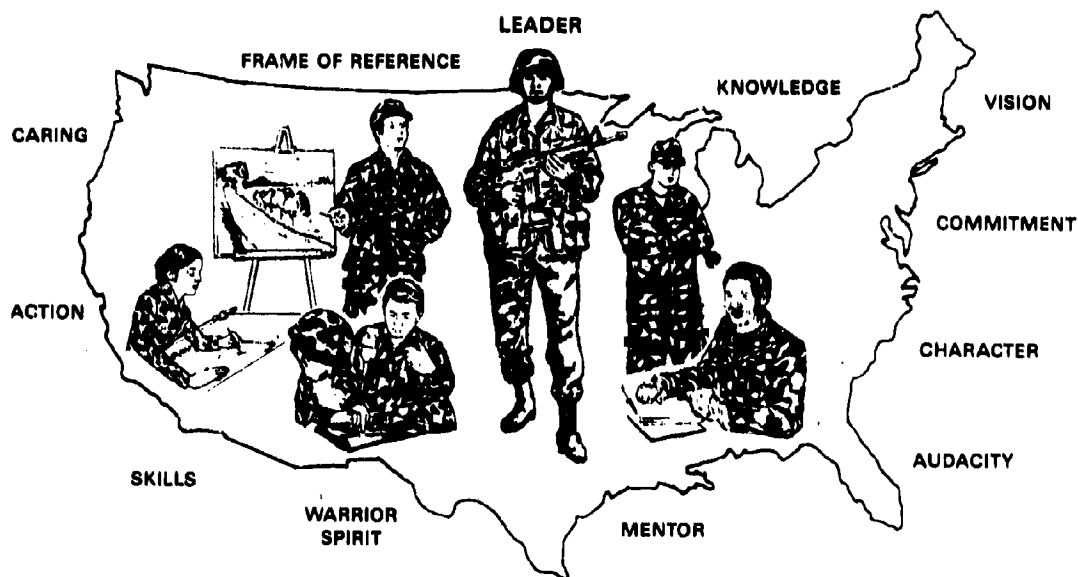


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# PROFESSIONAL DEVELOPMENT OF OFFICERS STUDY



VOLUME I—FEBRUARY 1985



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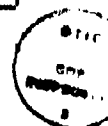
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# **PROFESSIONAL DEVELOPMENT OF OFFICERS STUDY FINAL REPORT**

**VOLUME 1  
FEBRUARY 1985**

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**PREPARED BY  
A STUDY GROUP FOR THE  
CHIEF OF STAFF, ARMY  
HEADQUARTERS, DEPARTMENT OF THE ARMY  
WASHINGTON, D.C. 20310 - 0200**

#### **DISCLAIMER**

The views, opinions, and/or findings contained in this report are those of the study group author(s) and should not be construed as an official Department of the Army position, policy or decision, unless so designated by other official documentation.

The words "he," "him," and "men," when used in this report represent both masculine and feminine genders unless specified otherwise.



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

DACS-PDOS

21 February 1985

SUBJECT: Letter of Transmittal

Chief of Staff, Army  
Room 3E668, Pentagon  
Washington, D.C. 20310-0200

1. Last May you tasked me to reexamine all aspects of the officer professional development system as it has evolved since the 1978 Review of Education and Training for Officers (RETO) study, and to project the applicability of that system and our recommendations out to 2025. We are pleased to submit this report of our work to you.
2. During the last several months, the Professional Development of Officers (PDOS) study team has delved into every area of officer professional development with particular concentration on education, training and roles of the major players in the professional development process. We deliberately decided to return to the fundamental question of what an officer is, construct a statement of the fundamental principles of officer professional and leadership development, and tailor strategic goals to focus our efforts. The scope of our study ranged from pre-commissioning to general officers and included a detailed look at the significant development periods traversed by both active and reserve component officers during an Army career. Concurrently, we were able to closely evaluate the effect of several "system-wide" issues on officers who have chosen a career in the profession of arms, such as the key role of values and ethics; what it means to have a warrior spirit; and how we can better develop and employ mentors, broaden our understanding of the art and science of war and competence therein, and take advantage of technology through computer-based education and training techniques.
3. Perhaps our most significant conclusion is that while the officer professional development system is not in need of major overhaul, it must be transitioned to an education and training strategy which will more effectively meet tomorrow's challenges. The extensive work done by the OPMS Study Group on the management system itself allowed PDOS to concentrate on the "big picture" and to look at how each piece can best be fitted together. Implementation of approved recommendations will require a continuing effort and intense Army staff involvement in the months and years ahead. We appreciate the interest of the DCSOPS and DCSPER in seeing this accomplished as a joint effort.



DACS-PDOS  
SUBJECT: Letter of Transmittal

21 February 1985

4. I believe the greatest legacy you and the Secretary of the Army can leave is assurance that you have programs in place to develop the leadership of the Army for the future. In the final analysis, it is the requirement to meet the demands of combat that defines the value of the officer corps to our Nation. We believe that our recommendations, when implemented, will foster an officer corps more proficient in the art and science of war and better able to meet the complex challenges facing Army leadership in the coming decades.

5. We have all been challenged by this task and are privileged to have been a part of a significant step forward for the US Army.

*Charles W. Bagnal*

CHARLES W. BAGNAL  
Lieutenant General, USA  
Director, Professional Development  
of Officers Study Group

CHIEF OF STAFF

# Memorandum

U. S. ARMY

DISTR A EXPIRES 31 January 1985

CSM 84-15-13

DATE 30 May 1984

SUBJECT: Professional Development of Officers Study

FILE 381 Study

ACTION OFFICER/EXT  
LTC Ferguson/51071

MEMORANDUM FOR: HEADS OF ARMY STAFF AGENCIES

1. PURPOSE. This memorandum establishes The Department of the Army Professional Development of Officers Study Group as an ad hoc committee. The study group will conduct a professional development of officers study and furnish recommendations to the Chief of Staff, Army (CSA).

2. BACKGROUND.

a. On 31 August 1977 the CSA directed that a study be conducted. This study was known as the Review of Education and Training for Officers (RETO). Its purpose was to determine education and training requirements based on Army missions and individual career development needs; to develop appropriate education and training policies and programs for implementing in a phased schedule from pre-commissioning through career completion. On 30 June 1978 the RETO group presented 370 recommendations to the CSA, two-thirds of which were approved; some approved recommendations are still being implemented.

b. On 1 August 1983 the CSA approved a study to review the Officer Personnel Management System (OPMS). The goals of this review were to—

(1) Determine what adjustments to the system were needed to designate officers in the right numbers and skills to satisfy Army requirements.

(2) Determine what adjustments were needed to develop professionally the individual officer's capabilities through planned schooling and progressive assignments. The OPMS study is scheduled to be completed in September 1984.

c. On 14 February 1984, the Chief of Staff, Army, stated that there was a need to initiate a study on the professional development of the Officers Corps, focusing particularly on the education and training system. The CSA approved a concept and terms of reference for a professional development of officers study on 13 April 1984.

**SUBJECT: Professional Development of Officers Study**

**3. COMPOSITION.**

- a. The Office of the Chief of Staff, Army (OCSA) will sponsor the study.
- b. Lieutenant General Charles W. Bagnal will serve as the study director and report findings and recommendations to the CSA.
- c. The study group will be composed of the study director, approximately 25 active duty commissioned and warrant officers and two reserve component officers. These officers will have diverse backgrounds and qualifications. Administrative military and civilian personnel will support the group.
- d. One or more retired senior officers or prominent civilians may be appointed to serve as consultants.

**4. DIRECTION AND CONTROL.**

- a. Documentation and reporting requirements are contained in AR 5-5, Chapter 3.
- b. The study group is authorized direct access to the Secretariat, Army Staff agencies, MACOMs, and field activities to obtain information and support relative to the study.
- c. The study director is granted tasking authority, as necessary, to complete the study effort.
- d. Enclosure 1 outlines the charter and Enclosure 2 outlines the milestone schedule.
- e. The study director is authorized to release the members when it is determined that their expertise is no longer needed.

**5. RESPONSIBILITIES.**

- a. The study director will--
  - (1) Direct the study and furnish final recommendations to the CSA by 15 December 1984, with a final report to follow.
  - (2) Schedule the necessary in-process reviews.
  - (3) Identify in conjunction with the Deputy Chief of Staff for Personnel 25 highly qualified active duty commissioned and warrant officers for detail to the study group. These officers will have diverse backgrounds and qualifications and will be either currently assigned to duty in the National Capitol Region (NCR) or on orders to the NCR.

**SUBJECT: Professional Development of Officers Study**

(4) Report any significant developments or problematic Army support to the Director of Management (DM), OCSA.

(5) Determine the need for and, if required, request appointment of consultants.

(6) Organize a study advisory group if deemed necessary.

(7) Coordinate all requests for Army resources other than those provided by OCSA with the DM.

b. The Director of the Army Staff will monitor the study group effort and direction.

c. The Chief, Administrative Division, Executive Services Office, OCSA, will--

(1) Furnish administrative and logistical support to the study group as required.

(2) Obtain and provide funds (travel, per diem, consultants, overtime, surveys, etc.) to support the study group.

(3) Process officer efficiency reports under AR 623-105 for the study group members.

d. The Director of Management will--

(1) Serve as the Army Staff point of contact and as the overall coordinator with the Army Staff and MACOMs for Army resources requested by the study director.

(2) Assist the study director in initiating and validating the study, pending establishment of the study group.

(3) Coordinate the appointment of any consultants to the study group.

(4) Monitor all study group requests and activities and advise the DAS of Army resources committed.

(5) In coordination with the study director determine the necessity of establishing, upon completion of the study, a cell within the Army Staff to implement/monitor recommendations throughout the duration of implementation milestones.

e. Army General Staff agency heads will provide names of points of contact to DM (LTC Ferguson, DACS-DMC, room 3D641, AV 225-1071) not later than 1 June.

**SUBJECT: Professional Development of Officers Study**

f. The Chief, National Guard Bureau, will provide one officer as a member of the study group to address Reserve Component officer professional development issues. Officer should be O5/O6, senior service college graduate with recent troop unit experience. Furnish nominations to LTC Ferguson not later than 1 June.

g. The Chief, Army Reserve will provide one officer as a member of the study group to address Reserve Component officer professional development issues. Officer should be O5/O6, senior service college graduate with recent troop unit experience. Furnish nominations to LTC Ferguson not later than 1 June.

h. The Deputy Chief of Staff for Operations and Plans will--

(1) Provide liaison points of contact for institutional and unit training issues under provisions of paragraph 5a above.

(2) Furnish the final report on the Army Training Roles and Responsibilities Study to the study director.

i. The Deputy Chief of Staff for Personnel will--

(1) Identify in coordination with the study director 25 active duty officers and warrant officers with appropriate backgrounds and qualifications to serve on the study group; prepare the assignment and detail instructions necessary.

(a) Officers identified who are currently assigned in the NCR or on PCS orders to the NCR will remain assigned to their parent organizations while detailed to the study group.

(b) Officers identified who are PCS to the NCR without a final assignment will be carried against the US Army Military Personnel Center and OCSA while detailed to the study group.

(c) The study director is the only member authorized to be in a TDY status within the NCR.

(2) Provide liaison points of contact for personnel management, human resources, and pre-commissioned issues and for the OPMS study under provisions of paragraph 5a above.

(3) Furnish interim and final results and reports on the OPMS study to the study director as they become available.

**6. TERMS OF REFERENCE.**

a. Scope.

SUBJECT: Professional Development of Officers Study

(1) This study will encompass all aspects of the professional education and training of the Army commissioned and Warrant Officer Corps (less the special branches) from pre-commissioning or pre-appointment through completion of service.

(2) The study will be focused on the institutional training and education system (Army schools) for commissioned and warrant officers. In addition, complementary activities such as training in units and organizations and personnel management policies and procedures that influence professional development will be examined. The study will be used to draw from and build upon the OPMS studies conducted by HQDA and TRADOC, in recognition of the close association and overlap between OPMS' professional development objectives and those of the officer education and training system.

(3) The study will apply to the Total Army. Officer professional development for both the Active and Reserve Components will be addressed.

(4) Levels of training and education to be addressed are: pre-commission, warrant officer, company grade, field grade, and general officer training and education. Joint and intraservice education will be examined where applicable.

b. Objective. The study group will evaluate the officer professional development system in light of the Army's needs. The group will focus on professional military training and education in Army schools and units; identify systemic strengths and weaknesses; and develop findings and make recommendations for the CSA.

c. Time frame. The study group will consider recommendations that would be applicable during the period 1985-2025.

d. Assumption. The bedrock of the Officer Corps must be officers of the arms and services expert in the tasks of those arms and services; at the very core of their expertise must be the ability of these officers to fight.

e. Essential elements of analysis. The professional development of officers study will involve maintaining a focus of analysis consistent with its approved scope and objective. It will involve building on the efforts of other study groups--adopting their findings whenever valid and pertinent. The study will involve using, in particular, relevant analytical products and conclusions of the OPMS study as a point of departure. Within this framework, the essential elements of analysis shown below will be addressed.

(1) Does our education and training philosophy provide officers with the professional development needed for the future?

(2) Does our education and training system provide the leadership we will need for the future?

(3) Do we teach the right things in light of our missions (i.e., course content)?

SUBJECT: Professional Development of Officers Study

(4) Do we teach these at the right time for the education to stick and be useful? Consider the effects on assignments.

(5) Do we teach in the right places (institutional verses unit; military verses civilian school; correspondence verses resident)?

(6) Do we teach well enough (methods, resources, quality of instructions)? Do we capitalize enough on technology to help with instructions (e.g., use of remote terminals for instruction from central computer)?

(7) Are we organized the right way to keep our officer training current and effective (who initiates changes, who reviews, and who provides resources)?

#### 7. REFERENCES.

- a. AR 5-5, Army Studies and Analyses.
- b. AR 5-14, Managing Analytical Support Services.
- c. AR 350-1, Army Training.
- d. AR 351-1, Individual Education and Training.
- e. DA Pamphlet 5-5, Guidance for Army Study Sponsors, Sponsor's Study Directors, Study Advisory Groups, and Contracting Officer Representatives.
- f. CSR 15-2, Establishment and Support of Committees.
- g. CSR 690-11, Appointment of Experts and Consultants.

#### 8. LITERATURE SEARCH.

##### a. Primary sources are--

(1) Review of Education and Training for Officers (RETO), five volumes, HQDA, 30 June 1978.

(2) Army Training Roles and Responsibilities Study, Final Report, two volumes, 25 April 1984.

(3) Report of the HQDA Officer Personnel Management System Study, (to be published).

##### b. Primary sources for military officer education policies within Reserve Components are--


(1) Hollingsworth Report on Review of ARNG Federal Recognition Standards and Procedures and Promotion Procedures for Reserve Component Officers, 29 December 1967.

SUBJECT: Professional Development of Officers Study

(2) Report of the Department of the Army Board to Review Army Officer Schools, February 1966.

BY DIRECTION OF THE CHIEF OF STAFF:

2 Encls

  
ARTHUR E. BROWN, JR.  
Lieutenant General, GS  
Director of the Army Staff

CF:  
SAAA  
SAMR



**CHARTER FOR THE DEPARTMENT OF THE ARMY  
PROFESSIONAL DEVELOPMENT OF OFFICERS STUDY**

1. Name of Committee. Department of the Army Professional Development of Officers Study Group.
2. Date Established. 18 June 1984.
3. Date to be Terminated. 31 January 1985.
4. Category and Type of Committee. Intra-Army departmental ad hoc committee.
5. Mission and Purpose. To evaluate the officer and warrant officer professional development system in light of the Army's needs during the period 1983-2025. To focus on professional military training and education in Army schools and units to identify systemic strengths and weaknesses. To furnish the Chief of Staff, Army, recommendations to ensure that our education and training system and philosophy will provide the professional development of officers and leadership needed for the future.
6. Direction and Control. Lieutenant General Charles W. Bagnal, Deputy Commanding General, Training and Doctrine Command, will serve as the study director and report findings and recommendations to the CSA. The study group is authorized direct access to the Secretariat, Army Staff agencies, major Army commands and field activities to obtain information and support relative to the study. The study director will have tasking authority, as necessary, to complete the study effort. Reporting requirements are outlined in AR 5-3, Chapter 3.
7. Authority. By Direction of the Chief of Staff.
8. Administrative Support and Staff Arrangements. The Administrative Division of Executive Services Office, OCSA, will provide and coordinate all administrative and logistical support including funds for any travel, per diem, overtime, consultants, and surveys, and process officer efficiency reports under AR 623-103 for the study group members.
9. Composition.
  - a. Lieutenant General Bagnal will serve as the study director and report findings and recommendations to the CSA.
  - b. The study director will head approximately 25 active duty commissioned and warrant officers and two reserve component officers. These officers will be detailed to the study group as determined by the study director in conjunction with the Deputy Chief of Staff for Personnel, and approved by the DAS.

**TENTATIVE MILESTONES**

May 84	- Designate study group members.
Mid-Jul 84	- Conduct initial IPR for DAS and Staff principals on methodology and milestone adjustments.
21 Aug 84	- Summer Commanders' Conference. Present paper and briefing on study objective and methodology.
Late Sep 84	- Conduct IPR for CSA on study progress.
9-13 Oct 84	- Present information brief for Army Commanders' Conference.
Mid-Nov 84	- Conduct IPR for VCSA. Request VCSA's approval.
15 Dec 84	- Present decision briefing to CSA on study results and implementation plan.
Jan 85	- Present final report (actual date to be determined).

