and the possible need to correct the imbalance in LT positions.
- g. MILPERCEN has taken some action to manage EOD, SS175D, by exception. Officers belonging to the EOD program are being identified and informed of MILPERCEN actions to eliminate the "deadend" perception. The "EOD revitalization" includes avoiding back-to-back assignments in EOD when possible, and use of SS175D officers in SS175B or 75C assignments. MILPERCEN estimates that most company grade officers will have two tours in EOD during the first 10-12 years of service.
- h. MILPERCEN and all other proponents are aware of the grade imbalances within SC 75 and other logistics specialties.
- i. The specialty proponents say command is not essential to qualification, although it is desirable.

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SUBJECT: SC 75, Munitions Materiel Management

4. Recommendation. Review CPT SC 75 positions to determine the potential for downgrading to LT to correct distribution imbalance. Downgrading should be consistent with requirements for experience, training and position responsibilities. It should not be carried out solely to meet a distribution pattern.

RETO ANALYST: LTC Bernard P. Manderville Jr.

X-XXXIX-3



DEPARTMENT OF THE ARMY  
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WASHINGTON, D.C. 20310

DACS-01RG

30 March 1978

SUBJECT: SC 76, Armament Materiel Management

1. Current Status.

a. Requirements and Assets

	REQUIREMENT		DOPMA IDEAL %	ASSETS		DIFFERENCE	
	NR	%		NR	%	+	-
COL	4	2.8	5	8	3.8	+4	
LTC	13	9.2	10	47	22.5	+34	
MAJ	17	12.0	20	35	16.7	+18	
CPT	78	55.3	30	56	26.8	-22	
LT	29	20.6	35	63	30.1	+34	

b. Highlights

- Assets in grades of LTC, COL are more than adequate to meet requirements.

- Assets in grade of CPT are insufficient to meet requirements. This is part of the current Army-wide shortage of CPT.

- LT requirements and assets are fewer than the requirements for CPT, implying possible problems in meeting CPT requirements.

- Grade requirements are misaligned with the distribution proposed as the "DOPMA Ideal." This does not carry a connotation of "good" or "bad," but only a recognition of the potential mismatch under a new system. Requirements must still be based upon skill needed, experience and responsibilities.

2. Problem. SC 76 is too small and is not viable for career progression beyond the grade of CPT. The Army Logistics Specialty Committee (ALSC) proposes to redefine, and realign SC 76 together with SC 77 to correct the problems.

- Redesignate SC 76 as Combat Systems Materiel Management.

- Add officers to SC 76 by taking them from SC 77.

DACS-OTRG

30 March 1978

SUBJECT: SC 76, Armament Materiel Management

- Realign the functions of each specialty to fit system management patterns (e.g., SC 76 officer manages materiel system (tanks, SP howitzers) instead of managing only the turrets or cannon as now structured).

3. Observations.

a. Even with changes to restructure specialty, there are severe restrictions on progression past captain.

- ALSC restructuring proposed increases to 640 officer requirements.

- The proposed change will not provide enough positions beyond the grade of captain for either SC 76 or 77 to provide specialty progression to those who would be promoted and who desire to continue their assignments in SC 76.

b. The low number of LT requirements compared to CPT requirements implies:

- The possible need for lateral accessions into grade of CPT because there are too few LT progressing.

- The substitution of LT for CPT when LT assets exceed LT requirements.

- The need to have training courses for CPT to provide lateral entrants with technical knowledge. This is currently available through the SC 76 track in the advanced course. If the advanced course is eliminated, the armament (combat systems) track, in the same or different forms, must be maintained for both basic entry and lateral entry CPT.

c. Requirements don't match the DOPMA distribution.

- There should be fewer CPT and more LT.

- MAJ, COL levels require some adjustment, but without requirements the distribution cannot be met.

- Note-assets more nearly meet DOPMA than do requirements.

d. The training proponent, MILPERCEN, and ALSC are fully aware of the imbalances within this and other logistics specialties. Three proposals have been advanced to alleviate situation:

- Restructure SC 76, SC 77 (as noted above) (ALSC preferred).

- Combine SC 76, SC 77 with SC 91 (Maintenance Management) to create one specialty code with several SSI (MILPERCEN).

- Use SC 76, 77 as feeders to SC 91. Use SC 91 as the capstone specialty code since most jobs beyond the grade of CPT require management of more than one commodity (T & E proponent).

e. Insufficient CPT assets implies an inability to acquire CPT through either progression or lateral accession.

f. Analysis of RETO duty module data shows SC 76, 77, 91 are related specialties. However, SC 76, 77 embody life cycle materiel management duties that are not included in SC 91--particularly in materiel acquisition.

g. The proponents say that command is not essential to qualification, but is desirable.

#### 4. Recommendations.

a. Review all SC 76 positions in company grades to determine possible CPT positions that could be downgraded to LT. Downgrading should be consistent with requirements for experience, training and position responsibilities. It should not be carried out solely to meet a distribution pattern.

b. Proceed with restructuring of SC 76, 77 along "system management" lines as proposed by ALSC.

c. Establish procedures to review files and "convert" officers with SC 76, 77 primary to SC 91 primary upon entry to field grade. Base the conversion on officers' desires, experience, projected jobs, and training. A suggested departure point is to retain SC 76, 77 officers who have the above noted life cycle management experience and transfer those with primarily maintenance experience to SC 91. Thus SC 91 would become a "capper" for the SC 76, 77 maintenance oriented officers. All officers in SC 76, 77, 91 would then select an alternate specialty.



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DACS-OTRG

31 March 1978

SUBJECT: SC 77, Tank/Ground Mobility Materiel Management

1. Current Status.

a. Requirements and Assets

	REQUIREMENT		DOPMA IDEAL %	ASSETS		DIFFERENCE	
	NR	%		NR	%	+	-
COL	10	1.2	5	40	3.4	+30	
LTC	36	4.4	10	125	10.6	+89	
MAJ	48	5.8	20	165	13.9	+117	
CPT	350	42.7	30	371	31.4	+21	
LT	376	45.8	35	482	40.7	+106	

b. Highlights

- Assets in grades of MAJ, LTC, COL are more than adequate to meet requirements.

- Assets in LT, CPT marginally meet requirements based on two assets for each requirement.

- Grade requirements are misaligned with the distribution proposed as the "DOPMA Ideal." This does not carry a connotation of "good" or "bad," but only a recognition of the potential mismatch under a new system. Requirements must still be based upon skills needed, experience and responsibilities.

2. Problems: None identified.

3. Observations.

a. There are sufficient LT requirements to provide a flow of officers into the grade of CPT.

b. The specialty is overaligned in grades of MAJ-COL. It is underaligned at the grades of LT, CPT.

c. The specialty "runs out" above CPT in terms of grade requirements. There are insufficient requirements in the field grades to provide specialty progression to those who would be promoted and who desire to continue their assignments in SC 77.

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SUBJECT: SC 77, Tank/Ground Mobility Materiel Management

d. The training proponent, MILPERCEN, and Army Logistics Specialty Committee (ALSC) are aware of the imbalances.

- SC 77 is proposed for restructuring into Automotive/Ground support Materiel Management specialty. Some SC 77 assets and requirements would be transferred to SC 76. The specialty would be realigned to fit the functions of automotive and support systems. Weapons aspects of SC 77 would be transferred to SC 76 (ALSC).

- Even under restructuring, there still would be insufficient field grade slots to provide progression within the specialty.

e. There are two other proposals to restructure SC 76, 77.

- Combine SC 76, 77 with SC 91 (Maintenance Management) to create one specialty code with several SSI. (MILPERCEN)

- Use SC 76, 77 as feeders to SC 91. Use SC 91 as the capstone specialty code since most jobs beyond the grade of CPT require management of more than one commodity (T & E proponent).

f. Analysis of RETO duty module data shows SC 76, 77, 91 are related specialties. However, SC 76, 77 embody life cycle materiel management duties that are not included in SC 91 - particularly in materiel acquisition.

g. The proponents say that command is not essential to qualification, but is desirable.

#### 4. Recommendations.

a. Proceed with restructuring of SC 76, 77 along "system management" lines as proposed by ALSC.

b. Establish procedures to review files and "convert" officers with SC 76, 77 primary to SC 91 primary upon entry to field grade. Base the conversion on officers' desires, experience, projected jobs, and training. A suggested departure point is to retain SC 76, 77 officers who have the above noted life cycle management experience and transfer those with primarily maintenance experience to SC 91. Thus SC 91 would become a "capper" for SC 76, 77 maintenance oriented officers. All officers in SC 76, 77, 91 would then select an alternate specialty.



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DACS-OTRG

23 March 1978

SUBJECT: Petroleum Management - SC 81

1. Current Status.

a. Requirements vs Assets (As of 18 Nov 77)

<u>GRADE</u>	<u>NUMBER REQUIRED</u>	<u>ASSETS</u>	<u>DIFFERENCE</u>	
			<u>+</u>	<u>-</u>
COL	6 (.04)	18 (.05)		+12
LTC	20 (.11)	57 (.17)		+37
MAJ	40 (.23)	62 (.19)		+22
CPT	61 (.35)	120 (.36)		+59
LT	46 (.27)	75 (.23)		+29
TOTAL	173 (1.00)	332 (1.00)		

b. Requirements vs Assets Analysis. Specialty 81 is a relatively "clean" specialty which has ample assets to meet requirements and provides the opportunity for dual specialization with the exception of colonels. Progression opportunities exist throughout the grade structure. The only fault is that the requirements for captains exceed the requirements for lieutenants and lateral entry at the captain level is necessary to meet requirements.

2. Problem Areas. None

3. Observations.

a. Although the Specialty 81 colonel requirement/asset position appears favorable, in reality, Specialty 81 colonels are required to fill Specialty 70 requirements. Because of this Specialty 70 requirement, colonels with primary Specialty 81 are not as readily available to serve in their alternate specialty.

b. Lateral entry of captains is necessary to provide sufficient officers to meet Specialty 81 requirements and provide the opportunity for dual specialization. The Quartermaster School has advised that the lateral entry



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23 March 1978

SUBJECT: Petroleum Management - SC 81

requirement has not yet posed a problem as sufficient quantities of officers desire to transfer to Specialty 81 or to acquire it as alternate specialty. The Quartermaster School provides a Petroleum Management Course as a follow on to the Officer Advanced Course which is used to provide instruction to lateral entry officers as well as those officers who desire Specialty 81 as an alternate specialty.