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER	2. GOVT ACCESSION NO.	3. RECIPIENT'S CATALOG NUMBER
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		6. PERFORMING ORG. REPORT NUMBER
7. AUTHOR(s)  LTG Charles W. Bagnal, Study Director Study Group Members listed in Main Report		8. CONTRACT OR GRANT NUMBER(s)
9. PERFORMING ORGANIZATION NAME AND ADDRESS Office of the Chief of Staff DACS-PDOS Washington, DC 20310		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS
11. CONTROLLING OFFICE NAME AND ADDRESS Office of the Chief of Staff DACS-DMC Washington, DC 20310		12. REPORT DATE 21 February 1985
		13. NUMBER OF PAGES
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office)		15. SECURITY CLASS. (of this report)  UNCLASSIFIED
		16. DECLASSIFICATION/DOWNGRADING SCHEDULE
18. DISTRIBUTION STATEMENT (of this Report)  Approved for Public Release; distribution unlimited.		
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)		
19. SUPPLEMENTARY NOTES Presented to the Chief of Staff, Army on 21 December 1984; decisions are Included in Volume I of Final Report.		
20. KEY WORDS (Continue on reverse side if necessary and identify by block number) Officer Development Periods, Warrior Spirit, Mentor, Professional Values, Education and Training, Decision Making, Art and Science of War, Self-Development, Assessments, Civil Schools, Policy Impact Analysis (Futures), Command, Expert-Integrator, Common Shared Operational Language, Computer Based Instruction, Computer Assisted Instruction.		
21. ABSTRACT (Continue on reverse side if necessary and identify by block number) The purpose of the study was to re-examine all aspects of the officer professional development system as it has evolved since the 1978 Review of Education and Training for Officers (RETO) Study. This report provides an analysis of every area of officer professional development (Active and Reserve), with particular concentration on education and training out to the year 2025. The recommendations made are designed to transition the Army to a training and education strategy which will more effectively meet tomorrow's challenges.		

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## **Executive Summary**

The study group was chartered by the Chief of Staff, Army (CSA) in May 1984 to evaluate the officer professional development system, focus on training and education in Army schools and units, identify systemic strengths and weaknesses, develop findings and make recommendations to the CSA. The group was to look at all aspects of professional development, from precommissioning to end of service, across the total Army—active and reserve component—during the period 1985-2025 A.D.

The group defined the major factors influencing professional development as the individual officer; education and training in schools, units and organizations; and assistance by mentors, all within the framework of experiential assignments.

The group quickly realized that the total value of the officer corps to the nation, now and in the future, is our ability to meet the demands of combat. Any development system must produce officers who can envision the nature of future war, expect it to occur, and personally prepare themselves and their subordinates to fight and win; officers who can effectively lead the Army and efficiently manage its resources across the full spectrum of possible conflict. To do this, the entire officer corps, *all* the branches, must function as a unified, coordinated team. There are fundamental principles of professional and leadership development that apply to *all* officers: internalized professional values, the warrior spirit, an action oriented thought process, progressive mastery of the Art and Science of War, responsibility for developing subordinates, and a broad based general education.

The group derived strategic goals, that when put into place, will develop officers based on the fundamental principles. These goals define the basis of a system, standards for commissioning, development sequence, system focus, scope of development, development priority, mentorship, and responsibility for professional development. The group made extensive use of the results of two surveys and of comments provided on a teleconferencing net in developing the fundamental principles and strategic goals.

Members of the study group conducted a needs analysis; evaluated the present system of schools, units, training and education; examined theory on adult learning, motivation, organizational strata, cognitive development; and examined the possibilities and capabilities of incorporating emerging technology. It became apparent that there were not only challenges and issues at each rank level but also issues which cut across the entire system.

Based on the research noted above and a thorough study of what capabilities an officer must have at each stage of development, the study group designed a theoretical based system that incorporated emerging technology, would meet the strategic goals and develop officers according to the fundamental principles—an ideal “desired” system to meet future Army needs. Using “backward planning,” the group developed potential policies that would allow the current system to evolve, over time, into the desired system. Proposed policies were evaluated in terms of practicality, current and near term resource constraints and their impact in a range

of possible future environments. These policies were then carefully refined into a cohesive group of feasible recommendations that were presented to the Chief of Staff on 21 Dec 84.

The recommendations to change the current system were based on the group's observation that the current system has many strengths but also has weaknesses that will magnify over—time the system is reactive to Army needs, lacks top to bottom coherence and is not actually a unified system but a series of loosely joined training processes. Major portions of the current resident schooling system are based on instructional and training procedures that allocate the majority of time to teaching highly perishable data and information and insufficient amounts of time to increasing cognitive ability, decision making skills or in expanding an officers' frame of reference.

The rapidly increasing sophistication of equipment, vehicles, weaponry, and doctrine will require the officer to acquire even more knowledge to remain technically and tactically proficient. Expanding the current educational system will take a greater portion of the officer's time. The adult learning cycle makes clear that there must also be time for application of theory taught in school to gain practical experience on the job and to digest and internalize the subject matter. Officers must spend most of their time in units to maintain organizational readiness and to train their subordinates and organizations. There simply is not enough time to continue to expand more of the current education and training methods which are based on past experience and the limited capabilities of verbal and printed mediums. The time available must be focused on the things that make a difference. One of these is an officer's frame of reference—the mental perspective the officer uses to make sense of the situation, to understand what causes what in the flow of events, and to know how to impact on or gain control of events. As officers advance in rank and responsibility, the tasks they are assigned at each level are more complex and different in nature and require a different frame of reference. Army schools must focus on providing officers the expanded frame of reference they will need for the next series of possible assignments. Schools must also provide some new knowledge and the opportunity to practice operating within a new frame of reference. The schools must also take the initiative in exploiting emerging electronic technologies in a way compatible with emerging education models, which add the computer to verbal and printed mediums and the proven effectiveness of small group interactive instruction. The Army's education system must add simulations and "smart" courseware to provide "synthetic experience" and practice to speed up the learning process. This will enhance learning and retention of skills and improve sound officer decision making under stress. School faculties can no longer be instructors who primarily relay information and data but must be *leaders* who guide, and coach students through an intense, interactive experience to promote student understanding of the new, widened perspective.

Commanders and supervisors in units and organizations have the responsibility to develop their subordinates by assisting them in on the job practice to gain experience and by providing them feedback to ensure the officer has completely gained the new frame of reference. The system must also specify, in clear terms to the officers, exactly what capabilities they must have to successfully operate at each level and then have some mechanism to provide feedback at all stages of the officer's progress. Greater responsibility will rest on the individual officer to acquire facts and knowledge and to keep updated within a particular branch or functional area. Setting up an integrated electronic data base, updated by the schools and functional proponents, would provide a timely, accurate source to be accessed by authorized individuals, units or organizations.

The main efforts of the study were to, first, develop a "philosophy of development" for the Army officer by laying out the fundamental principles of development that apply to all Army

officers and defining the strategic goals required to support that development. Second, the group put together the results of observations, research and amassed knowledge to design a "desired" coherent development system of schooling, experience on the job, training, socialization, and personal responsibility to actualize the philosophy and meet the future needs of the Army.

The desired system is based on distinct development periods in an officer's career that require a shift in the officer's frame of reference, the acquisition of new knowledge and skills, and their internalization through experience on the job. The officer attends schools focused on transitioning the officer's frame of reference at commissioning, and upon promotion to captain, field grade (major), senior field grade (colonel) and general officer. Each of these schools is followed by properly sequenced assignment experiences to put knowledge into practice. All schools use a common "core" of instruction at each level to ensure progressive competence and all use the same common operational terms that are used "in the field." All officers go through the schooling (either resident or non-resident) at the beginning of each period to shift their frame of reference in preparation for their new duties. The changed focus of the schools requires more experienced and mature faculty members to lead students through the transition than is now the case.

Throughout development periods there may still be functional instructional modules to update knowledge and technical skills but once the frame of reference is established the course material may be gained through electronic data retrieval rather than only through resident instruction.

The mentor is the facilitator who makes the development system work. The commander and supervisor, as mentors in units and organizations, must understand the development needs of their subordinates and actively provide the guidance and coaching necessary to ensure the officers are developing in their duty assignments. Faculty leaders are mentors in schools who provide experience and guidance and overwatch the course material to ensure that student officers gain a new frame of reference and have the opportunity for practical application through simulations, role playing and small group exercises.

Individual officers understand that they are responsible for self development both in school and in the field. They understand the focus of the school is to teach them how to use information and data and to ensure that they know the sources available to update knowledge and information. The officer has the responsibility for staying up to date.

To assist officers in self development, feedback is provided to the individual by assessments to indicate progress along a professional development roadmap that lays out completely for each officer the capabilities they are expected to achieve at each phase of development. Competency testing and skill certification are accomplished by gradually validating and extending the Military Qualification Standard (MQS) system from pre-commissioning through the field grades.

The present paper based knowledge storage and transmission system will be converted to an Army wide, common shared electronic data base, updated by proponents, providing coherence across all the schools and permitting immediate information retrieval by authorized individuals, units and organizations. The shared data base allows the large scale use of simulations and "smart" courseware by individuals, units and schools to practice, teach, hone and evaluate decision making skills in situations based on up to date doctrine.

The desired system incorporates a fully compatible Reserve Component professional development system ranging from attendance of all AGR officers in active duty courses to

creative course design to optimize the time blocks available to reserve officers by establishing links from the school system data base directly to Reserve centers and armories for unit or individual use. Additional courses are designed to directly address the different peacetime environment and unique requirements of the reserve officer.

The futures impact methodology developed by the study group, even though still in it's infancy, has the potential to help anticipate future needs and assess the influence and performance of proposed policies so that Army decision makers can proactively navigate the system and provide properly developed, tactically and technically proficient officers to meet the Army's needs.

The system will develop officers who embody the fundamental principles and who are able to operate within appropriate frames of reference at different levels in any military organization. The system will meet officer development goals regardless of changes in the Army's mission, equipment, doctrine or force structure.

The efforts of the study group have provided the Army:

1. A philosophy for developing officers--the fundamental principles of officer professional and leadership development and the strategic goals for an officer professional development system.

2. The description and concept, worked out in detail, of a completely integrated, coherent development system incorporating a firm theoretical base, the capabilities of emerging technology, and retaining the strong points of the present system.

3. A concise, comprehensive set of policy recommendations and implementation plans to allow the Army to smoothly evolve from present education and training procedures to a total officer development system making better use of available time and limited resources.

4. The ability to determine how to resource a total development system to meet desired goals.

5. A pioneer methodology to assess the future impact of policies over extended periods of time--well beyond current planning cycles.

6. A refocused relationship of the individual in officer development. The individual officer has a greater role and stake in the system both as an individual concerned with self development and as a leader responsible for the development of subordinates.

## Professional Development of Officers Study Group Membership

<i>Name</i>	<i>Position</i>	<i>Area of Responsibility</i>
LTG Charles W. Bagnal	Study Director	
COL Richard Polo	Deputy Director	
<b>Junior Team</b>		
COL Marshall Johnson	Team Chief	
COL Jerry Dollar	Team Member (RC)	Reserve Component Issues (USAR)
LTC Henry Sterbenz	Operations Officer	Warrior Spirit BE/KNOW/DO, Issue Development and Analysis
LTC William Pennington	Team Member	*DP: Lieutenant, DP: Captain, Common Core
LTC John Elam	Team Member	DP: Pre-Commissioning
MAJ(P) Harry Lumpkin	Team Member	Self-Development, Individual Assessment, Military Qualification Standards (MQS)
<b>Intermediate Team</b>		
COL Alfred Isaac	Team Chief	
LTC Louis Seelig	Operations Officer	DP: Major/Lieutenant Colonel, Command and Staff College, Art and Science of War
LTC(P) Richard Carter	Team Member (RC)	Reserve Component Issues (ARNG)
LTC James Kasik	Team Member	CAS3, School of Advanced Military Studies, Common Shared Operational Language

\*DP Development Period (see Chapters IV and V)  
Table I-1, Study Group Membership



<i>Name</i>	<i>Position</i>	<i>Area of Responsibility</i>
LTC John Magnusson	Team Member	Functional Area and Skill Education and Training, Special Branches
MAJ(P) Danny Braudrick	Team Member	Advanced Civil Schooling, Data Analysis
<b>Senior Team</b>		
COL D. Edward Rowe	Team Chief	
LTC Richard Witherspoon	Operations Officer	DP: Brigadier and Major General, DP: Senior General Officer, Officer Professional Development Concepts Development Periods, Frame of Reference
LTC William Petersen	Team Member	DP: Colonel Senior Service College
LTC David Sims	Team Member	Pre-Command Courses, Expert-Integrator

### **Integration and Boundary Spanning Team**

COL C. Hilton Dunn	Team Chief	Theoretical Basis, Education and Training Strategies and Methods, Briefings
LTC William Leonard	Team Member	Professional Values OPMS-PDOS Crosswalk, Survey Analysis
LTC Carl Stout	Policy Impact Team Chief	Futures/Policy Impact Analysis, Implementation in Current Systems, Motivation and Learning Theory
LTC Carolyn Russell	Team Member	Futures/Policy Impact Analysis, Implications for Women
MAJ(P) Thomas Meriwether	Survey Analysis and Program Evaluation	Surveys, Decision Making, Chief Balanced Cells of Quality, Control and Coordination, Mentor Strategy, Methodology, Needs Analysis

*Name*

*Position*

*Area of Responsibility*

**Operations/Concepts Analysis Team**

LTC(P) Stephen Kempf	Team Chief	Briefings
LTC James Guy	Team Member	Computer Analysis, Control and Coordination
LTC James Harvey	Team Member	Computer Analysis, Resourcing
CPT(P) James Coggin	Team Member	PDOS Teleconference Net, THS Account Mgmt, Computer Analysis
CPT(P) John Combs	Team Member	Survey Analysis, Computer Analysis, MACOM Commander Comments

**Special Advisors**

Dr. Earl Pence	Army Research Institute	Survey Analysis, Education and Training Methods, Education Theory, Decision Making Theory
COL David Windom	Organizational Effectiveness Officer	Organization and Team Processes

**Administrative Support Team**

CW2 Michael Molnar	Team Chief	Survey Control, Briefing Preparation, Publication Control
SFC John Byrnes	Team Member	Survey Control, Administrative NCOIC
SP5(P) Louise Daniels	Team Member	Executive Secretary
SP4 Robert Spuhl	Team Member	Typing Support, Briefing Support
SP4 Eric Evans	Team Member	Report Preparation
SP4 Joseph Washington	Team Member	Drafting Support
PFC Virginia Cruz	Team Member	Typing Support, Briefing Support
PFC Maureen Harris	Team Member	Typing Support, Briefing Support
PV2 Suzette Bradbury	Team Member	Report Preparation

# Chapter I

## Genesis and Organization of the Study

### 1. Background.

a. It has been almost seven years since the Army concluded the Review of Education and Training for Officers (RETO) Study. Many of the recommendations—such as the Combined Arms and Services Staff School (CAS3) course—have been in practice long enough such that a preliminary assessment can be made as to their impact on the officer corps. Accordingly, the Chief of Staff determined in February 1984 that it would be useful to examine officer development to see if the education, training and development objectives are sound, clearly understood and being pursued vigorously, as well as resourcefully. This

gave rise to The Professional Development of Officers Study (PDOS).

b. The study concept and terms of reference for the study were approved in May 1984. See FIGURE I-1.

### 2. Objective Of The Study.

a. Chief of Staff Memorandum 84-15-13, dated 30 May 1984, subject: Professional Development of Officers Study directed the study group to evaluate the commissioned and warrant officer professional development system in light of the Army's needs during the period 1985-2025;

CHIEF OF STAFF  
**Memorandum**  
U. S. ARMY

DATE: 31 January 1984  
SUBJECT: Professional Development of Officers Study  
MEMORANDUM FOR: CHIEF OF ARMY STAFF ADDRESS

OBJECTIVE. THE STUDY GROUP WILL EVALUATE THE OFFICER PROFESSIONAL DEVELOPMENT SYSTEM IN LIGHT OF THE ARMY'S NEEDS. THE GROUP WILL FOCUS ON PROFESSIONAL MILITARY TRAINING AND EDUCATION IN THE ARMY SCHOOLS AND UNITS; IDENTIFY SYSTEMIC STRENGTHS AND WEAKNESSES; AND DEVELOP FINDINGS AND MAKE RECOMMENDATIONS FOR THE CSA.

...WILL APPLY TO THE TOTAL ARMY.

...COVERING THE PERIOD 1985-2025.

...WILL BE FOCUSED ON THE INSTITUTIONAL TRAINING AND EDUCATION SYSTEM (ARMY SCHOOLS) FOR COMMISSIONED AND WARRANT OFFICERS. IN ADDITION, COMPLEMENTARY ACTIVITIES SUCH AS TRAINING IN UNITS AND ORGANIZATIONS AND PERSONNEL MANAGEMENT POLICIES AND PROCEDURES THAT INFLUENCE PROFESSIONAL DEVELOPMENT WILL BE EXAMINED.

...WILL ENCOMPASS ALL ASPECTS OF THE PROFESSIONAL EDUCATION AND TRAINING OF THE ARMY COMMISSIONED AND WARRANT OFFICER CORPS (LESS THE SPECIAL BRANCHES) FROM PRECOMMISSIONING OR PRE-APPOINTMENT THROUGH COMPLETION OF SERVICE.

Figure I-1: Mission.

to focus on professional military training and education in Army schools and units; to identify systemic strengths and weaknesses; and to furnish recommendations to ensure that our education and training system and philosophy will provide the professional development of officers and the leadership needed for the future. (NOTE: The warrant officer portion of the mission was subsequently transferred to the Total Warrant Officer Study (TWOS) in September 1984).

b. The Chief of Staff tasked the study group to look at the entire Army and to make recommendations for officer professional development out to year 2025. The study group decided to review all aspects of officer professional development to include not only development through education and training, but also through socialization within the Army and assignment experiences in units and organizations.

c. Those critical issues to be addressed by the study group included the following (see Figure 1-2):

(1) Does the education and training system provide officers with the professional development they will need for the future?

(2) Does the education and training system provide the leadership the Army will need for the future?

(3) Does the education and training system teach the right things in light of the Army mission? At the right time and place? Or well enough?

(4) Is the education and training system organized the right way to keep officer training current and effective?

### 3. Composition, Direction And Control.

a. Lieutenant General Charles W. Bagnal was appointed Study Director by The Chief of Staff. The members of the study group were selected because of their diverse backgrounds and unique qualifications. Once the methodology for the conduct of the study was developed, the group was organized to best implement the evaluation concept (see Chapter II).

b. PDOS milestones are depicted at FIGURE 1-3.

### 4. Acknowledgments.

This report is in every sense of the word the product of the insights of the entire Officer Corps. For example, more than 14,000 officers took the time to complete and return surveys. Over 3,000 commissioned officers provided written remarks for consideration in the survey. Letters and reports of various categories were provided by more than half the serving general officers. Three hundred thirty-three general officers addressed a number of tough issues relevant to officer professional development in a specially designed survey. Countless officers, noncommissioned officers, soldiers and civilians provided briefings and valuable insights into our development system. In addition, an interactive

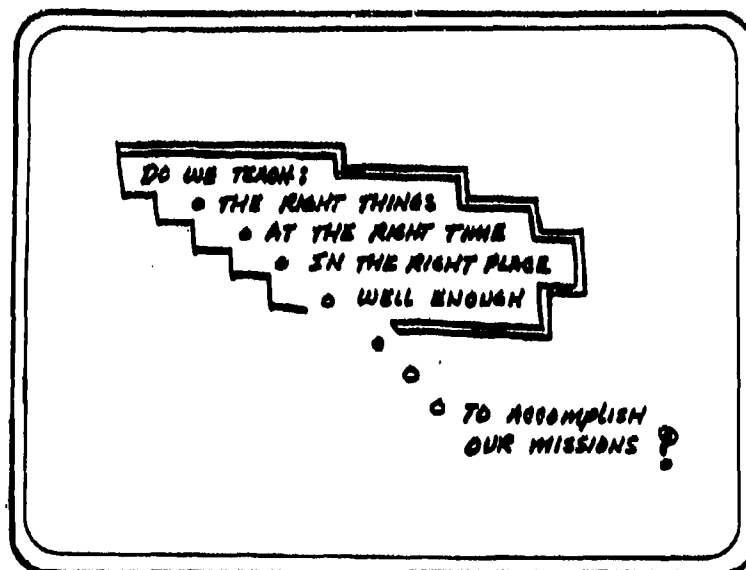


Figure 1-2: Elements of Analysis.

teleconference net provided fast feedback from an interdisciplinary group of 51 active participants as a means of working critical subjects. This study could not have been conducted in the relatively short time provided without these thoughtful and significant contributions.

## 5. Organization Of The Report.

a. This volume is organized to provide a broad overview of the PDOS study effort. Every attempt has been made to ensure that the reader has both the content of the recommendations as well as an understanding of the context within which the group decision process functioned. Accordingly, the chapters progress from a brief introduction designed to explain the genesis of PDOS (Chapter I) to an overview of the methodologies employed (Chapter II). The combined insights into the strengths of and challenges facing the officer professional development system are presented in Chapter III (the focus of the report to this point is on the "here and now"). Chapter IV explains the theoretical basis developed by the study group for designing the desired system for educating and training officers and Chapter V

describes this system in more detail across seven officer professional development periods. Those system-wide issues that apply to more than one development period are presented in Chapter VI and topics of special interest are highlighted in Chapter VII. Finally, the report concludes with the Chief of Staff, Army decisions and a discussion of the implementation strategy.

b. The detailed annexes contained in subsequent volumes support the various elements of the report and provide the depth of understanding necessary to fully understand the group's intent and how to apply the study group's recommendations which have been approved in concept. Accordingly, the volumes progress from an overview of the entire study group effort (Volume I) to a presentation of the detailed Implementation Plan (Volume II). The third volume is a compilation of annexes that describe both System-Wide Issues and Special Topics of Interest. The Seven Officer Development Periods to include Reserve Component Issues are presented in detail in Volume IV followed by the annex dedicated to the Policy Impact Analysis.

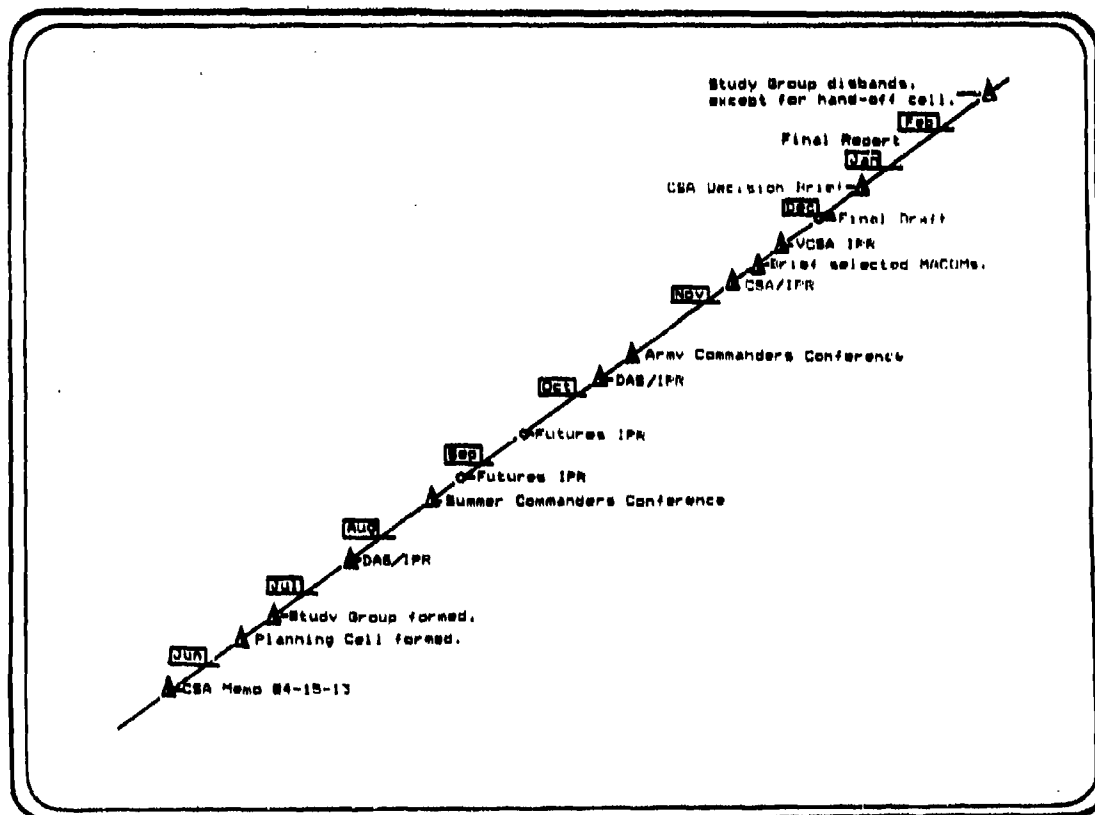


Figure I-3: Milestones.

## Chapter II

### Methodology

#### Section 1. Introduction.

1. Successful evaluation efforts have one thing in common—a system perspective. This means that the study focus is not on just the component subsystems, but also on how the subsystems interact with each other and with their respective environments. Accordingly, the entire system may be viewed in terms of an input/output process. That is, the system interacts with its environment and produces a product. In this study, the product is the officer

corps. The system is education and training for officers and the process involved is officer professional development from Pre-Commissioning through General Officer. This study group existed to provide feedback to the Army so as to make changes to the system, as necessary.

2. The methodologies employed by the study group to evaluate officer professional development are presented in this chapter. A general

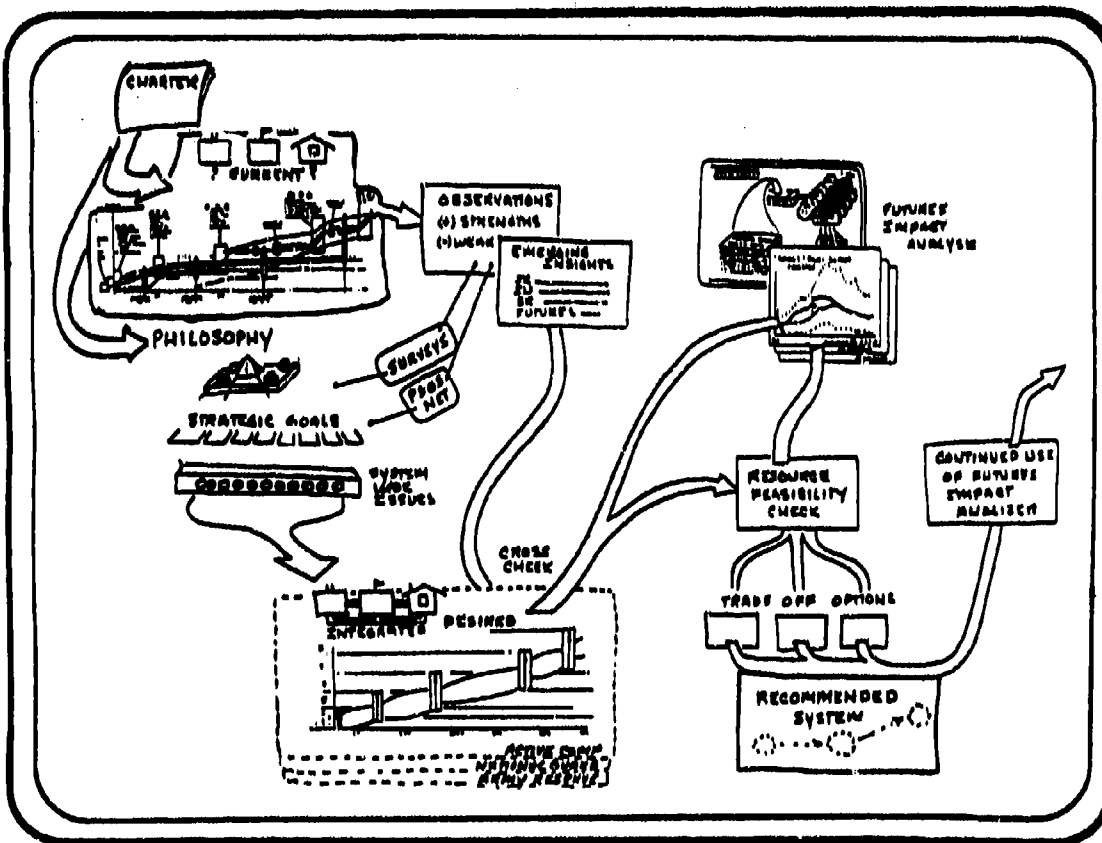


Figure II-1: Methodology.

walk-through of the evaluation procedures used is in Section 2. The remainder of the chapter explains the various components of the evaluation process identified during the walk-through. The detailed results of the evaluation efforts are in Chapter III.

## Section 2. Overview Of Methodology.

1. Group members spent three days at an off-site conference in June 1984. The end products of this effort were:

a. A consensus of what subsystems were involved in officer professional development.

b. A series of approved definitions to provide a common understanding of the task at hand.

c. The framework for what was to grow and become the Fundamental Principles of Officer Professional and Leadership Development.

d. A draft survey and a concept for understanding the evaluation task at hand.

2. Figure II-1 depicts the overall study methodology. After carefully studying the charter and

receiving a series of information briefings, the study members agreed that an appropriate, systematic way to evaluate the officer professional development system was to first define fundamental principles of officer professional and leadership development to serve as the benchmark in the design and measurement of the Army professional development system across time. From these principles would evolve the strategic goals of the desired system which would then be used to develop those system-wide issues that must be addressed in the evaluation effort. Sections 3 and 4 of this chapter present a discussion of fundamental principles and strategic goals.

3. At the same time the process described above was occurring, a data collection effort was underway (FIGURE II-2) from which a needs analysis would evolve. From a theoretical base, data were gathered through the study of the current system and other previously conducted studies. Information was also generated from field trips, a commissioned officer survey, a general officer survey, a teleconference network and an impact analysis of potential policies on the capabilities of the officer corps in various future scenarios.

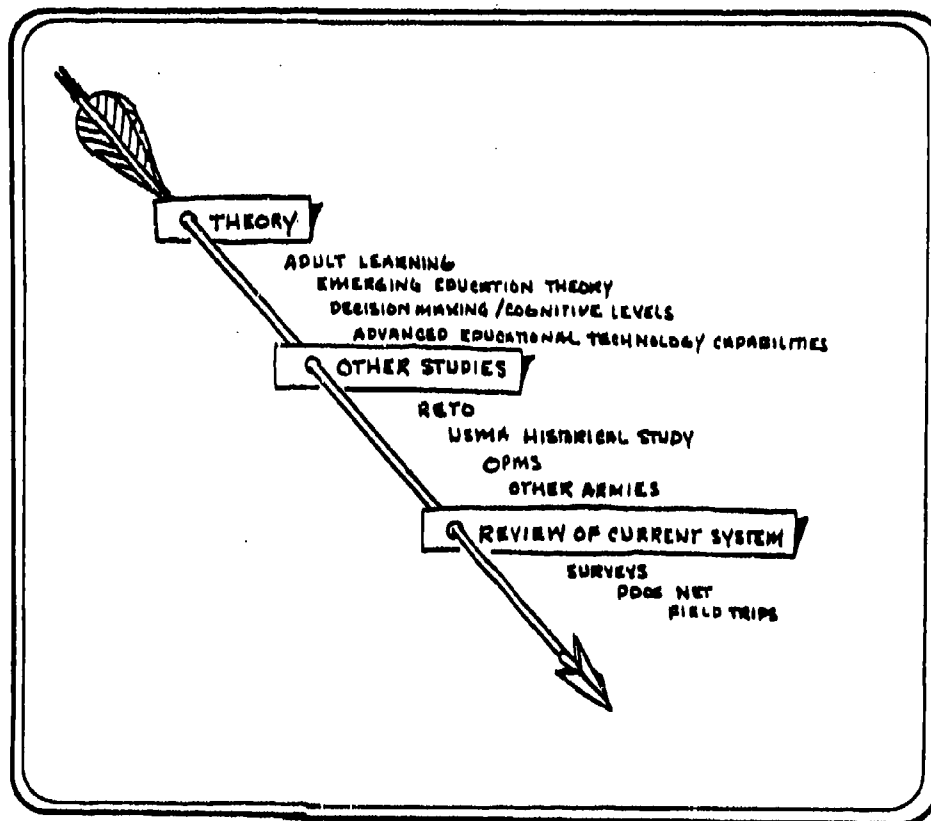


Figure II-2: Basis for the Desired System.

Chapter III of this volume provide the results of this needs analysis.

4. The observations and insights emerging from both the Principle-Goal-Issue process and the needs analysis contributed to the design of the desired system for officer professional development. The desired system focuses on the component elements of officer and cadet/candidate development and integrates the key components (e.g., active, reserve, the education and training institutions, the individual officer, the unit and organization, the education and training technologies and methodologies, etc.) within and across the system comprised of seven development periods from pre-commissioning through general officer.

5. Aims, major thrusts and recommended policies were next developed for each of the seven officer professional development periods which support the strategy to achieve the desired system. Concurrent with this iterative process, the base policies were analyzed for robustness using a computer based model that generated a range of potential future scenarios.

6. Aggregated policy costs were then developed for PDOS recommended policies (see FIGURE II-3) and these costs were keyed to 1985 baseline figures. In conjunction with this resource feasibility check, recommendations were adjusted to achieve maximum impact for minimum reasonable cost.

7. The recommended system which emerged from this process was briefed to the Chief of Staff on 21 December 1984. Policies which have been approved in concept are presented along with resourcing data, a phased implementation plan and an integrated information plan in Annex E, Implementation Plan.

### Section 3. Fundamental Principles.

1. The Fundamental Principles of Officer Professional and Leadership Development became the benchmark in the design and measurement of the Army officer professional development system. They were developed, updated and refined in an iterative fashion. They began as a list of philosophical guiding principles, phrases, key words and thoughts and were then hammered, molded, shaped, refined and polished during the study by using input from surveys, personal interviews, the teleconference net, briefings and In-Process Reviews with senior Army leaders. More than 200 general officers provided extremely helpful correspondence on this matter. The set of principles that was briefed to the Chief of Staff

and received his approval are depicted in FIGURE II-4.

2. A discussion of the fundamental principles follows:

a. The goals of the Officer Professional Development System is to strengthen and fortify the will, character, knowledge and skills of those who lead and support soldiers. Its fundamental principle is that officers develop a vision of the nature of future warfare, expect it and personally prepare themselves and their subordinates to fight and win on the battlefield. In the final analysis, it is the requirement to meet the demands of combat that defines the value of the officer corps.

b. Our capacity to defend our Nation and preserve the vitality of the Army of tomorrow depends on the state of officer development today. Therefore, through a sequential and progressive system of education, training, socialization and assignments, the officer corps continuously develops to effectively lead the Army and efficiently manage its resources across the full spectrum of conflict.

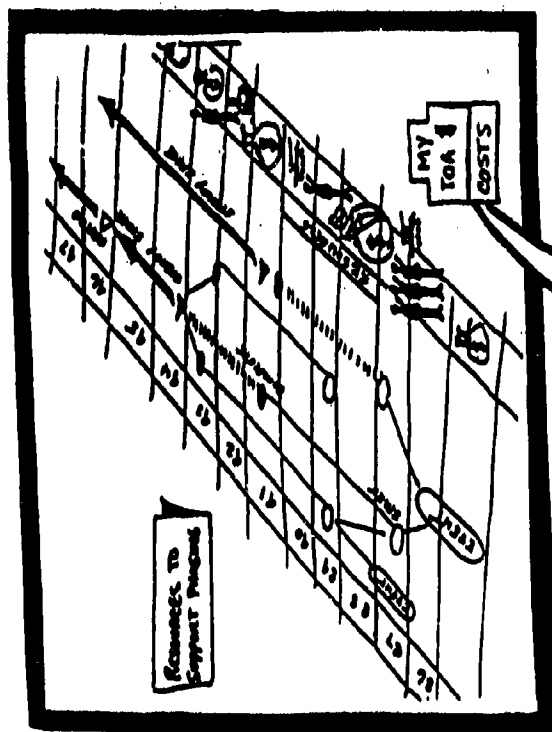
c. Underlying this development process is the foundation that all officers:

(1) Are Professional. Officers personally adopt, model and instill in their subordinates the values that form the basis for a distinct lifestyle and code of behavior. They are worthy of special trust because their character and integrity are above reproach. They command confidence and respect for excellence in their profession; are loyal to the Nation and the Army; are self-disciplined to ensure that their own moral and ethical well-being are maintained; and exhibit selfless service to the Army and the Nation in all of their actions so as to ensure that they accomplish their responsibilities with no thought of taking unfair advantage and with the least costs in terms of lives and national resources.

(2) Have A Warrior Spirit. Officers accept the responsibility of being entrusted with the protection of the Nation; prepare physically and mentally to lead units to fight and support in combat; maintain skill in the use of weapons, tactics and doctrine; inspire confidence and an eagerness to be a part of the team; have the ability to analyze, the vision to see, the integrity to choose and the courage to execute.