4. Recommendation. Examine all captain specialty requirements to determine if some can be reclassified as lieutenant requirements.

RETO ANALYST - LTC Robert H. Webster



DEPARTMENT OF THE ARMY  
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DACS-OTRG

23 March 1978

SUBJECT: Food Management - SC 82

1. Current Status.

a. Requirements vs Assets

<u>GRADE</u>	<u>NUMBER REQUIRED</u>	<u>ASSETS</u>	<u>DIFFERENCE</u>
			<u>+ -</u>
COL	8 (.05)	12 (.03)	+4
LTC	29 (.18)	71 (.20)	+42
MAJ	51 (.31)	72 (.20)	+21
CPT	56 (.34)	128 (.36)	+72
LT	<u>20 (.12)</u>	<u>74 (.21)</u>	+54
TOTAL	164 (1.00)	357 (1.00)	

b. Requirements vs Assets Analysis. The Food Management Specialty is a well aligned specialty which provides for progression and dual specialization except at the major and colonel grades. Requirements for captains exceed those for lieutenants and lateral entry of captains is required to meet requirements.

2. Problem Areas. None

3. Observations.

a. Lateral entry of captains is required to meet requirements and provide the opportunity for dual specialization.

b. Because the number of majors holding this specialty is barely sufficient to meet requirements the opportunity for dual specialization for these officers is minimal.

c. Specialty 82 colonels are required to fill Specialty 70 requirements and therefore there is very limited opportunity for dual specialization assignment at the colonel level.

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SUBJECT: Food Management - SC 82

23 March 1978

d. The OPMS Steering Group has approved the following recommended changes in Specialty 82:

(1) Change the title from Food Management to Subsistence Management.

(2) Eliminate the ASI 82A Food Management General, and realign and rename the remaining ASI's as follows:

OLD 82  
FOOD MANAGEMENT

82A Food Management General  
82B Subsistence Officer  
82C Food Advisor  
82D Commissary Officer

NEW 82  
SUBSISTENCE MANAGEMENT

82A Subsistence Supply Officer  
82B Commissary Management Officer  
82C Food Services Officer

These changes strengthen the specialty by glamorizing the title, by eliminating an unnecessary and ambiguous ASI and by clarifying the nomenclature of the remaining ASI's.

4. Recommendations.

- a. Support OPMS Steering Group's approved changes.
- b. Examine all captain specialty requirements to determine if some can be reclassified as lieutenant positions.

RETO Analyst: LTC Robert H. Webster



DEPARTMENT OF THE ARMY  
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DACS-OTRG

28 March 1978

SUBJECT: Traffic Management, Specialty 86

1. Current Status.

a. Requirements vs Assets (As of 18 Nov 77).

<u>GRADE</u>	<u>NUMBER REQUIRED</u>	<u>NUMBER ASSETS</u>	<u>DIFFERENCE (+ -)</u>
COL	5 (.016)	20 (.04)	+15
LTC	29 (.073)	128 (.305)	+99
MAJ	80 (.270)	151 (.360)	+71
CPT	<u>160 (.540)</u>	<u>118 (.281)</u>	-42
	296 (100.)	419 (100.)	

b. Utilization rate (percent) and requirements to assets ratio (percent).

<u>GRADE</u>	<u>AVERAGE UTILIZATION</u>	<u>REQUIREMENTS TO ASSETS RATIO</u>
COL	.26	.26
LTC	.23	.23
MAJ	.52	.52
CPT	.88	.88
LT	1.00	1.00

c. Utilization rate difficulties/attractions.

(1) Analysis reveals several undesirable specialty pairings at the major level - undesirable from the high utilization rates experienced by officers holding the specialty pairings. They are as follows (with the current utilization rate in parenthesis): 8695 (1.12), 8886 (1.03), 9586 (1.12) and 8692 (1.36). The first of the two specialty pairings indicates the primary specialty.

(2) On the other hand, at the LTC and COL level, there were desirable pairings. These were: COL - 8695 (.53); LTC - 8695 (.53), 8687 (.55), 9586 (.53) and 8786 (.55).

2. Problems.

a. The possible rollup of this specialty into Specialty 95 (Transportation Management) has been considered by the OPMS Steering Group and the Army Logistics Specialty Committee (ALSC) of DCSLOG, DA. Basis for the rollup thrust seemed to be the similarities between the specialties. However, the duty module analysis shows only a medium (23.5) level of equivalency of duty modules associated with the 86 and 95 specialties. RETO analysis does not support the specialty rollup. The problem of similarities may be only semantical and should be solved by a careful description of each specialty and more definitive functions and specification statements.

b. Another lingering unresolved problem concerning Specialty 86 concerns its role as an advanced entry specialty. A glance at the high numbers of company grade requirements points toward the redesignation of the specialty as a primary specialty. This concept is supported by many persons in the logistics community. RETO analysis supports redesignating Specialty 86 as a primary specialty.

3. Observation. If SC 86 is to remain an advanced specialty, some resolution of the large number of company grade requirements would be in order. An advanced specialty should not, under any circumstances, contain requirements for lieutenants.

4. Recommendations.

a. Redesignate SC 86 as a primary specialty.

b. Examine all captain requirements to determine if any can be redesignated as lieutenants.

c. SC 86 remain a separate specialty.

d. That SC 86 job description and functions be rewritten to emphasize its distinctive features.

RETO Analyst: LTC John Fowler



DEPARTMENT OF THE ARMY  
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DACS-OTRG

28 March 1978

SUBJECT: Marine and Terminal Operations, SC 87

1. Current Status.

a. Requirements vs Assets (as of 18 Nov 77).

<u>GRADE</u>	<u>NUMBER REQUIRED</u>	<u>NUMBER ASSETS</u>	<u>DIFFERENCE (+ -)</u>
COL	9 (.03)	32 (.063)	+ 23
LTC	33 (.112)	93 (.185)	+ 60
MAJ	49 (.167)	99 (.197)	+ 50
CPT	112 (.382)	188 (.374)	+ 76
LT	90 (.307)	90 (.179)	EVEN
	<u>293 (100.)</u>	<u>502 (100.)</u>	

b. Utilization rate (percent) and requirements to assets ratio (percent).

<u>GRADE</u>	<u>AVERAGE UTILIZATION</u>	<u>REQUIREMENTS TO ASSETS RATIO</u>
COL	.29	.29
LTC	.36	.36
MAJ	.48	.48
CPT	.67	.67
LT	.60	.60

c. Utilization rate difficulties/attractions.

(1) Analysis reveals several undesirable pairings at the major level -- undesirable from the high utilization rates experienced by officers holding the specialty pairing. They are as follows (with the specific utilization rate in parenthesis): 8795 (1.07), 8792 (1.61), and 8786 (1.09). The first of the two specialty pairings indicates the primary specialty.

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(2) There were, on the other hand, desirable pairings at the LTC and COL levels. These were: COL - 8795 (.54), LTC - 8795 (.82), 8687 (.59), and 8786 (.59).

2. Problems. None.

3. Observation. The bulk of SC 87 requirements exist in CONUS units, making the opportunity to serve overseas slight.

4. Recommendations. None.

RETO ANALYST: LTC John Fowler

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DEPARTMENT OF THE ARMY  
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DACS-OTRG

28 March 1978

SUBJECT: Highway and Rail Operations, Specialty 88

1. Current Status

a. Requirements vs Assets (as of 18 Nov 77).

<u>GRADE</u>	<u>NUMBER REQUIRED</u>	<u>NUMBER ASSETS</u>	<u>DIFFERENCE (+ -)</u>
COL	3 (.005)	27 (.028)	+ 24
LTC	23 (.044)	80 (.083)	+ 57
MAJ	46 (.089)	110 (.011)	+ 64
CPT	188 (.366)	482 (.505)	+294
LT	253 (.493)	253 (.265)	EVEN
	513 (100.)	953 (100.)	

b. Utilization rate (percent).

<u>GRADE</u>	<u>AVERAGE UTILIZATION</u>
COL	.12
LTC	.29
MAJ	.41
CPT	.45
LT	.55

c. Utilization rate difficulties/attractions.

(1) Analysis indicates several undesirable specialty pairings from a utilization standpoint at the major level. Specialty combinations with excessively high utilization rates are: 8892 (1.25), 8886 (1.03), and 8895 (.91).



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SUBJECT: Highway and Rail Operations, Specialty 88

(2) Desirable specialty pairings were found at the LTC and COL levels. They were: COL - 8895 (.39); LTC - 8886 (.52), 8895 (.75), and 8892 (.87).

2. Problem. None.

3. Observation. An overalignment in the grade of CPT exists.

4. Recommendation. None.

RETO ANALYST: LTC John Fowler



DEPARTMENT OF THE ARMY  
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DACS-OTRG

28 March 1978

SUBJECT: SC 91, Maintenance Management

1. Current Status

a. Requirements and Assets

	REQUIREMENT		DOPMA		ASSETS		DIFFERENCE	
	NR	%	IDEAL	%	NR	%	+	-
COL	20	2.0	11		124	6.8		+104
LTC	237	24.3	22		467	25.5		+230
MAJ	389	39.9	44		638	34.8		+249
CPT	290	29.8	22		602	32.9		+312
LT	38	3.9	0		0	0		-38

b. Highlights

- This is an advanced entry specialty.
- COL assets far exceed requirements.
- LTC assets are balanced with requirements based on two assets for every requirement.
- MAJ assets are inadequate to meet requirements based on two assets for every requirement.
- CPT assets are well balanced with requirements.
- LT assets are non existent and do not meet current requirements.
- Grade requirements are misaligned with the distribution proposed as the "DOPMA Ideal." This does not carry a connotation of "good" or "bad," but only a recognition of the potential mismatch under a new system. Requirements must still be based upon skills needed, experience and responsibilities.