(3) Progressively Master The Art And Science Of Warfare. They personally pursue technical competence through the education, training and mentors available to them; build on the fundamentals of the profession by increasing their





PMOS TOTAL OBLIGATION AUTHORITY, RESOURCING BY APPROPRIATION

APPROPRIATIONS	FY83	FY84	FY87	FY88	FY89	FY90	FY91	FY92	FY93	FY94	FY95	FY96	TOTAL
OPA	0.275	3.417	32.7	63.87	75.895	100.295	105.29	112.195	114.295	115.195	117.495	119.895	989.437
OPA	0.005	0.005	0.005	0.005	5.725	5.725	5.725	5.725	5.725	5.725	5.725	5.725	42.935
PCA	0	0	17.4	9.2	0	0	0	0	0	0	0	0	26.4
OBANCS	3.92	1.02	3.39	4.74	4.89	4.94	4.94	4.94	4.74	4.74	4.74	4.74	48.44
OBILAND	0.02	1.02	3.39	4.74	4.89	4.94	4.94	4.94	4.74	4.74	4.74	4.74	48.44
TOTAL	0.4	7.187	54.935	88.575	111.4	121.124	126.95	126.9	129.1	129.9	132.4	133.9	1149.882

\* FIGURES IN MILLIONS OF DOLLARS (FY83 CONSTANT)

Figure II-3: Development of Policy Costs.

knowledge and skills in tactics, strategy, the application of technology, logistics, military history, the human factors of war and establish a pursuit of remaining current in and consider the potential future consequences of events and environmental factors so as to gain an understanding of the nature of future war.

(4) **Are Leaders.** They build cohesive teams by developing subordinates through coaching, teaching and providing advice and guidance so as to train, mobilize, deploy, fight and sustain Army units that win in combat. They create a command climate which encourages subordinate initiative and fosters their satisfaction in serving the Nation in the company of other equally dedicated professionals. They personally care for their subordinates and accept the responsibility for ensuring their welfare and morale while imbuing them with the values, knowledge and skills of the profession-of-arms.

(5) **Are Action-Oriented In Their Thought Processes.** They have the intellectual agility to think, plan, assess and apply judgment in making timely decisions; expand their cognitive skills which foster innovative and creative thinking while retaining their ability to take bold and decisive action.

(6) **Develop A Broad Base Of General Knowledge.** Officers understand our own national heritage, potential enemies and the environment—political, economic, technological, demographic, geographic and cultural—in which the Army must effectively operate now and in the future.

d. Above all, Army officers are patriots who possess a sense of pride in our Nation and a determination to preserve the values of freedom upon which it was founded.

#### Section 4. Strategic Goals.

1. The strategic goals of the desired system for officer professional development were derived from both the fundamental principles and the needs analysis (Chapter III). These goals provide the long term objectives of the desired system as well as the coherence and direction required in resource decision making. When emplaced over time, these goals will ensure that the Officer Professional Development System will produce the leaders that meet future Army requirements.

2. The eight strategic goals of officer professional development are:

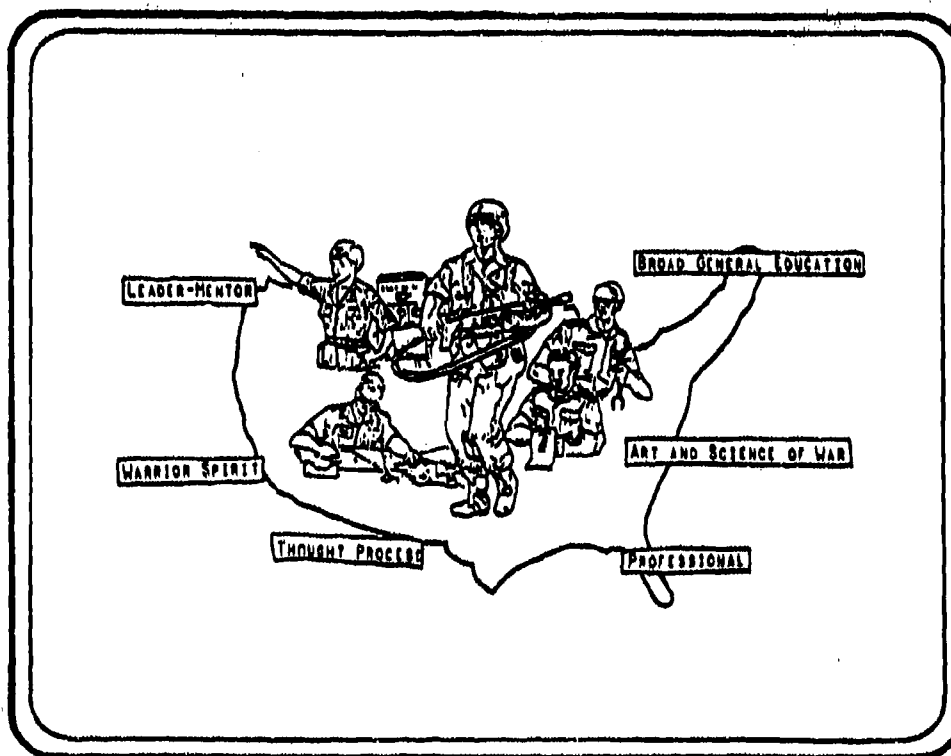


Figure II-4: Development Fundamentals.

a. **Basis for the System.** The overriding priority of the Officer Professional Development System (OPDS) is to develop officers to meet dynamic Army requirements by anticipating and planning for change. Within this priority, OPDS will nurture and take advantage of individual skills and professional development desires.

b. **Standards for Commissioning.** The Army commissions as officers only those individuals who attain established prerequisites, are of good character and are worthy of the special trust placed in those charged with the protection of the Nation.

c. **Sequence of Development.**

(1) The OPDS ensures that all officers are initially developed to be branch qualified.

(2) Opportunity for further development is weighted with regard to the individual's potential for continued service and the Army's requirements for in-depth experts in warfighting and technical fields as well as for officers capable of integrating complex weapons systems and organizations.

d. **Focus.**

(1) Long-term. The OPDS stresses long-term coherent development to establish foundations in values distinctive to the profession of arms, the warrior spirit, expertise in the art and science of war, capacity. The system reinforces these at each level to maximize the officer's effectiveness in future assignments.

(2) Short-term. To sustain current readiness, the OPDS ensures that officers are functionally prepared for each assignment.

e. **Scope of Development.** The OPDS develops officers to meet the requirements of the Army with sufficient regard for the need to raise, maintain and sustain the force giving priority to the Army in the field.

f. **Development Priority.** The OPDS ensures that all officers fully develop as leaders and prepare to assume command and leadership positions when called upon to do so.

g. **Mentor.** Every officer is a mentor and, as a leader, has the fundamental responsibility to develop subordinates as a means of increasing his organization's effectiveness and, as a faculty member, has the responsibility to reinforce and expand the learning experience of student officers.

h. **Responsibility.** Officer professional development is a responsibility shared by the individual, the unit and Army schools. Of paramount importance is the sense of responsibility and personal commitment each officer has for professional self-development. Army schools assist units, organizations and each individual officer in the development process.

## **Section 5. Teleconference Net.**

### **1. Task.**

a. The PDOSNET was established to provide a forum for substantive group discussion, to assist in decision making and to exchange messages and information relative to the professional development of officers. The study group sought to involve as many participants as were willing to contribute to the analysis of how best to professionally develop Army officers.

b. The Study Director personally selected all general officer net participants. Others requesting net participation were granted access after a careful examination of their expertise and potential for contribution. See Annex Y, PDOS Computer-Based Teleconferencing Network, for a list of participants.

### **2. Process.**

a. The particular system used by the PDOS group was CONFER which is available through the US Army FORUM and operates on the Michigan Terminal System (MTS) at Wayne State University, Detroit, Michigan.

b. The capabilities of the CONFER system were rigorously employed in support of the study. The PDOSNET had items on the system with 51 different participants involved in discussion and comments during the course of the study. There were 1,653 individual uses of the system, totaling 14,326 aggregate minutes. There were 266 messages sent, 22,301 items displayed, 292 responses made and 3,772 sets of responses sent.

c. PDOSNET contributed most significantly to the development of both the Fundamental Principles of Officer Professional Leadership Development and Strategic Goals. The lengthy and lively debates over these topics were extremely helpful in hammering them into final form. Particularly lucid comments were provided about the "warrior ethos" concept. These comments served as a primary source of data for what later came to be called Warrior Spirit.

## Section 6. Surveys.

### 1. Task.

a. Two surveys were developed to identify the strengths of, and challenges to, the current officer professional development system. One survey was sent to commissioned officers, lieutenant through colonel. The other was sent to all serving general officers. The survey development process began prior to the June off-site session of the study group and included reviews of the two surveys by all study group members, review by the Soldier Support Center Survey Review Panel and pilot testing of both surveys on a representative sample of officers in the field.

b. The major findings from the survey are presented as a portion of the needs analysis in Chapter III.

### 2. Process.

#### a. Commissioned Officer Survey.

(1) The 1984 Officer Professional Development System Survey was mailed to 23,000 randomly selected commissioned officers, lieutenant through colonel, during the first week of August 1984.

(2) The 93 survey questions (plus 12 demographic items) focused on the status of the current system. Survey topics included: development of officers for current assignments, military schools, civilian education programs, officer preparedness and professionalism, unit and organization assignment experiences and other issues that influence the development of officers.

(3) As of 1 October 1984, surveys had been received from 14,046 officers (51% company grade, the remainder field grade). Fifteen hundred surveys had been returned as "non-deliverable." All grades, branches and year groups were adequately represented in the group of respondents.

#### b. General Officer Survey.

(1) The 1984 Professional Development of Officers Study General Officer Survey was mailed to 436 serving general officers during the first week of August 1984.

(2) The 139 questions (plus 11 demographic items) ask the tough questions that must be addressed in order to consider the direction which the Officer Professional Development System must take to meet the needs of the future—out to and including the year 2025. Topics addressed include: professionalism and readiness; officer preparedness; weakest areas of officer preparation; assignment preparation; military

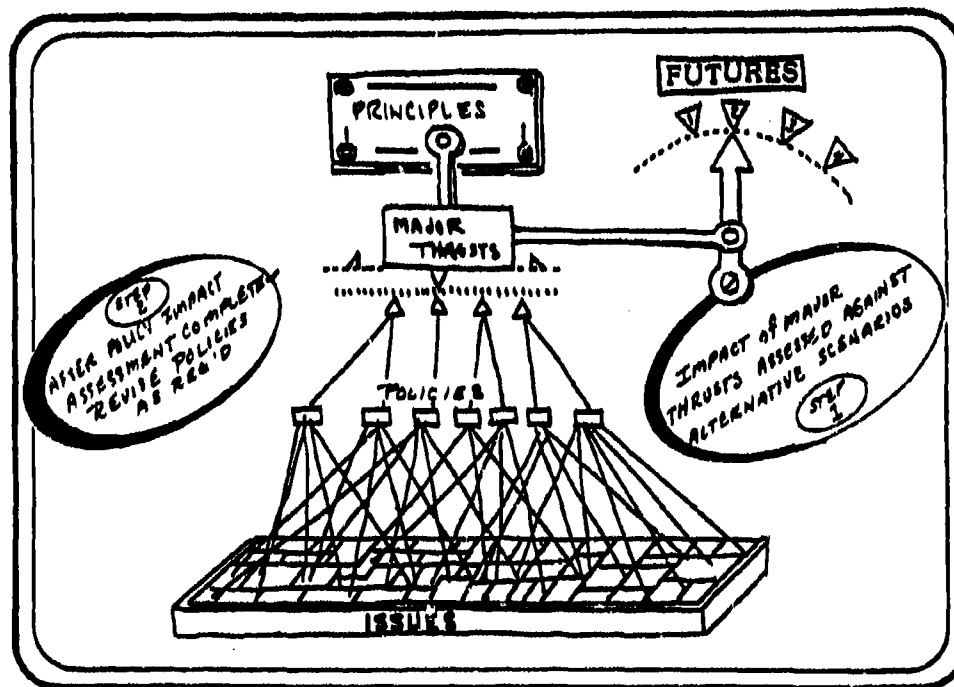


Figure II-5: Futures Impact.

schools; development for general officer assignments; issues for the future; general officer guidance; and a number of open-ended, subjective questions.

(3) As of 1 November 1984, surveys had been received from 333 general officers. All grades and categories of general officers were adequately represented.

## Section 7. Alternative Futures and Policy Impact Analysis Methodology.

### 1. Task.

a. PDOS was chartered to examine the current system and design a desired system that would produce the leaders for the twenty-first century. The study focus was from 1985 through 2025. To attempt to define the *exact* nature of the world 40 years into the future is not a worthwhile endeavor and could be considered crystal ball gazing. However, the study group believed that an opportunity existed to do some innovative work with regard to developing alternative futures scenarios that could assist professional development decision makers in identifying plausible environments so that long-range planning could take place.

b. The extended impact of major professional development initiatives must be considered when developing policy recommendations. After carefully developing Fundamental Principles and Strategic Goals, conducting a needs analysis and deriving the key issues to be addressed, the next major task that needed to be completed was to develop an approach for measuring the effectiveness and robustness of the officer professional development system across time and in a variety of situations or scenarios. A methodology for measuring this effectiveness and robustness, called policy impact analysis, was developed. FIGURE II-5 on previous page depicts the futures impact analysis conducted by PDOS.

c. Existing forecasting models which are applicable to the study group's areas of interest are not able to provide reliable information beyond approximately two to seven years (see Figure II-6). As the PDOS charter extended to 2025, the group needed a process to manage the "gap" between the early 1990's and 2025. Two major challenges faced the group. The first was the degree to which such long range futures work had become a "scientifically acceptable" process and the second was the extremely short time in which alternative scenarios had to be developed if they were going to have utility while the group was

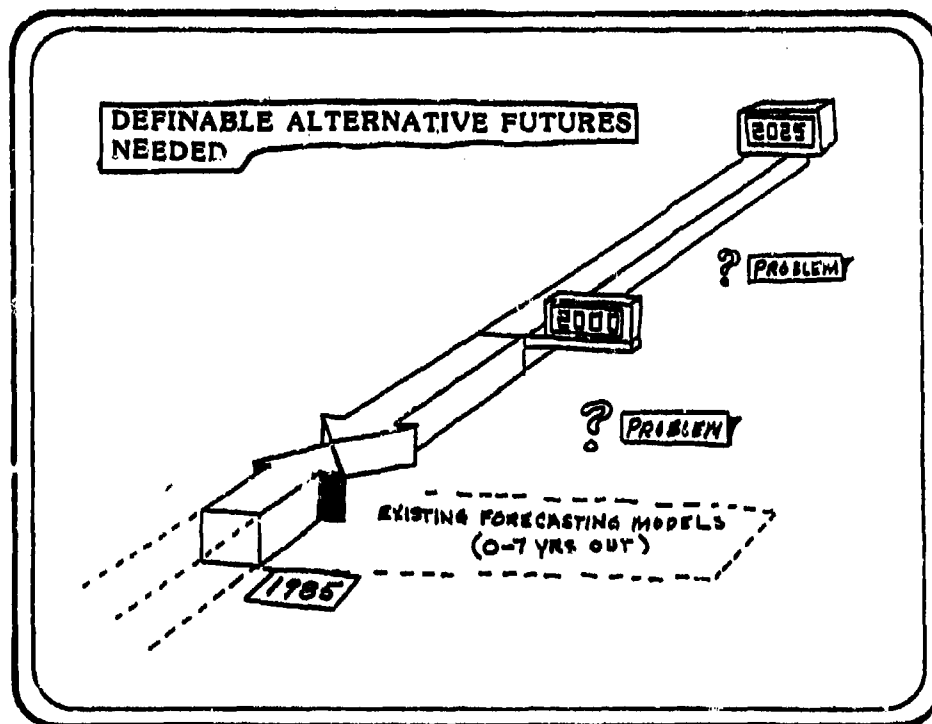


Figure II-6: Futures "Gap."

still in session. A conscious decision was made to devote a major effort to developing a rational way to manage the uncertainty associated with the extended time "gap." In general, it was decided that the only other alternative to a major effort was to gather a group of "experts" in a "smoke-filled room" to generate alternative scenarios. This option was discarded as it was believed that the output from such a process would not be accepted nor actually used by decision makers.

## 2. Process.

a. Interviews were conducted with a number of Army Staff and Strategic Studies Institute long-range planners in order to determine a way to proceed. A review of options launched the PDOS Futures Team on a process which covered the steps indicated in Figure II-7.

b. The process chosen was to use an automated methodology based on a simulation model named INTERAX. First, events and trends were identified through a detailed search of futures literature. Second, a survey was developed and administered to experts in long-range planning

and futures research using the DELPHI technique in order to further develop the most influential events and trends in officer professional development through 2025. Next, a detailed review of potential PDOS recommended policies was conducted to identify those whose implementation was judged most critical to the design of the desired system. These policies were then "cross-impacted" along with the model events and trends in the INTERAX model to graph the impact, over time, of the PDOS potential policies with the greatest system impact. A sampling of the output is contained in Chapter VIII and in Annex B, Future Environment and Policy Impact Analysis. A detailed description of the entire INTERAX process is presented in Annex II, Policy Impact Analysis.

## 3. Unknown Territory.

a. Throughout the entire operation, PDOS charted unknown territory—i.e., the INTERAX model was so new that it had not yet been fully implemented nor tested on the scale PDOS was attempting. Such work had never been pursued in this form before by any military agency. Three

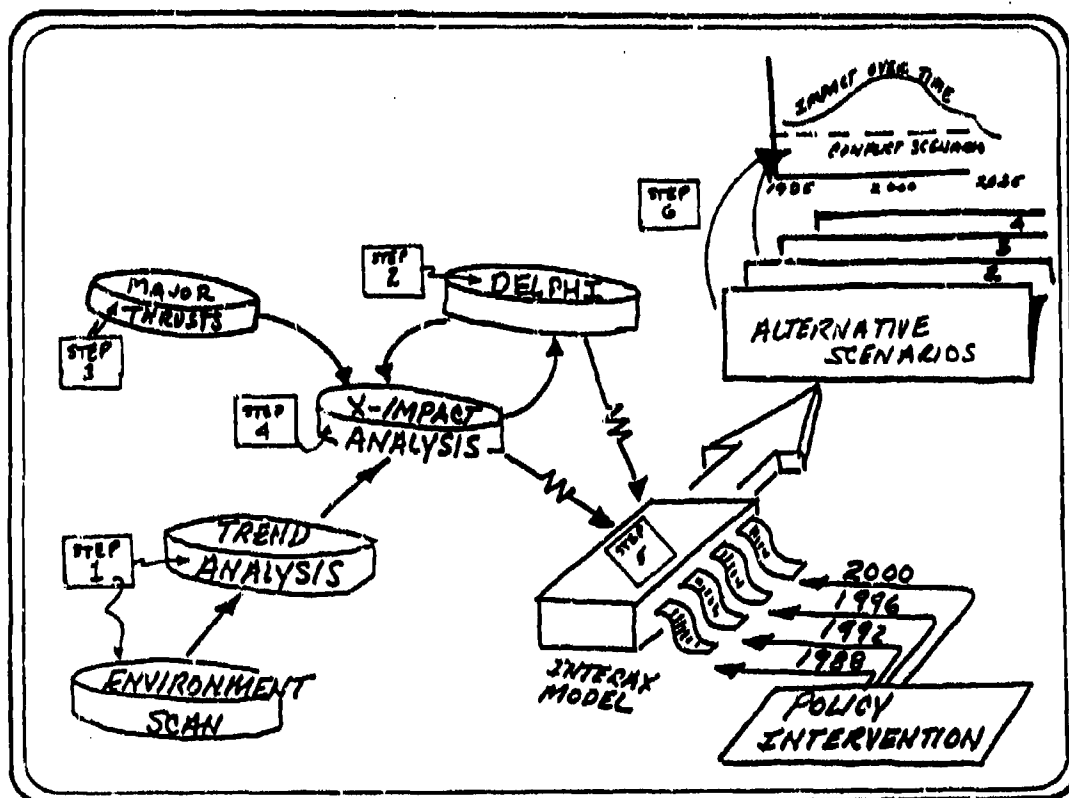


Figure II-7: Steps in PDOS Impact Analysis.

technical consultants assisted in the project, however none were completely knowledgeable on the total implementation process—a project of this magnitude had not yet been undertaken (nor in so short a span of time).

b. This ambitious effort did not achieve fruitful utility until the final weeks of the study. Developmental constraints were very challenging and time consuming. However, one critical factor became very clear—the PDOS Futures Model provides a unique and potentially useful vehicle during implementation to assist in modifying policies over time. While contributing some degree to the overall viability of the PDOS effort, the greatest contribution of the process to the Army lies with its potential utility for navigating toward the desired PDOS system by assessing the impact of many variables on major PDOS initiatives. For a further discussion of policy management implications refer to Chapter VIII, Annex B, Future Environment and Policy Impact Analysis and Annex II, Policy Impact Analysis.

## Section 8. Organization Of The Study Group To Implement The Methodology.

1. Figure II-8 and Table II-1 on the following pages depict the study group organization to implement this methodology.

2. The study group organized into five teams for day-to-day efforts. The group also applied a matrix design, when necessary, and assembled subject-matter expert task forces to tackle particular issues and provide valuable insights. "Operations officers" were identified within each team to accomplish the necessary cross-fertilization among the teams to achieve a systems perspective. The operations officers participated in the "vertical analysis" conducted by their own teams as well as the "horizontal analysis" across the entire system to confront the issues of continuity and consistency as well as specific issues identified by the needs analysis.

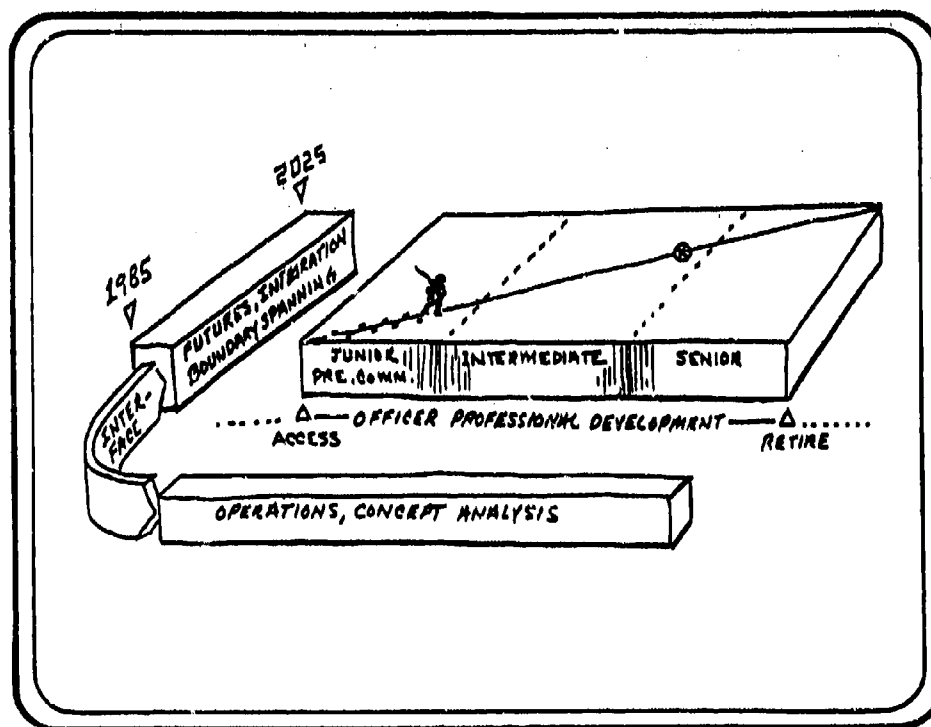
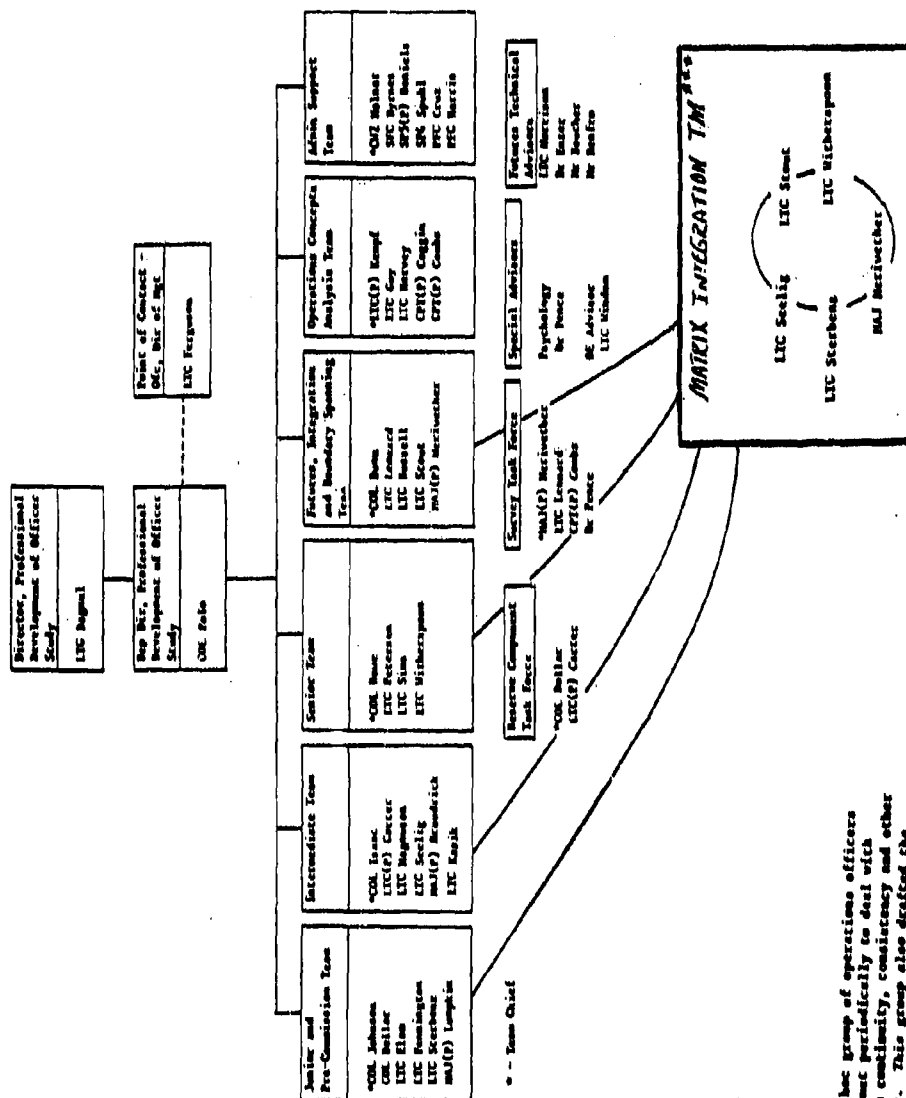


Figure II-8: Study Group Organization.

# PROFESSIONAL DEVELOPMENT OF OFFICER STUDY ORGANIZATION



\*\*\* An ad hoc group of operations officers which met periodically to deal with system continuity, consistency and other issues. This group also drafted the final report.

TABLE II-1: PROFESSIONAL DEVELOPMENT OF OFFICER STUDY ORGANIZATION



## Chapter III

### Needs Analysis

#### Section 1. Introduction.

1. *General.* This chapter presents the results of the PDOS analysis of the current system for developing officers. The data discussed here represent a synthesis of findings evolving from team visits, information briefings and a review of other studies. The two PDOS surveys provided a wealth of information and policy impact analysis tested the robustness of recommended policies. Accordingly, this chapter presents the highlights of the PDOS analysis and paints a "where we are now" picture. The remaining chapters describe "where we need to be" and how the Army should proceed in order to get there.

2. *Overview.* There are many challenges in educating and training officers. A description of the disturbing environment facing the officer corps is presented in Section 2 and the components of the existing Army Education and Training System are described in Section 3. A synopsis of what

other recent studies say about officer education and training is presented in Section 4 and the current system is contrasted with that of other armies in Section 5. Highlights of the results of the PDOS surveys are in Section 6. Additional insights into the current system are identified in Section 7 and conclusions are listed in Section 8.

#### Section 2. The Challenge.

##### 1. *General.*

a. The topic of officer professional development has never been more important than it is today. Recent articles and books have criticized the current state of the officer corps. Additionally, the world environment within which the Army is charged to carry out its many missions is becoming ever more disturbing. For example, while potential adversaries grow stronger, the United States is confronted with the need to import much of its strategic minerals and materials



Figure III-1: The Complex, Dangerous, Changing World Today.

from Third World countries which are often surrounded by choke points and potential flash points. Accordingly, the complex issues associated with the Army's transformation to meet future needs are most challenging.

b. The challenge to educating and training officers who will lead the Army into the next century is to develop the knowledge, skills and abilities which will provide them the capability to be flexible—to innovate, think and adapt to the demands of a fast paced, highly stressful, rapidly changing environment. The American officer is faced with a disturbing environment. There is a dramatic increase in the rate of advance in weapons systems. The world today is complex, dangerous and changing.

## 2. Challenges Facing Today's Officer.

### a. The World Today.

(1) Major global choke points and potential flash points exist around the world. Choke points in our own hemisphere are the Panama Canal and the Straits of Florida. Near the northern flank of NATO lie the Danish Straits and the Greenland-Iceland and United Kingdom Gaps. To NATO's south is the Straits of Gibraltar and to the east are the Turkish Straits, the Suez Canal, the Strait of Hormuz and Bab el Mandeb; further south are the Mozambique Channel and the Cape of Good Hope. Southeast Asia has its own choke points: the Strait of Malacca, Korea

Strait, Soya Strait, Tsugaru Strait and the Kusile Islands. Potential flash points surround many of these choke points: Nicaragua, El Salvador, Angola, Morocco, Libya, Korea, the Middle East, the Sino-Soviet border, Cambodia etc.

(2) The United States lacks self sufficiency in a number of strategic materials: manganese, cobalt, bauxite, chromium, asbestos, nickel and zinc. Key U.S. strategic mineral and metal sources are in the Third World—often in close proximity to potential flash points. For example, Latin America produces columbium, strontium, manganese, tantalum, bauxite, alumina, tin, antimony and graphite. The Middle East, Africa and Southwest Asia produce mica, titanium, manganese, chromium, cobalt, platinum, asbestos, graphite and diamonds. Asia produces columbium, tantalum, tin, titanium, antimony and graphite.

(3) The U.S. is more than 50 percent dependent on foreign sources for 23 of 40 critical materials essential to its economy and national security. In contrast, the Soviet Union is independent of foreign sources for 35 of these same 40 critical materials.

(4) At the time when U.S. dependence on foreign sources for strategic materials is increasing, it is simultaneously confronted with a growing projection of Soviet power (see FIGURE III-2 and FIGURE III-3).



Figure III-2: Soviet Global Power Projection.

## b. The Army in Transition.

(1) Today's officer serves in an Army characterized by transition—programs are in place to bring about changes in organization, doctrine, equipping, manning and training. The changes, while building a more effective Army, present officers with leadership challenges the magnitude of which have never been faced before. The Army continues to rely on the Reserve Components. Combat divisions are being restructured to maximize the effectiveness of new weapons and new battlefield doctrine. Major new weapon systems and equipment, all of them technologically complex, are being introduced at unprecedented rates (e.g., the Abrams tank, Bradley fighting vehicle, MLRS, AAH-64, DIVAD, Patriot, SINGCARS and improved munitions). Soldiers today are of the highest quality on record—they demand and deserve excellence in leadership.

(2) Today's Active Army is also characterized by a steady state in its size (780,000 ceiling), a heavy reliance on the Reserve Components and much of the Army in the TDA (see Annex C, Glossary of Terms, Abbreviations and Acronyms). Recent decisions add two light infantry divisions to the active force structure by 1990 and the COHORT and New Manning System initiatives continue to evolve. A significant portion of the Army is overseas and continued personnel turbulence exists in key leadership positions.

(3) The average captain has only one tour in a TOE unit (see Annex C, Glossary of Terms,

Abbreviations and Acronyms). The average officer has two to three jobs per assignment. Junior officers are "force fed" into higher level positions. The command climate associated with such a turbulent environment tends to focus more on immediate tasks and less on development, so there will be consistent shortfalls in long-range and strategic planning. This in turn increases the burden on the school system to provide functional skills to make up for shortfalls in experience and the corresponding decrease in opportunity for leaders to assist in the development process. As a consequence, the individual officer frequently finds himself assigned to a key position for which he may not be adequately prepared.

## c. New Battlefield Challenges.

(1) Changes in doctrine and equipment reflect the new battlefield challenges facing the American officer. As described in FM 100-5, *Operations*, distinction between front and rear lines will be blurred. The scope and complexity of operations will be greater than seen to date. Because of the nuclear threat, forces will be required to rapidly disperse and reconstitute. The chemical threat is increased as demonstrated by the willingness of potential adversaries to use chemical weapons. Communications will be disputed and command and control made more difficult due to the disruptive effects of electronic warfare. Because of the global nature of the threat and the wide ranging environments within which American forces may fight, supply lines will be long and vulnerable.



Figure III-3: Soviet Troops Abroad.

(2) The enlarged battlefield perspective required at all levels will be accompanied by both higher stress on American forces and by an increased demand for thinking skills and initiative at more junior levels than seen previously. Middle and top level decision making will be characterized by a lack of complete information, multiple and conflicting objectives, high levels of uncertainty, turbulent environments and decision outcomes that tend to be both costly and long-range in their implications. Senior leaders will continue to rely heavily on critical thinking skills as they integrate the various levels of command, creating the conditions necessary to make those commands work well together while at the same time developing subordinate leaders capable of the innovative and creative action demanded by the future battlefield.

d. The Future Environment For The US Army—1985-2025. A wealth of data is available from the Bureau of the Census and from futures researchers which can be extrapolated to make inferences about the future environment for the Army. This paragraph discusses demographic, technological and other system changes which Army leaders can anticipate.

(1) General discussion of demographic trends. See Appendix 1 to Annex B, Future Environment and Policy Impact Analysis, for further details.

(a) Demographic developments constitute a known reality of the future in that the colonels and generals of 2025 are already born and we know the size of the age cohort from which they will be chosen. According to the Bureau of the Census, the most likely population estimates for the next 40 years show a significant increase in population growth.

(b) While the overall figures seem favorable for officer accessions and enlisted recruiting, the reality is somewhat different. The available manpower in the 18-24 year-old cohort declines until the mid-90s and does not reach the levels of the 1970s at any point in the next 40 years. This reduction in the size of the labor force at the entry ages of Army officers will invariably increase the competition between the Army, the other services and the private sector for the most capable young people.

(c) The median age of the US population will rise over the entire period 1985-2025. One of the more pervasive population trends, the median age of the US population reached an all-time high of 30.6 years in 1982, but this will increase to 36.3 years by 2000 and to 40.8 years

in 2030. This means that the population will be constantly growing older and will be increasingly dependent upon public services.

(d) One aspect of the demographic pattern is favorable to the military. The typical triangular population pyramid is being replaced by a comparatively cylindrical structure. Those in the population group which follows the "baby boom" cohort are likely to find that an aging population decreases the promotional prospects of younger workers in the civilian world. On the other hand, with the military services emphasis on youth, physical fitness and early retirement, chances for advancement and challenging opportunities for younger persons constitute an important inducement for officer accessions if exploited by the military services.

(e) Another demographic factor influencing the world of 2025, will be the tremendous increase in world population. By 2000, there will have been a 70% increase in the population of lesser developed nations over what it had been a mere quarter century earlier. The world population will be 6.35 billion by then and over five billion will live in the lesser developed nations. For instance, if Mexico's rate of growth continues much longer, its population will exceed one billion within the next century. The projected increase in world population will have such an affect on the global consumption of food, forest products and mineral resources that it must be ranked as one of the most critical international issues. The result will be a veritable flood of people demanding opportunities, resources, power, space and prestige on a crowded planet.