2. Problems. None identified.

3. Observations.

a. The COL assets far exceed requirements, but this is not a problem since some of the COL assets are needed to fill SC 70 COL jobs. (SC 70 is a designator for logistical jobs; it does not identify people).

b. CPT through MAJ requirements are well balanced providing good opportunity for progression even though they don't match the DOPMA distribution.

c. The 38 LT requirements do not match the advanced nature of SC 91 and should be recoded. This specialty requires multi-commodity knowledge that LT do not possess. The 38 jobs should be recoded according to commodity - e.g., SC 76 Armament, SC 77 Tank/Ground mobility.

d. SC 91 is related to SC 76, SC 77 in the maintenance areas. There are two proposals to more closely align SC 91 to SC 76, 77.

- Combine SC 76, 77 with SC 91 to create one specialty code with several SSI (MILPERCEN).

- Use SC 76, 77 as feeders to SC 91. Use SC 91 as the capstone specialty code since most jobs beyond the grade of CPT require management of more than one commodity. (T & E proponent).

e. Analysis of RETO duty module data shows SC 91, 76, 77 are related specialties. However, SC 76, 77 embody life cycle materiel management duties that are not included in SC 91 - particularly materiel acquisition.

f. Proponents say that command is not essential to qualification, but is desirable.

#### 4. Recommendations

- SC 91 be used as a capper for SC 76, 77. Establish procedures to review files and to "convert" officers with SC 76, 77 primaries to SC 91 primary upon entry to field grade. Base the conversion on officers' desires, experience, projected jobs and training. A suggested departure point is to retain SC 76, 77 officers who have the above noted life cycle management experience and transfer those with primarily maintenance experience to SC 91. Thus SC 91 would become a capper for SC 76, 77 maintenance oriented officers. All officers in SC 76, 77, 91 would then select an alternate specialty.



DEPARTMENT OF THE ARMY  
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DACS-OTRG

27 March 1978

SUBJECT: Materiel and Services Management - SC 92

1. Current Status.

a. The OPMS Steering Committee has recently approved a recommendation to combine SC 83, DC 92, and SC 93. A table of requirements vs assets for all three specialties, individually and combined, is at Inclosure 1.

b. The table at Inclosure 1 shows that both early accession specialties (83 and 92) are faced with having to provide captains to meet requirements through lateral entry and through officers acquiring these specialties as alternate specialties. Specialty 93 does not have sufficient lieutenant colonels, majors, captains, and lieutenants to meet requirements when other specialty requirements and branch immaterial requirements are considered.

2. Problem. An examination of duty modules has determined that there is low correlation of duty modules in these specialties. The major argument for combining these specialties has been that the duty positions and functions in all three specialties are so alike that only one specialty is required. Therefore, the specialty analysis of the data provided by the Quartermaster School supports three separate specialties whereas the Quartermaster School recommendation to the OPMS Steering Committee was to combine the specialties.

3. Observation.

a. Lateral entry of captains is required for each specialty and for the combined specialty. MILPERCEN has advised that Specialty 92 is underaligned in the grades of captain and major and that sufficient officers are not available to meet requirements in that specialty.

b. There appears to be merit in combining specialties 83, 92 and 93 (the chart at Inclosure 2 shows the individual structures as well as the combined structure). However a re-examination of the duty modules utilized in the specialties is required.

4. Recommendations.

a. Re-examine the duty modules required in specialties 83, 92 and 93.

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b. Review the captain positions in each of specialties to determine if regrading of some of the positions to lieutenant is feasible.

RETO ANALYST: JTC Robert H. Webster

ASSETS vs REQUIREMENTS

GRADE	SC 83			SC 92			SC 83, 92, and 93			TOTAL		
	A	B	C	A	B	C	A	B	C	A	B	C
COL	5	30	+25	29	289	+260	15	42	+27	49	361	+312
LTC	31	78	+47	519	942	+423	108	138	+30	658	1158	+500
MAJ	51	98	+47	769	1117	+348	173	174	+1	993	1389	+396
CPT	62	113	+51	863	1305	+442	150	179	+29	1075	1597	+522
LT	64	90	+26	322	447	+125	11	7	- 4	397	544	+147
	<u>213</u>	<u>403</u>		<u>2502</u>	<u>4100</u>		<u>457</u>	<u>540</u>		<u>3182</u>	<u>5049</u>	

\* LATE ACCESSION SPECIALTY

A= NUMBER REQUIRED

B= ASSETS

C= DIFFERENCE (TOR--)

SPECIALTIES  
83, 92 and 93

<u>SC 83</u> <u>General Troop Support</u> <u>Material Management</u>	<u>SC 92</u> <u>Supply Management</u>	<u>SC 93</u> <u>Logistics Services</u> <u>Management</u>	<u>Combined SC 92</u> <u>Material and Services</u> <u>Management</u>
83 A General Troop Support Material Management General	92A Supply Management Officer General	93 A Log Services Manage- ment Officer General	92A Supply and Services Officer
83 B General Troop Support Material Management Officer	92B Supply Management Officer	93 B Property Disposal Officer	92B Materiel Management Officer
83 C Parachute Maintenance and Aerial Supply Office	92C Storage Officer	93 C Laundry and Bath Officer	92C Depot Operations/ Storage Officer
		93 D Memorial Affairs Officers	92D Aerial Delivery and Materiel Officer
		93 E Army Exchange Officer	92E Clothing and Textile Officer
			92F Memorial Activities Officer



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28 March 1978

SUBJECT: Transportation Management, Specialty 95

1. Current Status.

a. Requirements vs Assets (as of 18 Nov 77)

<u>GRADE</u>	<u>NUMBER REQUIRED</u>	<u>NUMBER ASSETS</u>	<u>DIFFERENCE (+ -)</u>
COL	37 (.071)	143 (.130)	+ 106
LTC	145 (.281)	321 (.293)	+ 176
MAJ	173 (.335)	345 (.315)	+ 172
CPT	150 (.290)	274 (.250)	+ 124
LT	11 (.021)	11 (.01)	EVEN
	<u>516 (100.)</u>	<u>1094 (100.)</u>	

b. Utilization rate (percent) and requirements to assets ratio (percent).

<u>GRADE</u>	<u>AVERAGE UTILIZATION</u>	<u>REQUIREMENTS TO ASSETS RATIO</u>
COL	.27	.27
LTC	.46	.46
MAJ	.52	.52
CPT	.56	.56
LT	.00	---

c. Utilization rate difficulties/attractions.

(1) There are several specialty pairings with utilization rates in an undesirable category at the major and lieutenant colonel levels: MAJ - 9586 (1.02), 9588 (.98) and 9592 (1.34); LTC - 9592 (1.04) and 9545 (1.11).

(2) Desirable specialty pairs, involving the SC 95, are found in all



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28 March 1978

SUBJECT: Transportation Management, Specialty 95

field grade ranks:

COL - 9587 (.56)  
          9586 (.53)  
          9541 (.54)  
          7195 (.52)  
LTC - 9587 (.82)  
          9588 (.75)  
          9586 (.69)  
MAJ - 9597 (.85)

2. Problems.

a. Although SC 95 is an advanced entry specialty, there are 161 company grade requirements and 285 company grade officers currently holding this specialty designation.

b. SC 95 and SC 86 are being considered for consolidation by the OPMS Steering Group and the Army Logistics Specialty Committee (ALSC) of DCSLOG, DA. Basis for the rollup thrust appears to be the similarities between the specialties, a similarity which has not been supported by RETO analysis of duty modules. On the contrary, the RETO analysis of duty modules registered a medium (23.5) level of equivalency of duty modules associated with the 86 and 95 specialties.

c. Officers may be awarded SC 95 without any prior education or experience. The question here is, should officers without prior logistics education or experience be awarded a Specialty which requires immediate effectiveness in managing all facets of transportation?

3. Observations.

a. SC 95 officers should be given every opportunity to train with industry. This permits not only a broadening of transportation related managerial skills but, also, a working relationship with key personnel in the commercial transportation industry. A continual working relationship of this kind would greatly enhance the military mobilization contingency.

b. SC 95 should probably be purged of its company grade requirements, through a position-by-position analysis for redesignation and/or regrading.

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SUBJECT: Transportation Management, Specialty 95

4. Recommendations.

a. Examine all lieutenant positions for recoding to a basic entry specialty or position upgrading.

b. Further narrow specialty accessions to exclude those officers without prior logistics education or training.

RETO ANALYST: LTC John Fowler

X-XLIX-3



DEPARTMENT OF THE ARMY  
OFFICE OF THE CHIEF OF STAFF  
WASHINGTON, D.C. 20310

DACS-OTRG

SUBJECT: Procurement, Specialty 97

1. Current Status

a. Requirements vs Assets ( as of 18 Nov 77)

<u>GRADE</u>	<u>NUMBER REQUIRED (%)</u>	<u>NUMBER ASSETS (%)</u>	<u>DIFFERENCE (+or-)</u>
COL	46 (9)	115 (9)	+69
LTC	112 (22)	350 (27)	+238
MAJ	124 (25)	456 (36)	+332
CPT	168 (34)	359 (28)	+191
LT	51 (10)	4 (0)	-47
	<u>501 (100)</u>	<u>1284 (100)</u>	

b. Shortage (unfilled positions)

<u>GRADE</u>	<u>NUMBER</u>	<u>RATE (% OF REQUIREMENT)</u>
MAJ	5	4
CPT	24	14
LT	47	92

c. Overfill

<u>GRADE</u>	<u>NUMBER</u>	<u>RATE (% OF REQUIREMENT)</u>
COL	18	40
LTC	37	33

d. Utilization rate

<u>GRADE</u>	<u>UTILIZATION RATE (%)</u>
COL	40
LTC	33
MAJ	30
CPT	52
LT	> 100

2. Problem Areas. (Source)

a. 30 percent of officers with SC 97 as a primary or alternate specialty lack related education or experience—either civil or military. The potential impact on resource management of an inexperienced military procurement work force is substantial.  
(DCSRD&D)

b. Because the production and quality assurance functions are in almost direct conflict with each other (both are coded 97C) and have separate and distinct requirements, another code is required to discriminate duty assignments. (DCSRD & D)

3. Recommendations

a. An undergraduate degree or equivalent experience in a business related field be required for entry into Specialty 97, Procurement.

b. A new skill indicator (SSI), 97D, be created for the quality assurance function.

RETO Analysis: MAJ Theodore J. Crackel

## REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

### ANNEX Y

#### FACULTY

1. PURPOSE. The purpose of this Annex is to address the development of faculty in US Army Service Schools and Colleges. Faculty development for Army schools is a complex process which has as its ultimate goal to provide the Army school system with well-qualified and highly motivated teachers whose task it becomes to guide and direct the intellectual development of Army officers at all stages of their careers, in all specialties.

2. CIVIL-MILITARY COMPARISON. The process of developing and sustaining high quality instruction across the entire Army school system over the long haul does not compare favorably to that of its civilian counterpart. Civilian educators are nurtured from their undergraduate days. In college, they are focused concurrently on subject matter and methodology, and certified in both prior to beginning a lifetime "teaching career." To remain certified, they must continue to learn both subject matter and methods, as well as perform effectively in the classroom. College or university professors receive far more preparation leading to the highest academic degrees, and are expected to lecture, write for publication, and develop students in both undergraduate and graduate programs. All are expected to be able administrators; the business of education at all levels today is expensive and complex. With time, experience, sound performance, continued education, and increased responsibilities comes academic rank, prestige, and higher salaries.

Faculty development and utilization in the Army is much more ad hoc and short term and much less systematic. The Army develops its own subject matter and methodology experts, normally after the officers' 8th year of service (age 30). Further, few officers teach more than once during a career and for those who do, seldom at the same school/college or in the same subject. The normal teaching assignment is 2 to 3 years long. There are no tenured positions except at the USAWC and USMA.

### 3. BACKGROUND.

"The multiplicity of the modern means of warfare and their knitting together into one battle team requires a broader general knowledge than heretofore and at the same time, the accelerated development of intricate equipment requires a greater specialization and technical knowledge to fully exploit the capabilities of modern equipment."

Although taken from the first post-war officer education study, the Gerow Report of 1946, the paragraph above could have been written in 1900 or today. It reflects the notion that the state of the military art is dynamic; and as the 20th century continues, the spectrum of knowledge broadens at an unparalleled rate. For that reason, the theme of this paragraph has been echoed in each of the succeeding officer education and training studies, including the RETO study.

There is another clear message to the school system throughout these studies -- the heart of the system is the teaching faculty. The Gerow Report, commenting on the US Army War College, observed that "unless open minded officers of proven ability and vision are provided for this faculty, the establishment of the school will prove futile."

A second board, convened in 1949 under the leadership of LTG Manton S. Eddy, described the total "learning process" and stated that at least two vital aspects were necessary; "an atmosphere for creative study and the ability of the instructors to inspire thinking on the part of the student."

The third study following World War II was convened in 1958 under LTG Edward T. Williams. The Williams Board was the first of the post-war boards to go beyond the simple demand for quality faculty. The board urged stability within teaching faculties, noting that "continuity" was necessary for sound long range planning. "Not only must schools take the responsibility for developing curricula and doctrine," the board wrote, "but its faculties must remain stable long enough to carry programs through to completion." This discussion concluded with the following assertion:

"The Board considers the requirement for continuity to be of sufficient importance to warrant a greater stabilization of assignment of all officers assigned to the staff and faculty of schools; this stabilization is particularly important in the commandant's position."

This, the "organizational structure" had the responsibility not only to "insure a staff and faculty qualified to execute the school mission," but to "insure a high degree of stabilization in the assignment of staff and faculty," as well. Only in this way could the Army insure the "opportunity for creative thinking by the faculties and the concentration of the educational effort."

Finally, the Williams Board went one step farther to discuss the allocation of scarce resources. Noting that "any determination of requirements must represent a compromise of the ideal and the feasible," the Board urged that "the Army school system should be afforded a priority of men, money and facilities second only to the operational units of the Army."

In February, 1966, the four volume "Report of the Department of the Army Board to Review Army Officer Schools," was published. Chaired by (then) LTG Ralph Haines, this study group analyzed the entire officer education and training system and made recommendations for the next decade.

With regard to staff and faculty development it began by noting that the Williams Board recommendation for the stabilization of tours of all officers assigned to school staffs and faculties had not been realized. An apparent loophole was the wording of the Department of Army goal which called for a "three year stabilized tour for all staff and faculty whose relief would have serious effect on the accomplishment of the schools mission" (emphasis added). Thus, only the "indispensable" officer was assured of being stabilized. It should be noted that this study was completed before the major Viet Nam buildup and the conditions described occurred during a period of relative assignment stability (1958-1965).

The report contains a detailed appendix entitled "Faculty Selection, Training, Qualification and Role." The conclusions of that Appendix have been extracted and placed in Appendix 2 to this Annex. In sum, the report noted that "The success of an educational institution depends largely upon the quality and experience of its faculty." While the board found the faculties "generally competent," it underscored the need for faculty tour stability, the requirement for more effective use of educational advisors, the need for more advanced degrees on faculties, and replacement of junior faculty members (lieutenants) with more senior officers. Finally, there was a clearly expressed demand for subject matter expertise stated as follows: "There is no substitute for an instructor who is competent in all phases of his work."

The events which occurred in the years between the completion of the Haines Board and the next officer education study were not predictable in 1965. In 1971, assignment turmoil was the rule as the Army tried to meet its Europe commitments and fight a war in Asia. The Army was winding down from a dizzying pace where assets and priorities had shifted quickly. The future of the war in Viet Nam still uncertain when the Chief of Staff directed Major General Frank Norris to conduct a study of officer education and recommend changes to "better prepare our officers to meet the challenges of the seventies." His report was published on 1 December 1971.

Two major sections of the Norris Report (Chapters 9 & 10) deal extensively with the learning/teaching environment. The Report acknowledges four major components of any educational system:

What is taught (curriculum).  
How it is taught (theory of teaching).  
Who is teaching (faculty).  
Who is being taught (students).

The report suggests that the previous focus of the Army had been on "what was taught" to the detriment of the other three components. The report stresses the need to move toward "student-centered teaching" and away from "instructor-centered teaching." While acknowledging that "no single technique will be best for all situations," several advantages were said to accrue from placing a "premium on developing problem solving ability, conceptual thinking, and innovation."

Implications for faculty development were significantly highlighted in the Norris recommendations. The report reinforced the premise that an innovative, well-prepared faculty is required to foster expanded intellectual horizons in the students. Instructors must be more adept with small group methods. The evaluation role is expanded and broadened, requiring both subjective and analytical evaluation of all students. Finally, the report argued in favor of more stability, including limited tenure for members of the faculties.

Having established the requirement for a shift in the emphasis in the learning environment, the report discussed the current (1971) condition of service school and college faculties. It applauded the condition at the U.S. Army War College, noting that the "faculty picture is bright... a solid situation which augurs well for the future status of



the faculty and the college." At the Service Schools and USACGSC, however, the report concluded that "both the officers developing the doctrine and the officers teaching the doctrine are, on the whole, not at the quality level desired." Two reasons cited for this discrepancy" were the Viet Nam Buildup and a more pervasive attitude among the officer corps that teaching at a Service School or USACGSC lacked both prestige and status (emphasis added).

The report recommended the establishment of quality objectives for the staffs and faculties of all Service Schools and USACGSC, urged greater diversification of the faculties, and suggested a more comprehensive development plan to include incentives, stability, and continuing education for faculty members. Thus the Norris study provided the most profound consideration given to faculty development of all the post-war reports.

4. THE SITUATION TODAY. Running throughout these reports since World War II, are the justification for and all the ingredients of a sound faculty development scheme for the Army.

First, the justification. The business of a peacetime Army is readiness and readiness means adequate preparation. Preparation is based on the training of units and individuals, the development of equipment and the doctrine for its employment, and the sustainment of a base for expansion in the event of war. The training and education of the officer corps is the glue which binds these diverse functions together and which sustains their common purpose. The products of those who teach what is to be done and how to do it determine whether or not the Army can defend the Republic. There is no more important job in the peacetime Army than training and educating its members and that is the message our officers and their career managers must understand and implement.

What are the ingredients of a good faculty development program? Within the Army school system today are two programs which enjoy a well deserved, solid reputation for performance. The United States Army War College at Carlisle Barracks has a multi-faceted system to insure continuous, high quality faculty and staff. It is discussed in Annex F of the RETO Report. The United States Military Academy at West Point has an exceptional program as well, and it encompasses a number of facets calculated to insure long term success.

The first feature of the West Point plan is early identification of the prospective faculty member. In the case of USMA, academic departments identify candidates from the student body, perhaps as early as their junior year (some 7 to 10 years before they will join the faculty). Or officers (particularly non-USMA graduates) may be identified while they are active duty lieutenants or captains. About half of the teaching faculty at USMA are not alumni of the institution. Many are actively recruited and motivated to join the faculty by former USMA faculty or assignment personnel. Since all USMA faculty members are volunteers, the officer and the MILPERCEN personnel manager must agree on the assignment. Unless the expertise already exists, he or she is sent to graduate school prior to arrival at USMA to be made a subject matter expert in the field to be taught.

On arrival at USMA, the new instructor receives training in the latest teaching methods and hardware. Then, the officer is utilized for 3 or 4 years in the discipline for which he/she was trained. While a member of the faculty, development continues, both in subject matter and methodology, under the direction of limited or fully tenured experts (role models) in the curriculum and the function of the institution.

West Point enjoys a world-wide reputation for excellence in education and within the Army there is a high priority given to the selection of faculty members. West Point faculty members enjoy multiple rewards (incentives), among which are the advanced degree earned prior to teaching, the association with top flight peers and seniors, and the satisfaction of serving with a group that has won respect and admiration through the quality of its product for over a century and a half.

There exists at USMA a three-tiered tenure plan which allows for 3-to 4-year instructors, as well as Permanent Associate Professors, and Permanent Professors. The learning environment is ideal with small, instructor-led classes the rule. Some of the faculty serve additional teaching tours in later years, drawing on both their subject matter expertise and their teaching background.

5. SOME GENERAL CONSIDERATIONS. Some specific aspects of this detailed USMA faculty development and utilization process warrant careful analysis for applicability to the Army's school system as a whole. Before conducting such an examination, however, some overriding considerations which have marked its long term success must be highlighted.