(f) For the United States, this may mean a tremendous increase in the rate of immigration. The influx of people from Latin America and Asia could increase in the next 40 years, radically changing the ethnic structure of the Nation in the way that the "new immigration" from eastern and southern Europe in the late nineteenth and early twentieth century changed the mostly Anglo-Saxon and African dominance of the continent that had come in the previous two and a half centuries. There is little reason to assume that the Nation cannot continue to absorb such ethnic modifications while modernizing its economy, adapting its values and modifying its institutions without becoming wrecked by the racial, religious and ethnic discord that has dominated most of the world's pluralist communities.

(2) General discussion of events and trends. See Appendix 2 to Annex B, Future Environment and Policy Impact Analysis for further details.

(a) the PDOS Futures Team conducted a detailed search of the long-range planning and futures literature to identify significant events and trends which describe the future environment in which officer professional development will find itself between 1985 and 2025. After creating approximately 110 event and 90 trend statements, the Future Team sought the expert opinion of several long-range planners/futurists throughout the Department of Defense and other government activities as to the probability of occurrence of each event and the forecast of trend level of each trend.

(b) This discussion presents the significant consensus as to the event probabilities and trend levels which the Futures Team used in their computer simulations.

1. The future environment is anticipated to be characterized as "technology intense" with computer technology as the underpinning. Fifth generation computers, artificial intelligence and super-powerful hand-held computers will all be part of the environment in which officer professional development will find itself. The Army will have installed an electronic data base which will be available for all to use as an extension of their information data base for decision making. The Army will have taken advantage of communications-computer based instruction technology and will have installed this technology widely. Officers will be more conversant in computer technologies; more officer positions will require daily use of the computer; and, more officers will have personal computers in their homes.

2. Officer professional development will include a program of self-development and assessment and formalized professional development programs will be the norm throughout Army units and organizations.

3. The Army will undergo another modernization program similar to that experienced in the 1980s as new technologies make current equipment obsolete.

4. It is considered unlikely that US military forces will be combined as is the Canadian Army. Despite the anticipated increase in the size of the spanish-speaking population in the US officers will not be required to have a second language skill. Although it is possible that the active component Army may very well be used to control domestic rioting, it is not considered probable that the Army will be used to protect domestic facilities such as power plants, water supplies and the like.

### 3. Criticisms

a. A number of authors and journalists in recent years have criticized the officer professional development in the Army. Much of the criticism is unwarranted and cites examples taken out of context. On the other hand, some of the observations strike close to home and merit further examination. Some of the criticism addresses problems that the Army is working to correct. All of the comments show that society at-large is aware of and concerned about the officer corps. These criticisms all accomplish one thing that should have positive results—they make us think. When matched with a healthy desire to achieve a more combat ready officers corps, the thought so generated should result in a very much improved product.

b. The officer corps perception of the recurring critical themes are revealed in the PDOS Officer Survey is portrayed at FIGURE III-4.

### 4. The Problem.

a. The increasing tempo of change within a disturbing world environment challenges not only the individual officer, but also the education and training system charged with developing officers who possess the characteristics and capabilities needed to meet the challenge.

b. The orchestration and synchronization of warfighting assets has become too complex to ignore. We must develop officers:

(1) Who know *how* to think, rather than only *what* to think about:

(2) Whose decision skills include an ability to conceptualize, to innovate and to synthesize information while under stress;

(3) Who are able to adapt to the unexpected and, like Chamberlain at Little Roundtop (see *Military Review*, Feb 83, pp. 62-66), are able to temper an understanding of doctrine with the willingness to take reasoned, measured risk when necessary to wrest victory from certain defeat.

c. The task of developing officers in sufficient numbers who possess these characteristics will not be easy.

### Section 3. The Education And Training System.

1. *General.* This section describes the current school system and provides a summary of its component parts. The genesis for today's military school system rests with the 1978 Review of Education and Training for Officers (RETO) study. Prior to RETO, the Army training structure for

officers consisted of an Officer Basic Course (12-16 weeks), an Officer Advanced Course (26 weeks), a Command and General Staff College (10 months) and an Army War College (10 months). The system as it has evolved is described below.

## 2. RETO

a. The RETO Study Group conducted a thorough analysis of the officer education and training program. The recommended initiatives covered a supportable training structure designed to fill training voids and meet the Army's future training needs for increased specialization in the face of changing technology and weapons systems. Specific RETO recommendations included: initiation of a Military Qualification Standards (MQS) system, an expanded Officer Basic course (OBC), replacement of the Officer Advanced Course (OAC) with job specific functional courses; initiation of a Combined Arms and Services Staff School (CAS3); a Command and General Staff Officer Course (CGSOC); and Senior Service College (SSC).

b. The original education and training system proposed by RETO included recommendations for reduction in student load and manpower requirements with little increase in dollar costs. Phased implementation was designed to provide resources for expanded OBC and functional courses through, in effect, an elimination of OAC. CAS3 was to be field grade officer

course, while the numbers of officers staying at Fort Leavenworth to complete CGSOC would be drastically reduced. Additionally, a Pre-Command Course (PCC) was initiated for those officers selected for battalion and brigade command.

3. *Post-RETO Officer Training Structure.* The system that has emerged since RETO is depicted in FIGURE III-3. It is important to note that the system which exists today is not exactly the same as the system recommended by RETO.

a. **Military Qualification Standards (MQS) System.**

(1) This is a system which qualifies each officer to perform the duties required of his branch at a particular grade and to integrate the training and education efforts of the officer, the commander and the Army school system from pre-commissioning through the tenth year of service.

(2) There are currently three levels of MQS: MQS I, Pre-commissioning; MQS II, Basic Course through lieutenant; MQS III, Advanced Course through captain.

(3) each MQS is divided into two components: Military Skills and Knowledge—those immediate skills and knowledge which an officer requires to perform successfully in his branch—and Professional Military Education—the broader knowledge, skills and insights which

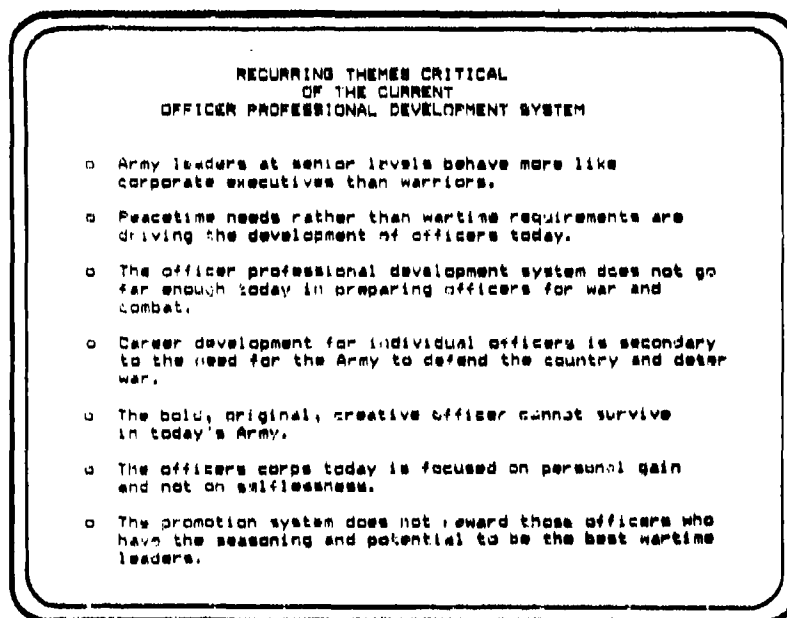


Figure III-4: Recurring Themes from Recent Critical Literature.

**program stage with full implementation pending Chief of Staff approval.**

(c) MQS III is still on the drawing board, but will require proficiency in a mix of tasks common to captains and unique to the captain level of a particular branch. The professional education component is a directed reading program with certification verified currently by the unit commander.

(a) MQS I requires a certification upon commissioning that the officer possesses the skill and knowledge requirements necessary for newly commissioned lieutenants and that the officer participated in college level courses in written communications, human behavior, military history, national security policy and management.

(b) MQS II applies to lieutenants and consists of a directed reading program with certification completed in the unit. The purpose is to provide the officer with the skills, knowledge and proficiency for branch qualification and to continue to broaden and deepen his professional military education. to date MQS II is still in the pilot

(1) OBC is currently under review for possible revision in the near future. The branch schools have considerable latitude in varying the structure and content in their branch OBCs, but all are TDY courses and most are approximately 20 weeks in length. Many of the schools are structured to include common military subjects and branch common training within the 20 weeks with special functional courses designed to prepare lieutenants for specific duties following the 20 week OBC. The primary purpose of all OBCs is to prepare lieutenant's for their initial assignment as an officer. The POIs at each branch school provide a mix of training and education in leadership, ethics, tactics, training of soldiers,



equipment maintenance, unit logistics and branch-specific subjects designed to branch-qualify the lieutenant.

(2) For the Reserve Component officer, two options for completion of the OBC now currently exist. The officer completes either the regular approximately 20 week OBC or a specially designed RC-OBC which consists of an eight week resident phase with a pre- and post-correspondence phase.

(3) FIGURES III-6, III-7 and III-8 depict the restructured OBC.

#### c. Officer Advanced Course (OAC).

(1) The newly revised OAC is a 20 week PCS course with an approximately six week core curriculum common to all of the branch schools. In addition to the six week military common core, each branch school will develop a branch-specific component to be completed by all officers attending the course. An additional six weeks of OAC may include modules designed to prepare captains for their follow-on assignments.

The content of the common core includes leadership, training and training management, force integration, military justice, military history, physical fitness, combined arms and written and oral communications. The branch component includes specific information required of all captains in the branch. If an officer's next assignment after OAC does not require specific training, the officer leaves the school after 20 weeks; otherwise, he will attend add-on modules designed to prepare him specifically for skills required in the next assignment. The numbers and type of modules will be determined by proponents.

(2) For the Reserve Component officer, four options currently exist for completion of OAC. The officer may complete the regular 20 week resident OAC, a 12 week resident RC-OAC (15 weeks at the Engineer School) or a two year program which combines correspondence courses or USAR School classes with a minimum of two 2-week resident phases.

(3) FIGURE III-9 depicts the revised OAC.

#### d. Combined Arms and Services Staff School (CAS3).

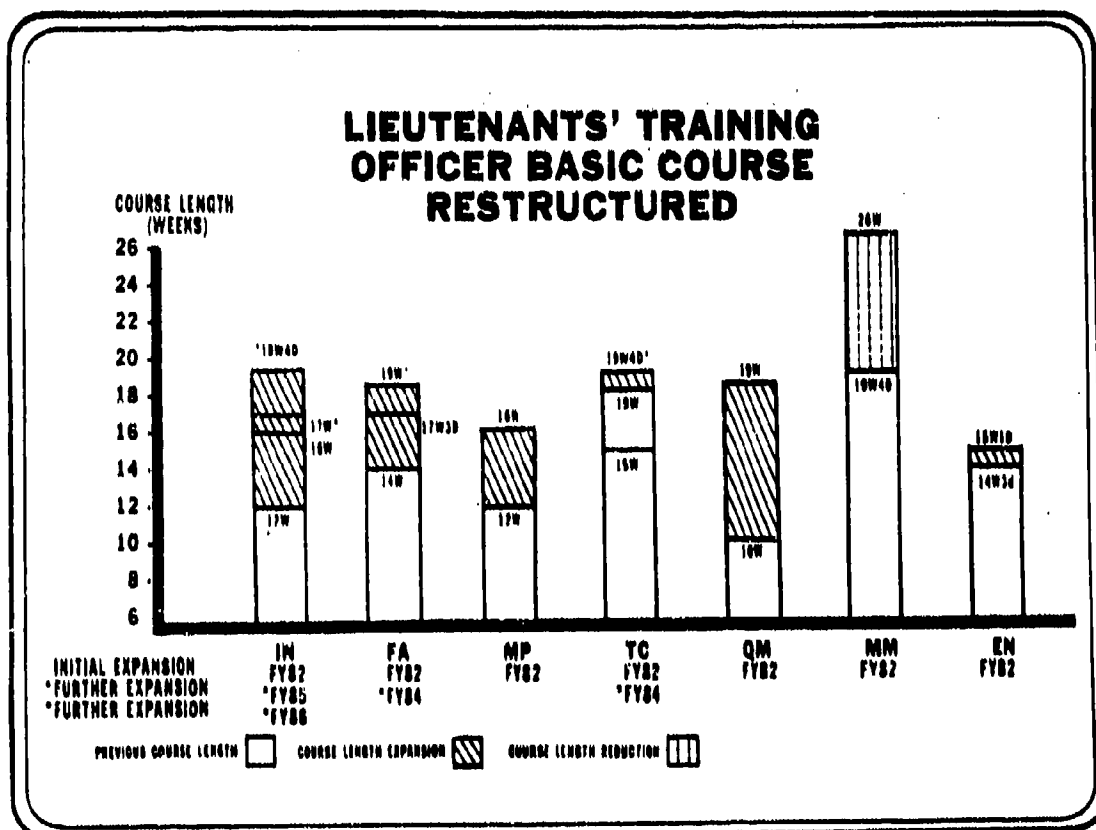


Figure III-8: Lieutenants Training--OBC Restructured I.



## LIEUTENANTS' TRAINING RESTRUCTURED OFFICER BASIC COURSE

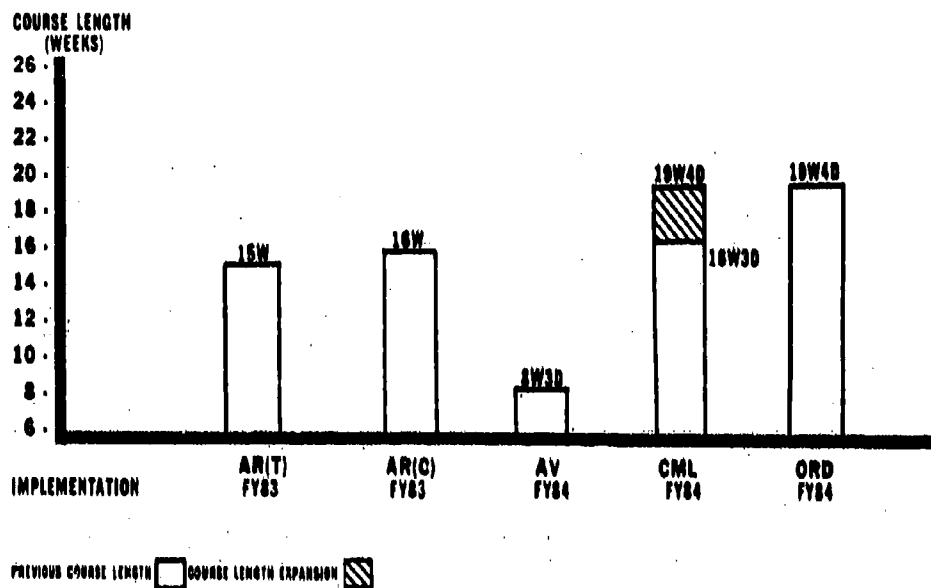


Figure III-7: Lieutenants Training—OBC Restructured II.

## LIEUTENANTS' TRAINING RESTRUCTURED OFFICER BASIC COURSE

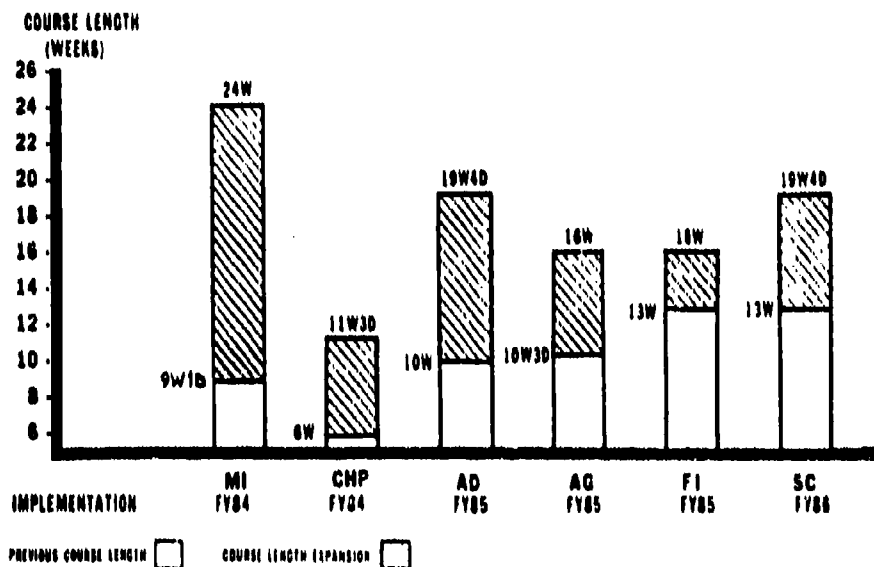


Figure III-8: Lieutenants' Training—OBC Restructured III.

(1) CAS3 is a nine week TDY course designed to provide training for captains in staff skills required at brigade, division and installation level and serves as a transition to in-depth staff operations and procedures. The course emphasizes staff interaction, thinking skills, problem analysis, decision making and defending decisions. Course content includes logistics, training management, budget mobilization, deployment and command and staff operations. All instruction takes place in small, 12-person groups led by an experienced lieutenant colonel who serves as the instructor, team leader and mentor. The teams spend nine intensive weeks working on a series of interrelated, scenario-driven problems. Completion of a non-resident phase and an exam are prerequisites for entering the resident phase for CAS3. When CAS3 is fully implemented, all captains will attend (approximately 4,500 each year).

(2) Currently a USAR School version of this course is being developed. Although originally recommended by RETO to be an entry level field grade officer course, as implemented it is a course for captains.

e. Command and General Staff Officers Course (CGSOC).

(1) CGSOC is currently a 40-week course designed to prepare officers for field grade command positions and for duty as principal staff officers at brigade and higher echelons. During the first three weeks of the course, officers must pass a competency exam demonstrating proficiency in a number of subject areas which are prerequisites for material covered in CGSOC. The first term of the course is devoted entirely to core classes. The second and third terms both include 90 hours of core subjects and 120 hours of elective classes. Instruction concentrates on command and staff skills required to plan and conduct the AirLand Battle at division level and above and on skills needed for high level TDA assignments. Non-resident programs include two options: a correspondence course program of 17 subcourses designed to be completed over a period of 36 months and a three year resident/non-resident USAR school program.