Qualified, interested, successful officers -- USMA graduates and others alike -- want to teach at the Military Academy. The Army supports this desire in tangible and intangible ways. Such assignments are viewed as career enhancing and fulfilling and therefore, are sought. Program specifics notwithstanding, when these perceptions and their realization somehow are made operative at every other level of the Army school system -- basic, advanced, USACGSC and USAWC -- a qualitative improvement in faculty competence will occur. Failing such attitudinal adjustments, only superficial improvements are likely.

An aspect of the USMA faculty often overlooked is the function of its members, individually and collectively as role models. In a multitude of functions -- professional, personal and academic -- military faculty members represent and demonstrate what cadets are taught to aspire to be. Such a contribution by the faculty may be much more significant than any particular subject matter expertise, since the officer will conjure up images of memorable USMA faculty from his cadet days for what they were long after he has forgotten what they taught.

The importance of good role models does not diminish at the other levels of the Army's school system. Yet, few, if any, of the Army's senior professionals, its colonels, are involved actively with students in the Army's schools. The Army should consider adopting -- throughout the system -- a faculty of "colonels emeritus;" officer who missed becoming general officers, but who have extraordinary expertise in tactics and/or strategy, logistics, leadership, management, defense policy, etc. Retention of these officers (to get them to forego a civilian "second career") probably would require tenure beyond current retirement maximums, perhaps by 5 years or more. Again, their importance as role models in direct personal contact with student officers should far outweigh any particular expertise they may possess. In any event, 20 plus years of experience is almost impossible to replicate in any learning environment designed to create subject matter expertise.

6. SPECIFICS TO PROGRAM DEVELOPMENT. The salient aspects of the West Point program are as follows:

- Early identification of faculty.
- Recruitment.
- Subject matter expertise.
- Instructional technology expertise.
- Proper utilization.
- Continuing development.
- Reputation for excellence (school and faculty).
- High priority.
- Rewards/incentives.

Faculty stability/tenure.  
Proper learning environment.  
Repetitive teaching tours.

How should these apply the Army school system in general?  
What can individual Service Schools and USACGSC do to maximize their faculty development program?

a. Early Identification of Prospective Faculty

There are several ways to identify prospective faculty. Members of the student body provide a ready group of candidates for a school or college, and this has been the Army's most used system. It is generally a short term process, however; and results in plucking the officer from the student body and placing him on the platform with very little formal preparation in most cases. The exception is when the officer is identified during a basic course and then used several years later. While this is rarely done now, consideration by the service schools should be given to an earlier tracking of potential instructors (to be followed up with periodic correspondence.) A second way to identify possible instructors is to enlist ex-faculty members in the identification and recruiting process. Obviously, the MILPERCEN assignment officer plays a key role in the entire identification and selection process. Above all, he must be attuned to the overall importance to the Army of such assignments. Second, there must exist a system guarantee for the prospective teaching department and the officer concerned. When officers are recruited from the Army at large to teach a certain subject at a service school or college, they must be assigned to that position and given the opportunity to complete the tour, or the "broken promise" will haunt the faculty concerned for years. Identification also can come from the MILPERCEN assignment officer, who is in direct contact with a segment of the officer population.

In faculty identification and development matters, the sooner the better is a good general rule. The earlier the forecast can be made, the better the chance that the officer will arrive at his faculty assignment with subject matter expertise, prepared to teach (training or education enroute may be required). Also, it allows the institution to plan its requirements-to-assets picture better.

Finally, there are write-ins (like walk-ons in collegiate football). Officers occasionally correspond directly with a school seeking a faculty assignment. This practice should be

encouraged by schools, since aspiration to such assignments is crucial to attracting qualified volunteers.

The best identification system for the Army would incorporate all of these methods, monitored by a single staff manager at every school and each Department Director. Schools must involve themselves formally in the long range development of their faculties.

#### Recruitment

Once there is an ongoing program at the service schools geared to the identification of faculty (by name if possible, certainly by skills required and degree of subject matter expertise needed), the recruitment process can commence. In a word, this means communication. The officer desired must understand clearly what is involved in the position, and the reason he is needed. The assignment officer at MILPERCEN must have a clear understanding of the requirements of the assignment (accurately coded positions), including the ASI's needed. The chain of command and the school faculty development manager must be attuned to the requirements and the priorities within the school and how these relate to the other agencies on the post involved.

#### c. Subject Matter Expertise.

This is the crucial factor in the development of quality faculties and staffs. Those who develop and teach specific curricula and doctrine in the Army's schools must be subject matter experts first. Officers must have the time to be trained or educated before they report to their faculty positions. Time required will vary with the nature of the subject matter and the experience of the individual instructor. The important point here is that every academic department at every school must know and articulate what skills and knowledges are required of its faculty and how, when, and where these are obtained best. These standards then become the minimum required for the new faculty member with regard to the subject matter that will be taught.

Curriculum at the service schools is predominately "primary specialty related" in most departments requiring less formal preparation. The more general professional military educational components (military history, leadership, organizational effectiveness, communications skills) may require more formal preparation because they are not linked directly to a given specialty. The point to emphasize is that the diversity found in each school POI will require diverse preparation.

d. Instructional Technology Expertise.

All service schools and colleges currently require that a new instructor attend a resident training program. They vary in length from 1 to 4 weeks and include some self-paced work. Normally, they are designed by the staff and faculty development elements, whose job it is to "train the trainer." It is assumed that the prospective faculty member arrives with subject matter expertise and the supervision of that expertise is the responsibility of the department to which the faculty member is assigned. Most instructor training courses involve learning the ISD Model for training development (described in TRADOC Pamphlet 350-30), the application of Criterion Referenced Instruction (CRI), and presentation of practice classes (formal rehearsals). They should all include instructor aptitude screening.

In some schools, the program continues throughout the officer's assignment to the faculty with various levels of proficiency awarded (associate, senior, and master instructor). TRADOC has made great strides over the last few years in the area of training development. Indeed, for the more senior faculty members there is a finely tailored Senior Managers Workshop conducted periodically at Leesburg, VA, under the supervision of the Training Development Institute located at Fort Monroe. At the present time, the Army is investing considerably more effort in instructional technology than in the development of the subject matter expertise for faculty members. This is appropriate in some cases (TOW missile system training) and inappropriate in others (military history and leadership).

e. Proper Utilization.

Once a faculty member has acquired the skills needed by a department, he/she must be utilized in the position calling for those skills. Although other difficult subjective decisions occasionally are made necessary by school/center requirements as a rule, the faculty member, the students, and the Army are served best by requiring the best teachers to teach even though they may do just as well at some other important job.

f. Continuing Development.

Officers on faculties must continue to grow and develop through planned activities all of which require resources. Seminars, workshops, funded trips to professional meetings, active involvement in school library and bookstore development, research and writing for publication, are only a few of the ways

to guard against an officer going "stale" after he learns the lessons to be taught and has been through them once. The most important aspect of the continued development is the role the subject matter expert must play in the development of curriculum. The classroom teacher is the subject matter expert. The determination of the content of the lesson belongs to him. Faculty members must insert themselves vigorously into the procedure at every stage from task development to external evaluation.

g. Reputation/Learning Environment.

The perceived value of educational experiences provided by service schools and colleges must outweigh clearly the "careerist" notion of some individual officers that being selected for attendance is as important as attending. If the students and faculty are convinced that what is being done in the school is based on Army requirements and is timely and relevant to the long range professional development needs of the student officers, the school will enjoy a good reputation.

Officers must develop attitudes toward learning over a long period and not exclusively while students. Thus, throughout the Army as well as in the schools, there must be a recognized need for self-study and professional development. This necessity is the basis for Military Qualification Standards described in Annex D. When the student attends a military school, the physical setting, instructional technology, learning materials, libraries, classrooms, and teaching methods must all be of the highest quality to maximize the learning experience. RETO envisions the requirement for more officers to attend resident schooling in the future, but probably in shorter courses where quality control from the first class period will be even more critical.

h. Priority.

Few would deny the need for quality instruction in the service schools and colleges. The central question is, given scarce resources, how much of what kinds of education and training can the Army afford? The answer relates directly to requirements. In the last quarter of this century, American Army officers will be the custodians of a huge conventional and nuclear Army spread world-wide, costing the nation great portions of its treasure, and essential to the welfare of its citizens. If the Army is to be led well, its officers must be trained well. Therefore, a relatively high priority for the

Army school system is required.

Directed reductions in spaces and dollars have been aimed at the Army's training base from outside the Army over the last 2 years at a time when the Army should have been increasing its training and education efforts. As a result the size of the faculties have shrunk, in some cases requiring the alteration of teaching methods to respond to rapidly increasing student faculty ratios. These assaults on the school TDA's must be reversed in those cases where the learning process has suffered as a result.

i. Rewards/Incentive.

Other than simply directing the assignment of "high quality files" to faculty positions, the Army must insure that it does everything possible to cause qualified officers to aspire to these positions and select themselves by volunteering.

There are many incentives to prospective faculty members. Recognition that the work is important to the Army; association with challenging colleagues; the chance to think, teach and write about the profession; and the ability to impact significantly on the intellectual and professional growth of a number of officers are but a few of the major intangible rewards available.

More tangible rewards also can be made available and evident. The Senior Service Colleges (SSC) offer the opportunity for constructive or equivalent credit to faculty members who have not been selected for or completed an SSC course. The same system could be provided at Leavenworth for the Combined Arms and Services Staff School (CAS<sup>3</sup>) and USACGSC faculty members who are not selected to attend USACGSC.

Most schools are associated with nearby colleges and universities, providing faculty members opportunity to acquire graduate degrees while teaching, reinforcing their teaching skills and enriching them in a broader sense. It is not enough to articulate the premise that an instructor tour (or two) is desirable; selection and promotion boards must provide evidence to interested and qualified prospective faculty members that they need not avoid teaching (especially a second tour) as a "dead end" assignment. Again, the possibility of career opportunities like SSC, USACGSC or graduate credentials which otherwise might not have been possible will help to demonstrate the desirability of teaching such tours.



There are many competing demands for the officer's time while he is a captain (command, staff, secondary specialty development, MQS). Therefore, whatever rewards are structured must take into consideration that not all captains will, or should, become instructors. In other words, teaching tours must neither be viewed as a required "ticket punch" nor as a plague to be avoided.

j. Stability/Tenure/Repetitive Tours.

The advantages of faculty stability are numerous. Officers who teach tend to get better at what they do the longer they do it. Their level of competence increases as they prepare, teach, refine, teach, write, teach. The curriculum development process is enriched by having continuity as well as expertise on the faculty. There is less "wasted motion" caused by going from one acceptable solution to another. In most cases, continuity is not a luxury but a necessity, since the subject matter is as complex as it is important, requiring long study and thought to master. As an example, it may be just as important to determine when a change in doctrine will be needed as the actual substance of the change.

Stability is also important because the lack of it often forces suboptimization in curriculum planning cycles, with too little attention given to long range planning. Where faculties turn over at the rate of one-third to one-half each year, it is not long before the process becomes the significant factor and the content suffers. Courses that should be developed are not, and those that are operational often fail to evolve the way they should.

There is a very good argument to counter the demand for more stability, especially where it involves any notion of tenure. That is, "new blood" is required constantly "from the field" to transfuse those in the school with recent experience from operational units or staffs where the concepts taught are tested. There is no doubt that such transfusions are essential throughout the entire school system. What must be determined is the appropriate balance between tenure and turnover so that neither the objective of continuity nor that of new ideas is forfeited.

The U.S. Military Academy and the U.S. Army War College use a three-tiered faculty tenure system (West Point's is far more formal) that allows for a certain percentage of 3-year tours, a certain percentage of more stable tours

(4 years or longer), and the formal tenuring of faculty until retirement. Such a system has been proposed several times by the U.S. Army Command and General Staff College for its faculty, but it has never been approved. It should be. Consideration also should be given to instituting a similar system at service schools. Numbers, positions, and disciplines would vary with each school. "Fresh views" from the field also can be insured through periodic exchange assignments of tenured faculty to troop units and the continued use of some percentage of 3-year tour officers.

7. MANAGING THE ASSETS. The Officer Personnel Management System (OPMS) is the method by which the Army's requirements are matched with trained and properly assigned assets. The "Specialty Code" system requires a fairly discrete set of skills, progressively developed and utilized, and a clear path to colonel for each specialty. The number of requirements in a given specialty depend on the coding of the duty positions in the field (Army requirements expressed in terms of skills). Service schools and colleges code their own positions based on the skills and knowledge needed to function in a given position.

It is essential that some percentage of the officer corps who have demonstrated the ability to teach well and who wish to do so again be provided the opportunity. This will require the management of instructor assets in the same way that other skills are managed; as was realized when OPMS was begun, and the Education Specialty (SC 47) was created. But SC 47 was never widely understood and suffered from poor coding from the beginning. It encompassed a wide range of officer positions from the highly selective permanent professorships at West Point to the 287 ROTC positions, to which officers were assigned on a branch/specialty "fair share" basis without regard to OPMS specialty or teaching background. There was sufficient interest in the SC 47 within the officer corps, but inconsistent coding and the large number of specialty immaterial ROTC positions threw the assets-to-requirements ratio far out of balance. MILPERCEN has recommended the abolishment of the Education Specialty, and RETO concurs.

A second specialty was created that also affected the service schools in a major way. Specialty Code 28, Instructional Technology and Management, was designed to encompass "positions in a broad range of functions and activities related to the application of instructional technology principles and audio-visual systems in support of the Army's mission." In SC 28, the

Army had a specialty designed to provide curriculum development experts, educational managers, instructional systems designers, audio-visual experts, and instructional policy planners. These officers would focus on instructional form and delivery. But SC 28 was regarded primarily as a Signal Specialty and suffered from the same kinds of definitional problems as did SC 47.

The presumed difference between SC 47 and SC 28 was basic. The former would be composed of subject matter experts and the latter the process or method experts. Neither fulfilled the need for which it was designed.

Since neither of these specialties evolved as planned, the Training Developments Institute (TDI), TRADOC, has developed and recommended the establishment of a career management field called "Training Developments Officer", SC 50. It is envisioned that eventually both SC 47 and SC 28 will melt into this advanced entry specialty. SC 50 is designed to provide service schools and colleges with officers whose function is "The management of the organization's training developments effort". The officers would be assigned to such positions as Training Developments Director, executive officer, branch chief, section chief, chiefs of academic departments, and about one-third of all officer instructors.

Undoubtedly, the creation of this specialty is required, but there is some concern that the overwhelming need for training development experts will lead to the minimization of the "subject matter" function in favor of the management function. It is especially important to retain subject matter expertise in the curriculum development and evaluation phases. Of equal concern is the perception that repeated teaching tours will be discouraged by encouraging proven faculty members into management positions that remove them from the classroom.

RETO analysis of the Army-wide common duty module signature clearly established the need for a large number of officers with skills in counselling, teaching, training, evaluation, and supervising. This came as no surprise. What became clear was the need for all officers to be adept at instruction (teaching) and for some officers to be expert at conveying subject matter. To meet the need for these experts, a career management system seemed warranted.

One system considered would have used the designation of an Army Skill Identifier (ASI) as the management basis. It was rejected because, if each officer is to remain proficient in two specialties and alternate between them during his field grade years, the repetitive tours necessary to sustain

the required expertise would be denied those who need it the most -- those who teach.

Clearly, an OPMS career field is required to insure the proper development and utilization of the Army's "Senior Military Teaching Faculty." Appendix 1 to this Annex describes the notional specialty envisioned. It is anticipated that the specialty will be developed along with Specialty Code 50 and that the two specialties will complement each other throughout the Army school system.

8. CONCLUSIONS. One may suggest that the Army cannot afford the luxury of such an extensive USMA-like faculty program throughout the school system. One also can ask whether the Army can afford not to upgrade the essential faculty ingredient in the system. There are, in fact, steps that can be taken to insure that a "fair share" of interested quality officers are assigned to the Army's service schools and USAGCSC. Expertise in and the capacity to teach the complex business of the preparation for and conduct of land war in the 1980's and 1990's can be developed. Once this expertise is developed, the Army must take advantage of it through a program to insure successive teaching assignments for the officers who are good at it and want to do it. Further, and more important, this program must be in the main stream of the peacetime Army with tangible incentives and uniformly recognized high priorities.

The Army must develop officers who are subject matter experts, who have skill in imparting this knowledge, and, the desire to do it repetitively. Given apt pupils, who are well prepared for the learning experience, the nature of the relationship will lead to a better trained officer corps.

9. RECOMMENDATIONS. It is recommended that:

- a. The Department of the Army institute a system of variable tenure for the faculties of all Service Schools and the USAGCSC.
- b. All Service Schools and USAGCSC establish and maintain long range comprehensive faculty development programs.
- c. Specialty Codes 28 (Instructional Technology and Management) and 47 (Education) be disestablished.
- d. Two new specialties, "Training Developments" and "Senior Military Teaching Faculty" (SC 50 & SC 01) be created with duty positions coded appropriately at all Service Schools and Colleges.

e. As a matter of policy, the Department of the Army assign qualified colonels to instructor positions throughout the Army School System.

f. Teaching faculty be stabilized for at least 3 years throughout the Army School System.

g. Staffing guides, such as the TRADOC School Model, not be used for determining faculty requirements at long courses such as USACGSC.

## 2 Appendixes

1. A Notional Model of "Senior Military Teaching Faculty Specialty" (Specialty Code 01)
2. Conclusions of the Haines Board (1966).

REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

APPENDIX 1

A NOTIONAL MODEL OF "SENIOR MILITARY TEACHING FACULTY SPECIALTY"  
(Specialty Code 01)

TO ANNEX Y

FACULTY

1. Description of the Senior Military Teaching Faculty Specialty.

a. The Senior Military Teaching Faculty Specialty encompasses selected teaching faculty positions in Army Service Schools and Colleges, and the United States Military Academy. The skills required are those of a professional military teacher and scholar. Specialty Code 01 identifies officers/positions in this specialty. The Senior Military Teaching Faculty Specialty is an advanced entry specialty, enrolling officers during their 8th (or later) year of active Federal commissioned service.

b. The purpose of the Senior Military Teaching Faculty Specialty is to provide a nucleus of professionally competent military officers capable of making a sustained contribution to professional military education and military scholarship. Members of the Senior Military Teaching Faculty Specialty provide continuity and depth to the faculties of Army Schools. Collectively, these officers possess an unusual depth of subject matter competence in the wide range of disciplines required by the Army's school system, are the Army's foremost teachers of these disciplines, and are afforded the opportunity to undertake research and make substantive contributions that enhance the status of military scholarship. They constitute a core of professional faculty who are not only outstanding teachers, but are capable of ensuring efficient use of the resources devoted to military education, and, together with counterparts in training developments/training methodology (the proposed SC 50), of guiding the growth and development of the Army's education establishment. They also constitute an assemblage of military scholars who can be called upon to contribute to the solution of problems of high level Army and Defense interest.

c. Principle duties performed by officers participating in this specialty include:

(1) Conduct of formal instruction and research at Army service schools and colleges, and the United States Military Academy.

(2) Participation as subject matter experts in the planning and development of military education programs, curricula, and methodology.

(3) Supervision of teaching.

(4) Advising on the formulation of military education policy.

(5) Teaching faculty exchanges with foreign military schools, civilian universities, and research organizations.

d. Proponents for this specialty are:

Department of the Army Proponent - DCSOPS  
Professional Development Proponent - MILPERGEN  
Training and Education Proponent - USAWC

2. Role of the Senior Military Teaching Faculty Officer.

a. Collectively, the officers serving in the specialty exhibit exceptional skills and talents in the wide range of disciplines taught in the Army's professional military education establishment. These disciplines include, but are not limited to: Tactics, Logistics, Communications - Electronics (including Electronic Warfare), Intelligence, Personnel Management, the various fields of Engineering including Combat Engineering, International Relations and the Social Sciences, History, the Physical Sciences and Mathematics, Psychology (including leadership), Operations Research/Systems Analysis, Management, Computer Science, Foreign Languages, English, Geography, and Economics.

b. Two qualifications distinguish the specialty member, his exceptional competency in the subject area, and his proficiency in teaching it. Notionally, limited numbers would serve in the teaching departments of the service schools as senior instructors, committee chiefs, or department directors. A larger proportion of the USACGSC and virtually all of the USAWC faculties would be Senior Military Teaching Faculty officers.

c. In summary, the principle role and function of the Senior Military Teaching Faculty Specialty is the physical and intellectual activity of imparting some depth of knowledge of a given discipline to others.