(2) For the RC officer, in addition to these options, one additional option for completion of CGSOC exists: an 18 week RC-CGSOC course. This course is actually Phase I of the 40 week resident course.

(3) Selected officers may also attend Command and Staff College (CSC) level schooling with other services and in foreign countries.

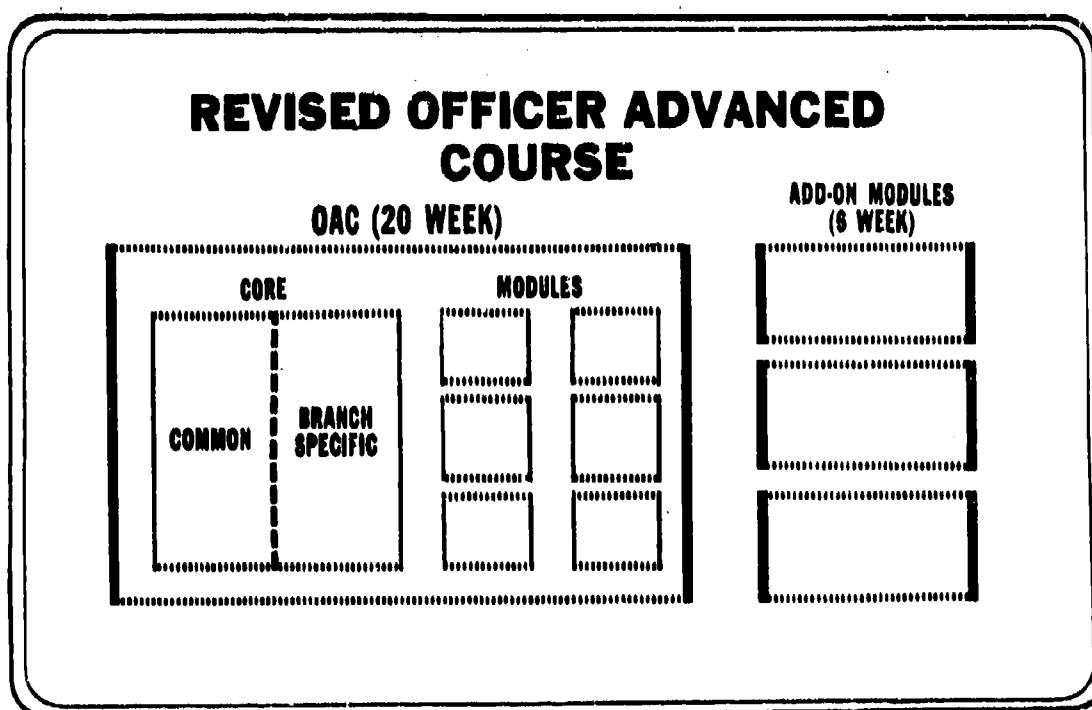


Figure III-9: Revised Officer Advance Course.

f. The Advanced Military Studies Program (AMSP).

(1) AMSP is a 48 week follow-on to CGSOC designed to produce future division and corps staff officers and branch chiefs on major command and Department of the Army staff or their equivalent. The purpose of the AMSP is to provide a broad, deep military education in the art and science of war at the tactical and operational levels that goes beyond the CGSOC course in both theoretical depth and practical application. The course focus is on operational planning skills and on developing sound military judgment across the entire spectrum of present and future US Army missions in the preparation for and conduct of war. While CGSOC teaches doctrine, AMSP teaches the ideas behind the doctrine, the way to get the most out of current and future fighting systems, the effects of battlefield conditions, the human dimension in warfare, leadership challenges and operational planning. A two-man team of experienced lieutenant colonels leads each 12 student group through the 48 week curriculum of military theory and historical case studies punctuated by battle/campaign simulations, exercises and field trips. Each student must research and author a masters degree level thesis on an Army problem. There were 12 graduates in the 1983-84 pilot program. The size of the course is scheduled to increase to 96 students in order to optimize the benefits to the Army relative to student costs. Students must volunteer, be screened for potential by MILPERCEN and be selected by the Commander, CAC.

(2) There are no plans for a non-resident version of this course.

g. Army War College (AWC). The AWC is currently a 44 week course composed of a core course plus student electives. The primary purpose of the AWC is to prepare officers for senior leadership positions in the Army and other Defense and Defense-related agencies. The course content focuses on national security affairs with emphasis on the development of military forces in land warfare. The non-resident course is composed of 12 subcourses completed over a two year period and includes two 2-week resident phases. Selected officers may also attend Senior Service College (SSC) level schooling with other services or in foreign countries.

h. Battalion and Brigade Pre-Command Course (PCC). The PCC is for lieutenant colonels and colonels who attend prior to their assumption of command. The course provides refresher training in selected functions and duties and ensures common understanding of current Army

training, personnel and logistics management and doctrine. The course phases include self-study, two weeks at Fort Leavenworth and up to three weeks at a branch school.

#### Section 4. Other Studies.

1. *General.* This section reviews some of the previous studies which have evaluated officer training and education needs. Conclusions suggest that Army education and training institutions can and must do a better job and that new methods and a new orientation by the faculty are required.

##### 2. *Symposium On Officer Education.*

a. Dr. Lawrence J. Korb, Assistant Secretary of Defense (Manpower, Reserve Affairs and Logistics) hosted a symposium on officer education at the National Defense University, Fort McNair, Washington, DC, in February 1982. The purpose of the symposium was to provide a forum to bring together those Department of Defense personnel responsible for planning and conducting officer education and others (inside and outside DOD) who could provide informed criticisms and suggestions for improvements in officer education systems. The symposium focused on mid-career education. Participants included representatives from OASD (MRA & L), the Military Department Secretariats, the Service staffs, as well as heads of War Colleges, Command and Staff Colleges, the Naval Post Graduate School, the Air Force Institute of Technology and the Defense Systems Management College.

b. Dr. Korb noted in his closing remarks that the Services have no philosophy for officer education and consequently do a poor job of demonstrating why the kind, amount and cost of this education is necessary. He called for a review of "what the military education system teaches and how it teaches, in terms of the values [agreed] upon and in terms of results the teaching produces." He suggested that the time was ripe to again review the use made of educated officers.

c. The report from this symposium stimulated PDOS members a great deal. The Fundamental Principles, Strategic Goals and a coherent strategy to reach them that are described in Chapter II provide the Army a response to Dr. Korb's primary criticism—that the Services lack an education philosophy.

##### 3. *Evaluation Of CGSOC Curriculum.*

a. Major General G. S. Meloy, Director of Training, ODCSOPS was tasked by the Chief of

Staff to "evaluate Leavenworth as a training/education institution" and assess the validity of General Marshall's 1933 criticisms to MG Heintzelman and determine how well the curriculum at CGSOC responds to the needs of those criticisms pertinent in today's environment. Following a January 1982 visit to Fort Leavenworth, MG Meloy concluded that many of General Marshall's criticisms were still valid.

b. Although noting a general improvement in curriculum, MG Meloy found faculty quantity, quality and stability to be surprisingly poor. He indicated that the Deputy Commandant job is little more than a revolving door and believed that the student population is coupled with an ineffective student evaluation system that promotes teaching form more than substance. The diversity of the College material allows for little more than superficial treatment of any given subject and the course purpose is neither sharply defined nor understood by students or instructors.

c. To remedy this situation, MG Meloy recommended that: the Deputy Commandant should be a major general with three to four years tenure; the faculty be filled to ODP levels with only those assigned as instructors who possess appropriate levels of hands-on experience with a rigid three year tenure policy; the evaluation program be modified or eliminated; the course purpose be clearly articulated; and the College mission be limited to the achievable.

#### *4. Planners Study.*

a. In 1982, the Strategic Studies Institute at the Army War College was tasked to examine the effectiveness with which operations planners are developed. This study, "Operation Planning: An Analysis of Army Planning," recognized problems or serious difficulties in all Joint and Army planning systems.

b. Specific deficiencies are noted in identification, education and development of operation planners. It especially noted the inadequate teaching and use of planning logic and other associated frameworks (e.g., the military decision making process, the Commander's Estimate, etc.). A strong case is also developed for the need for a highly experienced faculty in Army schools with sufficient time to guide students toward meaningful alternative solutions to problems.

c. The study recommends that: CGSC and AWC coordinate the establishment of the Army planning system; a thorough understanding of the Estimate of the Situation be emphasized at all levels of Army schooling; the military decision

making process be taught thoroughly in CAS3 and CGSOC; the development of alternative courses of action be encouraged at CGSOC; faculty turbulence be decreased at CGSC; the CGSOC environment be made more conducive to the development of logical, innovative thinking; and Armed Forces Staff College or other "equivalent" schools not be considered equivalent to CGSOC for Army planners because they do not provide the necessary background in Army combined arms operations.

#### *5. Problems Of The Army School System.*

a. Lieutenant General Richard G. Trefry, The Inspector General, sent a memo to the Chief of Staff in August, 1983, covering a proposal to improve Army schools. This memo presents his views in a thought provoking, systematic fashion on the entire officer development program from commissioning to retirement.

b. LTG Trefry noted that school assignments are no longer perceived to be desirable and that the Army School System has declined in quality and prestige. To remedy this he recommended that: officers be assigned directly to units for training rather than attending a basic course; 26 weeks is insufficient time to teach officers the principles of command, leadership and management at the advance courses; OAC standards should be raised; all officers should attend CAS3 (it is commended as a model course); the window of eligibility of attendance at CGSC be extended to include from 8-18 years of service; and CGSC class size be reduced to 450 with an 18 month curriculum plus attendance at Armed Forces Staff College so as to provide an exacting and detailed education. Similar recommendations are made to provide both depth and breadth for the Army War College.

#### *6. Army Staff College Level Training Study.*

a. Colonel Huba Wass de Czege, a 1983 Research Associate at the Army War College, undertook this study at the request of the leadership at Fort Leavenworth. He presents an analysis of the Command and General Staff College's ability to train and educate the officers corps now and examines what needs to be done to increase its effectiveness to meet the challenges facing the US Army as we approach the year 2000.

b. COL Wass de Czege argues that an "education training gap" exists between where we are and where we need to be with an effective Army military education system. Dysfunctional factors include: the reduced time available for officers to learn on the job; the exponential increase in

the technical complexity of modern war; the difficulty in achieving effective combined arms integration; the need for American officers to do more with less; and rapidly changing technologies which make training in today's methods a transient goal.

c. Better training and more education is COL Wass de Czege's recommendation. Specifically, he stresses the need to develop a system of officer education which emphasizes "how-to" training based upon an education in the theories and principles of warfighting. This is cited as the only way to develop an adaptive officers corps. To fill the education training gap, the military education system must develop officers with better military judgment. To achieve this end, he recommends that CAS3 be expanded as rapidly as possible to begin training all senior captains and that CGSOC build on the foundations of CAS3 and evolve into a much more rigorous and appropriately weighted curriculum, taught with more appropriate methods, to a less heterogeneous student body, by a first rate faculty in adequate numbers.

#### *7. Training Needs for OAC Curriculum Study.*

a. This 1984 study by the Army Research Institute (ARI) for the Behavioral and Social Sciences was conducted on behalf of the Training and Doctrine Command (TRADOC) to assist in the development of a core curriculum for the recently revised 20 week OAC. As a part of this process, current students, faculty and recent graduates were interviewed with particular emphasis on the training needs for leadership related curricula.

b. As the interviews progressed it became evident that challenges existed on a number of fronts. For example, captains firmly believe that: an OAC instructor assignment is not career enhancing; OAC instructors lack the requisite grade and relevant experiences to be credible to the students; and more experiential training is needed with simulations that force students to apply "school-knowledge" to real world situations.

#### *8. TRADOC Support Of Reserve Component Training Study.*

a. TRADOC, with the help of FORSCOM, NGB and OCAR, completed a review of Reserve component training and distributed a "White Paper" on the subject in June 1984. The review assesses the current approach to RC training, identifies weaknesses and prescribes remedial actions. That portion which is applicable to officers is described below.

b. The critical role of the Reserve Component forces is fully reflected in the evolved composition of Army force structure over the past ten years. This reflects a deliberate shift to expand the role of the Reserve to deter war or fight if deterrence fails. RC officer training becomes more important than ever before.

c. The study concludes that: While the resident Active Component officer basic course is preferred for all lieutenants to accommodate the unique constraints of the RC officer an alternative basic course is needed; major shortcomings exist in the advanced course training for Reserve Component officers with an overreliance on the Army Correspondence Course Program; and CAS3 does not now play a significant role in the professional development of Reserve Component officers.

d. To address these issues TRADOC has undertaken a number of recent initiatives. For example, an alternative three phase basic course will be implemented at the service schools between FY 84 and FY 86 based on branch training requirements. To reduce the challenges facing the Army Correspondence Course Program, all non-resident officer advanced courses will be reconfigured by the second quarter FY 85 to include a minimum of two 2-week resident phases with a goal of completion of the appropriate branch related OAC as a prerequisite for battalion level command. TRADOC is also examining a number of alternatives in developing a USAR school program of instruction for CAS3. As a minimum, completion of CAS3 will eventually be required for captains selected for full-time manning positions.

#### *9. Functional Study Of The Officer Personnel Management System (OPMS).*

a. The task of the OPMS Study Group was to conduct a systematic review of the Officer Personnel Management System to determine if it is currently doing what it is intended to do and to recommend adjustments needed to meet future Army requirements. The final report was published in October 1984.

b. The OPMS Study Group conducted a review of education and training of the commissioned officers corps. The results and recommendations were provided to PDOS for consideration. The complete list of OPMS Study Group recommendations related to education and training are at Annex Z, OPMS-PDOS Crosswalk.

c. Of the 21 recommendations forwarded to PDOS, 15 were found to support the implementation of PDOS aims, major thrusts and base policies. Accordingly, they have been incorporated as recommended PDOS policies. The six policies that PDOS judged should not be implemented as recommended by OPMS have been modified and are displayed below in FIGURE III-10.

**10. TRADOC Commander Presentation At The Army Commander's Conference.**

a. General William R. Richardson addressed the Fall 1984 Army Commanders Conference. This presentation included both force structure changes and recent and/or proposed TRADOC initiatives to enhance leader effectiveness. TRADOC is aggressively improving the training and education system for officers with an applied and practical emphasis on leader competence. General Richardson talked to a wide range of issues and presented a number of actions, either proposed or recently initiated. In so doing, he demonstrated that the Army system of officer development is a "living" system—it does not exist in a vacuum and self-correcting mechanisms are at work to transition the Army to meet current

and future training challenges. Highlights from this presentation follow.

b. To support additional "hands-on" field training for leaders, TRADOC is moving to provide for more integration of ANCOG/PCC/OBC/OAC exercises and enhance training support to the Infantry and Armor Schools.

c. TRADOC anticipates an increase in the Ranger School annual training requirement. To expand and improve the Ranger course, TRADOC forwarded a resourcing and implementation plan to support proposed expansion and improve the instructor-to-student ratio from 1:15 to 1:9 as well as increase the ratio of officer-to-NCO instructors from 1:13 to 1:6.

d. The Commander, CAC is revising the Pre-Command Course. The initial emphasis is on the Leavenworth phase with branch school revision to follow. The revision will retain two weeks at Leavenworth with its focus on "how to fight" and "how to command." The Leavenworth phase will be taught prior to the branch phase.

e. To enhance Reserve Component training, an eight week resident officer basic course phase

PDOS MODIFICATION OF OPMS RECOMMENDED POLICIES ON OFFICER EDUCATION AND TRAINING	
OPMS	PDOS
1. Complete CAS3 Phase 1 in OAC.	1. CAS3 Phase 1 will be OAC follow-on mod for OCONUS/Edc staff, "on own" in 18 mos for all others.
2. Delay OAC to 5 YOS due to Regimental System.	2. OAC at promotion to CPT.
4. Defer CAS3 until promotion to MAJ.	4. CAS3 during Captain Development Period (5-8 YOS).
3. CGSC faculty criteria consider qualifications, not promotion risk.	3. Distribute officers so as to provide balanced cells of quality.
8. Adjust CGSC window from 11-15 YOS to 12-17 YOS.	8. CGSC at Major-Lieutenant Colonel Development Period. ASAP after promotion to MAJ.
15. ACS policy should require troop assignment after education, then utilization tour.	15. Utilization tour will follow ACS.

Figure III-10: OPMS-PDOS Crosswalk

was tested at the Armor and Field Artillery Schools in 1984; three more will begin in FY 85 with the remainder to follow in FY 87. The RC OAC will mirror the Active component 20 week course mandated by the Chief of Staff; the branch-immaterial core will be by the Army Correspondence Course Program and by USAR School IDT (inactive duty training). Two 2-week ADT (active duty training) periods at service schools provide branch unique subjects. Also the OAC is to be rescheduled earlier in a career and ideally will occur prior to or during company level command. CAS3 is being developed as a USAR school pilot to include four weeks ADT.

f. To enhance the professional development of Army leaders. TRADOC established a School for Professional Development at Fort Leavenworth. This school provides advanced military education and training for leaders and covers all TDY courses at Fort Leavenworth with the exception of CAS3. Student attendance at ROTC Instructor training, conducted at Fort Benjamin Harrison, Indiana, will be increased from two to three weeks. The additional week will cover teaching techniques, lesson planning, instructional methods/media, evaluation and counseling. Sixteen classes are projected in FY 85 which will increase the student population from 660 to 1,060 for each year. Theoretically, ROTC cadre will attend while en route to their school assignment. Additionally, four CGSOC refresher courses are to be added for the RC. Other ex-lating or developmental courses include Force Integration, Command Team Seminar, General Officer PCC and Leadership/Management courses. Total annual student loads projected to increase from 4,363 in FY 84 to 5,189 in FY 86. Courses and schools being considered for transfer to Fort Leavenworth include the Warrant Officer Senior Course, the Organizational Effectiveness Center and School and Mobilization Development/Planning.

## Section 5. Other Armies.

1. The US Army does considerably less resident education and training of its officer corps than do other armies. In a detailed comparison with five other nations, only officers of the Canadian Army spend less time in school than their American counterparts. Army officers from the United Kingdom, West Germany and East Germany spend significantly greater amounts of time in military education and training institutions. Significantly, our potential adversaries in the Soviet Union enjoy a 2.7:1 ratio over the American officer in time spent in school. While

the proper issue to address is the level of education and not the time spent in schools, it is useful to at least be aware of this time difference in philosophy.