### 3. Participation.

a. A limited number of officers who have the motivation and special talents for a career of teaching will be permitted to participate in the Senior Military Teaching Faculty Specialty. Officers developed in other specialties who wish to make contributions in the sphere of Professional Military Education may request participation in the specialty at any time. Officers will be selected based upon an indepth review of their qualification as teachers and military scholars, and an evaluation of their potential for contribution to military education in their field of competence. Those service school or college faculty positions whose principle functions are not teaching or the supervision of other teachers would not normally be coded for the Senior Military Teaching Faculty Specialty. There are a number of instructor positions at the service schools and USMA that would not be coded 01; however, these could be viewed as developmental preparation for the Senior Military Teaching Faculty Specialty. Officers responsible for determining what, how and where something is taught would be coded SC 50, "Training Developments".

b. Qualification standards for potential entrants to the Senior Military Teaching Faculty Specialty are:

(1) To have become a subject matter expert in a discipline taught as part of the professional military schooling system, and

(2) To have demonstrated exceptional instructional ability in a previous instructor tour.

c. Advanced degrees are one mark of preparation for many of the disciplines of the specialty, but not for all. In some disciplines, military scholarship may be rooted more in professional experience than in academic pursuits. In all cases, the desire and ability to teach effectively -- to motivate students to learn -- is an essential factor. Only after having demonstrated their qualification as teachers and military scholars in a previous service school or USMA assignment will officers be granted the specialty.



4. Professional Development Objectives. The overall objective of officer professional development in the Senior Military Teaching Faculty Specialty is to provide a nucleus of members who have the requisite intellect, scholarship, and academic credentials to serve effectively in the Army's professional military educational system. There are, in the Service Schools and the United States Military Academy, sufficient developmental company grade positions to allow selection from among instructors of demonstrated ability for the Senior Military Teaching Faculty Specialty. Further development comes through research and writing, attendance at professional meetings, and the challenge of teaching itself.

5. Career Development. There are adequate positions and the grades of major, lieutenant colonel, and colonel to allow normal career progression in each of the disciplines.

GRADE	SC 01	POSITIONS
Major		Assistant Professor, Associate Professor-USMA
		Senior Instructor, Committee Chief-Service School
		Instructor - USACGSC
Lieutenant Colonel		Assistant Professor, Associate Professor - USMA
		Department Director - Service School
		Instructor - USAWC/SSC
Colonel		Associate Professor, Professor-USMA
		Instructor, Committee Chairman - USACGSC, USAWC/SSC.
		Department Director - Service School, USACGSC, USAWC/SSC

6. Specialty Management.

a. The first requisite of specialty management is proper specialty coding of faculty positions. Not all faculty positions require the specialty. In fact, the majority of faculty positions at the service schools and USMA (and some at the military colleges] will be filled by officers having other specialties. Indeed, most may be in Training Development and Combat Developments. Some of these positions may be specialty immaterial. The flow of these officers in and out of the education system leads to continuous infusion of officers with fresh perspectives and recent practical experience in the great variety of skills required to accomplish the professional military education mission.

b. Care must be exercised when coding faculty positions. Specialty Code 01, should be requested only when there is a requirement for an unusual depth of subject matter competence and a proven teaching competency as well. SC 01 officers are teachers, and the positions to which they are assigned primarily should entail teaching or the supervision of teachers.

c. Depicted here is an example of position coding for a notional tactics department committee at a service school:

<u>SPECIALTY CODE</u>	<u>GRADE</u>	<u>POSITION/NOTE</u>
01 12	05	Chief, Special Competence: Armor Tactics
01 12 * *	04 * *	Senior Instructor, Special Competence, Armor Tactics
12 XX * *	04 * *	Senior Instructor
12 *XX	03	Instructor
12 XX * *	03 * *	Instructor
12 XX	03	Instructor

A similar situation might exist in a notional department of history, such as might exist at USMA.

<u>SPECIALTY CODE</u>	<u>GRADE</u>	<u>POSITION/NOTE</u>
01 * XX	06	Professor, Special
*	*	Competency: History
*	*	
01 XX	05	Permanent Associate
*	*	Professor, Special
*	*	Competence: History
*	*	
01 XX	05	Assistant Professor,
*	*	Special Competence:
*	*	History
*	*	
01 XX	04	Assistant Professor,
		Special Competence:
		History
99 @ XX	04	Instructor/ Asst Prof
99 * XX	04	Instructor/ Asst Prof
*	*	
99 XX	03	Instructor/Asst Prof
99 XX	03	Instructor/Asst Prof

@ 99- Specialty Immaterial

At the U.S. Army Command and General Staff College a committee in the Tactics Department might be split equally between Senior Military Teaching Faculty officers with a special competence in tactics, and combat arms officers serving their first teaching tour.

c. By its nature, the specialty will require individual management. Assignments to Senior Military Teaching Faculty positions would be nominative in most cases. Because of the large number of disciplines supported and the relatively small number of officers in each discipline, an effort to apply either SSI's or ASI's is unnecessary and undesirable. Direct contact between the school and the assignment officer to identify the area of special competency will provide sufficient information upon which to base a nomination. Recruiting by the schools/ departments themselves could fill many requirements and should be encouraged. By name requests in this unique specialty should be the norm.

REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

APPENDIX 2

CONCLUSIONS OF THE HAINES BOARD (1966) CONCERNING  
"FACULTY SELECTION, TRAINING, QUALIFICATION AND ROLE"\*

TO ANNEX Y

FACULTY

41. School authorities should maintain a close working relationship with career branches in the Office of Personnel Operations and the offices of the chiefs of the professional services to insure the selection of qualified personnel for the staffs and faculties of the schools.

42. Because of their lack of any practical Army experience, graduates of branch basic classes should not be retained at the school as instructors.

43. Unless a student at the US Army War College has a specific expertise developed during his prior Army service and particularly needed at the College, he should not be considered for retention on the faculty.

44. A review of staff and faculty authorizations by grade in the various Army schools, to include their categorization into instructor, supervisory, and support positions, should be made.

45. A training program for supervisors as well as instructors should be established in all schools below the War College level in the Army school system.

46. Selected members of the staffs and faculties should attend conferences of educational organizations to keep abreast of the latest developments in the academic field. Further, an annual conference should be held for Directors of Instruction and Educational Advisors in the Army school system under the direction of HUMRRO or another appropriate agency.

47. Closer liaison should be established between the various schools of the Army system, as well as with schools of the other services.

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\* Extracted from the Report of the Department of Army Board to Review Army Officer Schools, 1 Feb 66, pp 758-9.

48. Expanded use of officers with advanced degrees should be made within the Army school system in the interests of raising the technical and professional competence of the staffs and faculties. Aggressive action should be taken to have additional position requirements for such degrees validated both for initial utilization and reutilization tours.

49. Greater tenure of the staffs and faculties throughout the Army school system is essential for the sound and progressive development of the schools composing the Army system.

50. All schools and colleges should obtain a well-qualified Educational Advisor, and the Commandant should clearly define the duties and responsibilities of the position.

51. A rotation plan for educational advisors should be put into effect at an early date, coupled with opportunities for sabbatical leave to engage in graduate studies. The top grade level authorized for Educational Advisors at most Army schools and colleges should be GS-15; the senior Army Educational Advisors at the Continental Army Command and Department of the Army level should be authorized GS-16 grades.

52. Educational Advisors should attend various educational conferences.

53. All Commandants should determine the number of civilians who can be used profitably as instructors and begin their procurement at an early date, to relieve military personnel for other duties. Use should be made of professors from adjacent universities to assist in presenting academic instruction, with particular reference to elective.

54. The current restriction on employing non-regular officers, requiring a six months period between separation and employment by the Department of the Army, should be waived insofar as Army schools and colleges are concerned.

55. Prominent civilian educators on sabbaticals from their universities or highly qualified civilians from other governmental agencies should be added to the staff and faculty of the US Army War College. Consideration should be given to contracting with adjacent colleges for the presentation of a series of lectures in appropriate courses.

## REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

### GLOSSARY OF TERMS

**Academic Year (AY)** - A period normally encompassing two semester, or the equivalent. Ensuing vacation period or summer session is not normally included.

**Active Components (AC)** - Identifies that portion of the Army serving full-time duty in the Active military service of the United States.

**Additional Skill Identifier (ASI)** - An identification of specific skills which are required to perform the duties of a position, but are not related to any one particular specialty. Also, an identification of the additional skills possessed by an officer.

**Advanced Professional Development Course (APDC)** - The electives program for the U.S. Army Command and General Staff College

**Air Force Institute of Technology/Logistics Support (AFIT/LS)** - An advanced level school system maintained by the Air Force to meet service-related educational requirements. Logistical Support refers to the School of Systems and Logistics.

**Alternate Specialty** - A second specialty, in addition to an officer's primary specialty, which is designated at the completion of the officer's 8th year of Active Federal Commissioned Service for professional development and utilization.

**Army Linguist Personnel Study (ALPS)** - A study of the Army's language needs (both officer and enlisted) published in January 1976.

**Army Medical Department Personnel Support Agency (AMEDDPERSA)** - A field operating activity of the Office of The Surgeon General. PERSA executes the responsibility of The Surgeon General for AMEDD officer career management.

**Army National Guard Officer Candidate School (ARNG-OCS)** - Schools conducted by most states to produce commissioned officers for the Army National Guard.

**Army-wide Support Jobs** - Army-wide support jobs are those jobs (duty positions) that are not related at all, or only remotely related, to the specialty to provide its fair share of officers for the overall operation of the Army. These positions are extremely important to the day-to-day performance of the Army's mission and to the officer's professional growth but do not contribute to building the officer's

technical competence in the specialty. Examples of these positions might be ROTC PMS, some training center jobs, some installation staff jobs, or recruiting duty.

**Branch Immaterial Officer Candidate Course (BIOCC)** - One of the major sources of line officer accessions into the Army. Precommissioning training is provided without regard for branch or specialty.

**Branch Related Specialty** - A specialty whose principal functions are the responsibility of a particular branch established under AR 10-6.

**Career Officer** - An officer appointed in the Regular Army or a U.S. Army Reserve officer in voluntary indefinite status.

**Combined Arms and Services Staff School (CAS<sup>3</sup>)** - A school to train all majors of the Active and Reserve Components for service as field grade staff officers with the Army in the field, in peace or war. Establishment of the school was recommended by the Review of Education and Training (RETO) Study Group.

**Combined Arms Tactical Training System (CATTS)** - A wargaming simulation used in the U.S. Army Command and General Staff College.

**Committee on Excellence in Education (COE also COEE)** - A blue ribbon ad hoc group convened to oversee education in DOD.

**Complementary Specialties** - Specialties that, when paired, function well together to derive the maximum benefit from an officer's skills and experience. Specialties may complement each other because of similar skills requirements. Two specialties may be complementary because the utilization rates or position requirements of one are the inverse of the utilization rates or position requirements of the other at the various grades. Certain accession specialties may pair well with an advanced entry specialty because it is a natural progression in that particular field. All of the above or combinations of the above, should be considered when determining those specialties that complement a particular specialty.

**Computer Assisted Map Maneuver System (CAMMS)** - A wargame simulation aided by automation is used for instruction and contingency planning.

**Continuing Health Education (CHE)** - Education designed to sustain the knowledge and skills of health care professionals. Usually short courses or job experiences required on an annual basis.

**Control Specialty** - A means to account and validate for officers by specialty. It is the specialty in which officers are requisitioned and assigned, against which they are accounted, and in which they join the organization which initiated the requisition.

**Core Jobs** - Core jobs are those jobs (duty positions) that are at the heart or "guts" of a specialty and require the officer to perform tasks, on a day-to-day basis, that make use of this knowledge and expertise in the specialty. Therefore, core jobs are central to professional development in the specialty, i.e., they provide the skills and knowledge, through on-the-job training and experience on a daily basis, that are needed to build the officer's technical competence in the specialty at each grade level. As an example, for the Armor captain these jobs might be company command, bn staff, asst bde S3, service school instructor, combat/training developer, etc.

**Corresponding Studies Program (CSP)** - The nonresident instruction provided by the U.S. Army War College.

**Course of Instruction (COI)** - A training management document which specifies the purpose, prerequisites, content, duration and sequence of instruction for formal resident and nonresident courses.

**Decision Package Set (DPS)** - A group of documents used to describe policy matters under consideration, provide an evaluation with alternatives and insure that various staff act in harmony or agreement in carrying out decision.

**Defense Language Institute/Foreign Language Center (DLI/FLC)** - Located at Monterey California, it provides language skills training for DoD personnel.

**Dual Specialty Development** - The concept of officer professional development and utilization in which the objective is for each officer to gain and maintain proficiency in a primary and an alternate specialty.

**Enlisted Personnel Management Directorate (EPMD also EPD)** - An element of U.S. Army Military Personnel Center. EPMD executes DA responsibility for enlisted personnel management.

**First Year Graduate Medical Education (FYGME)** - All graduates of schools of medicine must spend their first year after graduation in an internship or its equivalent.

**General Officer Management Office (GOMO)** - An element of the Office, Chief of Staff, Army which provides management for O-6(P) and higher grade officers.

**General Officer Orientation Conference (GOOC)** - A course provided to officers selected for or recently promoted to general officer.

**Graduate Medical Education (GME)** - Post medical profession degree education provided in specialty (residency) or subspecialty. All medical school graduates spend their first year after graduation on Graduate Medical Education Year 1 (GME-1) previously known as internship.



Health Professions Scholarships Program (HPSP) - Program provides assistance to students enrolled in an approved school of medicine, osteopathy, veterinary medicine or optometry. Service obligation is incurred.

Independent Student Research (ISR) - A grouping of hours in the curriculum of the U.S. Army Command and General Staff College for individual study and contingency participation in study projects.

Instructional Television (ITV) - a means for presenting instruction to learners.

Master of Military Arts and Sciences (MMAS) - U.S. students of the U.S. Army Command and General Staff Course, upon application and acceptance participate in a degree granting program.

Method of Instruction (MOI) - The means for presenting instructional material to learners.

Military Education (ME) - The systematic instruction of individuals in subjects which enhance their knowledge of the science and the art of war.

Military Personnel, Army (MPA) - A category of funds consisting generally of individual pay and allowances.

Military Qualification Standard (MQS) - A systematic officer education and training program recommended by Review of Education and Training for Officers Study Group. MQS provides a framework for officer education and training that links resident schooling, self-study and on the job experience. MQS provides for orderly and progressive training and qualification for each officer.

National Defense University (NDU) - The National War College and Industrial College of the Armed Forces comprise NDU. Located at Fort McNair, Washington, D.C.

Naval Post Graduate School (NPCS, also NPS) - An advanced level school providing graduate and baccalaureate degrees in various disciplines required by the U.S. Navy.

Nonresident Instruction (NRI) - Any training not conducted in residence including that provided through correspondence/extension courses developed and approved by a military service to meet a specific training requirement of that service for career development or skill acquisition/progression.

Officer Advanced Course-Reserve Components (OAC-RC) - An advanced course designed for presentation to Reserve Components officers.

Officer Basic Course-Reserve Components (OBC-RC) - A basic course designed for presentation to newly commissioned Reserve Component officers.

Officer Candidate School-Reserve Components (OCS-RC) - A precommissioning training program designed for Reserve Components.

Officer Personnel Management Directorate (OPMD also OPD) - An element of U.S. Army Military Personnel Center. Specialty managers (assignment officers) and professional development officers execute the DA responsibility for OPMS managed officers.

Officer Professional Development - The development of the professional attributes and capabilities of the Army officer to meet the needs of the Army through planned assignments and schooling.

On-the-job-experience (OJE) - A training process whereby knowledge and skills are acquired through performance of duties.

Organizational Effectiveness Training Center (OETC) - A training facility located at Fort Ord, CA, part of U.S. Army Training and Doctrine Command, which provides instruction in organizational effectiveness.

Personnel Structure and Composition System (PERSACS) - An automated program based on force structure and composition used for personnel requirements and estimates.

Primary Specialty - One of two designated specialties in which an officer will receive professional development and utilization.

Professional Development Courses (PDC) - The core of the curriculum for the U.S. Army Command and General Staff College is referred to as PDC.

Professional Development System (PDS) - A system for the development of professional attributes and capabilities of Army officers to meet the needs of the Army through planned assignments and schooling.

Professional Military Education - Education pertaining to the body of professional knowledge common to all Army officers, such as leadership, military history, management, etc.

Projected Specialty - The personnel manager's recommendation of the most appropriate specialty for an officer's next assignment which will be consistent with Army requirements and further the officer's professional development.

Related Jobs - Related jobs are those jobs (duty positions) that require the performance of tasks that draw on the knowledge, skills and experience from the specialty at that grade, but they do not normally require the officer to exercise these skills on a day-to-day basis. Related jobs do, however, serve to increase the officer's technical

competence in the specialty while contributing to his professional growth. Examples might be reserve components advisor, specialty related training center positions, some DA/MACOM staff officers, readiness region positions, some installation staff positions, etc.

**Related Specialties** - Specialties that require many of the same skills and knowledge. Complementary specialties are generally also related specialties, but the reverse statement is not necessarily true. For instance, if two closely related specialties both have few field grade position requirements then they probably would not be a compatible pairing and hence, not complementary.

**Review of Education and Training for Officers (RETO)** - The study group which conducted this study and prepared this report. The group was established in August 1977 within the Office of the Chief of Staff, Army to develop policies and programs for professional education and training of officers which meet Army requirements and individual career development needs. The study was completed on 30 June 1978.

**School Year (SY)** - A period normally encompassing approximately nine months associated with longer permanent change of station courses. The year in which training is begun.

**Senior Officer Preventive Logistics Course (SOPLL)** - A course designed to provide senior officers refresher training in command management of logistics program.

**Senior Officer Preventive Maintenance Course (SOPM)** - A course designed to provide senior officers refresher training in command management of preventive maintenance program.

**Specialty** - A grouping of duty positions whose skill and job requirements are mutually supporting in the development of officer competence to perform at the grade of colonel in the specialty.

**Specialty Education** - Education pertaining to the knowledge and skills associated with an officer's primary or alternate specialty.

**Specialty Skill Identifier (SSI)** - An identification of specific position skill requirements within a specialty and the corresponding qualifications possessed by commissioned officers.

**Special Staff Jobs** - Special staff jobs are those jobs (duty positions) that generally do not relate directly to the specialty and may be somewhat out of the organizational mainstream but provide an opportunity to expose the officer at that grade to a perspective that he would not otherwise receive. The importance of these positions is that the officer gains a set of experiences that are beneficial to broadening his capabilities as an officer and hence, enhancing his usefulness to the Army. Examples of these jobs might be aide-de-camp, protocol officer, race relations officer, special study groups and projects, etc.

Special Study Projects (SSP) - A grouping of hours in the curriculum of U.S. Army Command and General Staff College for individual and group projects.

Tactical Command Readiness Program (TCRP) - A program designed to insure that tactical commanders, O6 and above, are both current and competent in the application of doctrine and procedures governing the strategic deployment, tactical employment and sustainment of Army and supporting forces under combat conditions.

Tactical Exercise Without Troops (TEWT) - War games and simulations often assisted by automation are conducted without troops.

U.S. Army Material Development and Readiness Command (DARCOM) - A major command of the Army providing research development, acquisition of material.

Uniform Services University of Health Sciences (USUHS) - A university organized under Department of Defense to provide a comprehensive education in medicine to select young men and women who demonstrate potential for, and commitment to, careers as medical corps officers in the Uniformed Services, Located in Bethesda, MD.