2. Table III-1 contrasts the various education and training programs for officers.

## Section 8. PDOS Assessments.

### 1. General.

a. PDOS designed two survey questionnaires to assist in collecting information that the study group could use to evaluate officer professional development. The data gathered in this fashion are perceptual in nature and may or may not be indicative of fact. However, the sample size for both the commissioned officer survey of lieutenants through colonels and the general officer survey is such that a great deal of confidence can be placed in the results, i.e., the data are truly representative of the perceptions of the officer corps (Active Component only).

b. In addition to the two surveys, PDOS relied heavily on a telecommunications net and general officer correspondence to help shape the Fundamental Principles of Professional Development.

### 2. PDOS Surveys: Major Trends.

a. General. Presented here are the highlights garnered from these two surveys.

b. Officer Professional Development Strengths.

(1) The officer corps is the strongest it has been in the memory of serving general officers—the system is not perceived to be “broken.”

(2) Duty satisfaction across all grades is high.

(3) The individual officer considers himself to be professional.

(4) A mentoring style of leadership is accepted and desired by most survey respondents.

(5) The school system is generally effective—it enhances readiness and development; the timing of school attendance during a career is generally “about right” and schools are judged to have an appropriate amount of technical, tactical and leadership content (however, see “challenges” below); CAS3 is being implemented with “high grades.”

	UK	CANADA	FRG	CHE	USSR	USA
SELECTION	MIL ACQRY	NOTE	OCs	MIL ACQRY	MIL ACQRY	NOTE, REMA, OCS
PRE-TEST	YES	YES	YES	YES	YES	NO
TRAIN MRS	15 WKS	NON-RES + 10 WKS	50 WKS	NON-RES	SELF STUDY	30 WKS
TRAIN MID	60-106 WKS (SEL)	20-60 WKS (SEL)	100 WKS (SEL)	154-260 WKS (SEL)	240 WKS (SEL)	45 WKS (SEL)
TRAIN SRS	27-71 WKS (SEL)	47 WKS, (SEL)	6 WKS (SEL)	NONE	204 WKS (SEL)	40 WKS (SEL)
COR ELAB <sup>a</sup>	YES	YES	YES	NO	YES	NO
PRO DEV PROC	YES	YES	YES	NO	NO	YES/NO
TOTAL WKS TRAINING	190 WKS + ACQRY	117 WKS + NOTE	164 WKS + OCS	260 WKS + ACQRY	304 WKS + ACQRY	133 WKS + 114-208 WKS
<sup>a</sup> Competency Testing required for promotion 160						

Table III-1: Comparison Of Officer Training And Education Programs Among Selected Armies.



(6) The Advanced Civil Schooling program is becoming necessary—it enhances skills and helps retention.

(7) The unit and organization experience is recognized as the key to the development process.

(8) The role of the individual in his proactive pursuit of development opportunities is recognized.

(9) The overall selection system is seen as working well.

**c. Officer Professional Development Challenges.**

(1) There are challenges to optimizing the development of officers, particularly with regard to officer preparation and warfighting skills.

(2) Basic education skills are a problem for too many.

(3) School experiences currently occur "too late" for many captains.

(4) There is room for improvement in instruction quality and methodology at the basic and advanced course levels.

(5) Unit experiences represent a key to development, but there are many interruptions and unit development programs need work.

(6) Leadership is critical—but too many officers perceive they do not have mentoring leaders and schools do not contribute as effectively as they might in this regard.

(7) A formal short course development program for general officers is desired.

(8) There is a need for central direction and coordination of the Officer Professional Development System at the Army staff level.

**3. Correspondence.** PDOS received a significant amount of correspondence from the field. Over 200 generals sent letters. Almost 4,000 commissioned officers provided letters or wrote remarks on their surveys. Fifty-one respondents participated in an electronic teleconference net. For details refer to Annex Y, PDOS Net.

**Section 7. Additional Strengths And Challenges Of The Current System.**

**1. General.** In addition to the survey results highlighted previously, this section summarizes other strengths and weaknesses of the current officer professional development system as they were identified by PDOS. There are a great many

things that are going well within our Army and officers should be proud of them. However, there are also some areas that need work.

**2. Strengths.**

a. TRADOC is aggressively pursuing programs to ramp up leader effectiveness. Fort Leavenworth is rapidly evolving toward becoming the "Army University."

b. The current system is reasonably flexible. Changes in the force structure, doctrinal changes and the Department of Army training priorities may be operationalized with the current Army School System structural design. Within feasible tolerances, the current system can react to correct unexpected shortages of trained personnel for a range of functional areas.

c. The functional training opportunities currently available in the school system generally meet today's documented training and skill needs.

d. The Military Qualification Standards (MQS) system currently under development and fielding is particularly sound in concept and of great utility to the officer corps.

e. The current system provides a resident transition from civilian to officer. The officer basic courses provide the experience which imparts the requisite skills and cognitive frame of reference essential for officers' formative years.

f. The system provides a branch assignment for experiential development following the OBC experience for most officers. (NOTE: Although the schools generally occur at the right time, there are some challenges associated with the general education and training strategies currently used within the schools, particularly at the OAC level).

g. CAS3 provides the model that all Army schools should try to mirror. It receives consistently high grades in methodology, content and quality of instruction.

h. Active Guard and Reserve (AGR) officers are available in the Reserve Components for professional development to the same degree and standard as active duty officers. With appropriate emphasis, this could contribute to readiness of the Reserve Components.

i. The current school system is progressive and systematic in nature. An officer's schooling flows from an initial basic skills orientation to a mastery of the skills of his branch to a combined arms orientation to schooling in responsibilities at the national level.

j. Institutional experiences are generally aligned with natural transition points in an officer's career. These transition points are associated with an expansion in the officer's cognitive frame of reference, generally occur at promotion points and are characterized by the assignment of duties with an increased time span of control requirement.

k. The current school system appears to generally meet the current Department of Army training priorities but not necessarily the education needs.

l. All officers are trained to command through company level (OAC) within the current system.

m. The concept of a mentor as articulated by PDOS is embraced by the officer corps. Many good officers are also mentors now.

n. Throughout the Army today there are many initiatives and programs designed to improve the understanding, teaching and practice of leadership.

o. The current system has a wide variety of resident and non-resident instructional opportunities available for officers to meet their needs world-wide.

p. The unit experience remains an invaluable tool for officer development. Tough, challenging, realistic training enhances officer development as well as or better than any other singular experience. The National Training Center provides leaders with an excellent leadership development experience.

q. Training devices such as MILES, war-games and simulations enhance leader effectiveness.

### *3. Challenges Within The Current System.*

a. While the system is reasonably flexible, it is reactive, not proactive in nature and lags the force structure. The current system is not efficient in planning for and anticipating change in the Army which often demands different products from the school system.

b. Mentoring, warrior spirit, the need for self-development and education and training methods used are seen as needing improvement within the current system. CAS3 is an exception.

c. The Reserve Components are seen as not being adequately integrated into the current system. Reserve officer needs appear not to have been adequately considered in the school system.

The current system was designed principally to meet the needs of the active duty officer.

d. The Army school system exists to meet the needs of the Army. The coding of authorized positions in the force structure is one source available which defines the position-related needs of the Army. The current coding of positions is not sufficiently accurate to permit the determination of the true education and training needs of the Army.

e. A significant percentage of commissioned officers are seen as not competent in basic education skills (the "3Rs").

f. Although we have an excellent concept under development with the Military Qualification Standard (MQS) program, only MQS I is in effect; MQS II and III have yet to be fully implemented.

g. No formal system-wide program for ROTC cadre training exists. There is currently a wide variance in the quality of the ROTC experience at different institutions. The standardization of ROTC training would be of value in order to disseminate the desired standards of performance along with their associated remedial activities.

h. The civilian education requirements for National Guard Officer Candidate School are not yet fully aligned with Active Component standards but will be by FY 89.

i. There is currently a lack of sufficient standardization between officer basic courses and officer advanced courses and among the schools at either level. This standardization is necessary in order to facilitate a commonality of purpose and shared core skills common to all officers.

j. The quality and grade of instructors in the school system is insufficient. The quality of instructors, in terms of first hand experience with the subject matter, is questionable in some cases. The problem is most acute at the OAC level. Current faculty staffing guidelines do not provide sufficient time for faculty to do doctrine writing and course/courseware development.

k. Other operational requirements at duty stations preclude all officers from getting branch assignment experience immediately following their school experience.

l. Currently, not all field grade officers receive Command and Staff College (CSC) level training; however, they are eligible to remain on active duty for at least 20 years.

m. No methodology currently exists to determine Senior Service College (i.e., Military Education Level [MEL] 1) requirements. No positions are coded in the force structure for a MEL 1 officer from a particular school.

n. Some common tasks in training publications do not have the same task, condition, standards when used in the MQS program, OBC, OAC, ANCOC and SQT training.

o. Evidence indicates, as demonstrated at the National Training Center, that the officer corps fails to use a common operational language.

p. There is no system-wide high-technology approach for officer professional development today. Many worthwhile training and skill-oriented initiatives using computer technology are under way; but more technology emphasis is needed in the long-term development of education-oriented needs (e.g., how to think and make decisions faster). PDOS-recommended Computer Communications Based Instruction (CCBI) technologies (especially Artificial Intelligence and wargames) have a tremendous potential for contribution in this regard.

q. With some exceptions, there is a lack of focus on combat action and warfighting in officer education and training.

r. There is a lack of doctrine in echelons above corps operations.

s. The system today lacks a formal mechanism for individual assessment. Such a mechanism could prove to be an invaluable aid to the officer corps in terms of self-development.

t. Given the current system, a field orientation by officers is difficult to maintain in highly specialized areas and at higher ranks. Many officers never return to TOE units after their company grade years; some have no resident education or training experience past the advanced course.

u. The current system does not prepare all officers for command at the lieutenant colonel level and above, although during mobilization many could be called upon to serve as such.

v. The need for self-development within the officer corps has not been clearly articulated.

w. There are many agencies in professional development — ODCSPER, ODCSOPS, MILPERCEN, TRADOC, Joint Staff, DOD, AMC, OCAR, NGB, State AGs. Their cumulative efforts are not coordinated effectively.

x. Insufficient means currently exist to project the impact of professional development policies over the long-term (10 to 15 years) and adjust the system. We can do this for obvious demographic factors, such as size of youth groupings of military age, but not for more complex interrelated variables.

y. Mechanisms to ensure DA monitoring of computer technology education and training systems are inadequate. The Army must field high-technology instructional delivery systems which are compatible with operation and information management systems.

z. The resourcing of Army training development and support has had a lower priority than other training missions during the past few years. A continued resourcing decrement would have an adverse impact on the Army's combat readiness.

aa. Although many computer based instructional systems are being fielded at service schools, the majority of the trainers are not computer literate. There is a higher proportion of computer literate faculty at USMA. This suggests that USMA may be an excellent "test bed" for the development of education-oriented computer instruction systems and faculty training packages.

bb. The Army's current oral and paper-based education model is rapidly becoming outmoded. Today's education and training strategy has evolved to be one with a disproportionate focus on training. More recent education/knowledge models add the computer dimension to learning. Using them as a basis for our education and training strategy will provide a more balanced training/education mix in post-commissioning service schools.

## Section 8. Conclusions.

1. While many things are going well, the Army can and must do a more effective job in educating and training officers. The stakes are too high not to invest the resources to enhance the combat capabilities of officers.

2. Currently there is insufficient emphasis both in the school and in units and organizations on warfighting.

3. It is difficult to develop an officer corps characterized by its ability to think—to understand the theory of war not just the conduct of bits and pieces of it. The key to doing this is creating the proper climate to truly educate the officer. In the school, CAS3 and AMSP are two

excellent examples of the application of technology and method of instruction to enhance learning. In units, the commander controls the climate and officer development is linked to the extent he is willing to invest in the Army's future and teach, coach and guide junior officers.

4. The quantity, quality and expertise needed to prepare officers to fight wars is lacking in too many of the schools. There is a lack of experi-

ence, particularly in the basic and advanced courses. The Army must do a better job at distributing officers to achieve the necessary experience level and quality in the school system.

5. The Army has not had a true philosophy for officer education and training and consequently has done a poor job of demonstrating why the kind, amount and cost of this education is so necessary.

## Chapter IV

### Theoretical Basis for Educating and Training Officers

#### Section 1. Origins Of The PDOS Desired System.

1. Concurrently with the assessment of the present system and computer modeling to depict an array of alternative futures, the group studied contemporary theory in the areas of adult learning, education, organization, decision making and motivation—all with the aim of providing a theoretical foundation for the desired system. FIGURE IV-1 depicts the theoretical concepts which are explained in greater detail throughout this chapter.

2. For detailed discussions, refer to the following annexes: Annex F, Professional Development Concepts; Annex G, Decision Making and Cognitive Complexity; Annex H, Self-Development/Individual Assessment Program; Annex I, A Mentorship Strategy; Annex K, BE-KNOW-DO Concept; Annex P, Education and Training Methods; and Annex II, Policy Impact Analysis.

#### Section 2. Professional Values.

1. It takes a special person to be a soldier, for the life of a soldier is different. By that we mean

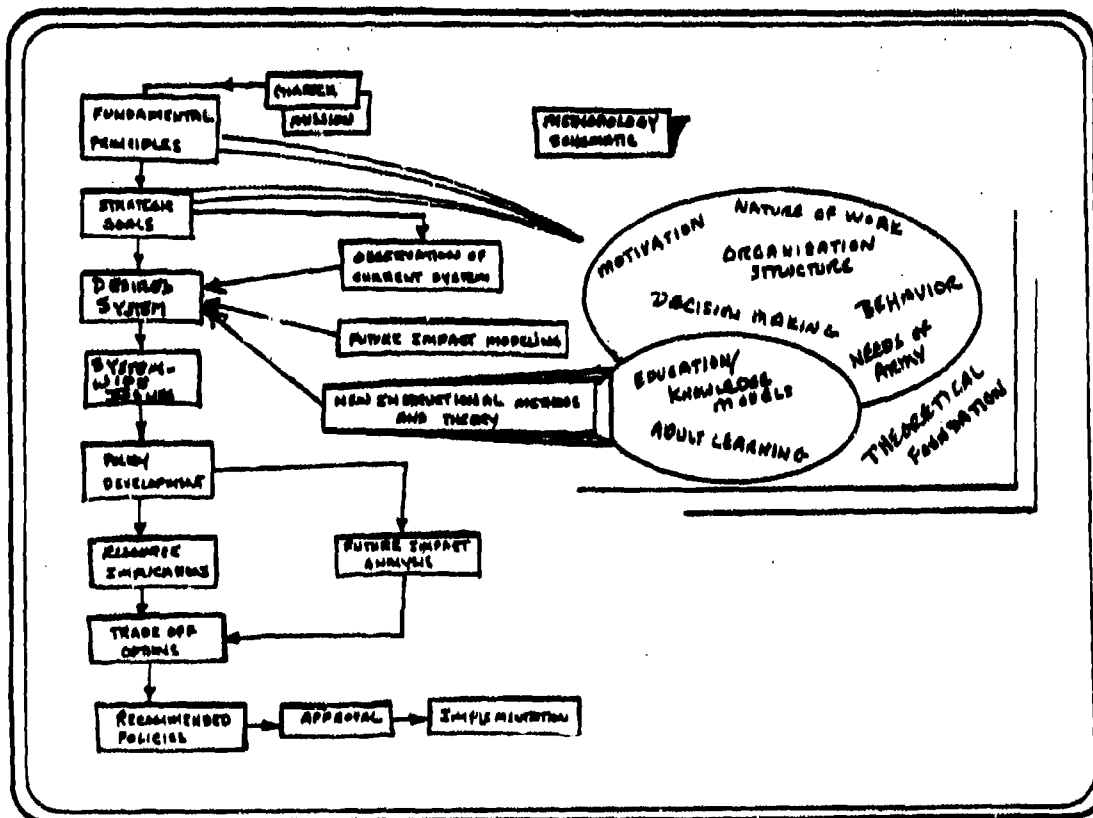


Figure IV-1: Theoretical Foundations of the Desired System.

that there is a special feeling that comes from knowing that ours is not an ordinary job. It is different from anything else and knowing this, it is easy to say that in its purest sense the military is a way of life.

2. Recently two distinguished gentlemen have articulated what it means to be a soldier. Excerpts from their testimonials follow.

a. Norman R. Augustine, President of Martin Marietta Denver Aerospace in testimony before Congress stated:

In my operation we have 16,000 employees performing a variety of important tasks, but, I can't quite imagine having recruited them by saying: Now this job I'd like you to take will require you being on call 24 hours a day, 365 days a year. You will be expected to pick up and move every three years to anywhere in the world you are told, and frequently you will be unable to bring your family with you. Often your family will be required to live in substandard 40 year-old temporary housing and, by the way, I can almost guarantee that if you spend your entire career with us you will at some point be placed in a position where you will be shot at by some people intent on terminating your life permanently.

b. Colonel Dandridge M. Malone, US Army (Retired), known affectionately to soldiers everywhere as "Mike" has described being a soldier this way:

A boy, now a man, telling his ma, his father. . . that he's 'going in.' It means. . . silence and uneasy jokes. . . loud sergeants with clipboards. . . countless and incomprehensible rules. . . thighs sore from high jumper. . . PX and milkshakes. . . pride in uniform. . . the damnable duffel bag . . . reveille, and class and details. . . convoys rolling out. . . manholes in the ground. . . little, wiggly, inch-long things with a thousand legs and pinchers. . . orders to a combat zone. . . and a leave filled with sadness, and seriousness and love. . . the dazzle and newness of an alien land. . . claymore mines. . . the column moving forward along the ridge. . . a huge, jolting explosion close by. . . then the firecracker sounds and flashes everywhere in the pre-dawn attack. . . the shooting, and cussing, and dying, and old Smitty who honestly enlisted to fight a second time for his country, lying there trembling with one eye gone and his hand

reaching out. . . and the wondrous joys of coming home and savoring the first kiss. . . and if all these things which thousands of us share in whole or part can by some mindless logic of a soul-less computer programmed by a witless pissant, ignorant of affect be called just another job, then I'm a sorry suck-egg mule.

3. The Army is different from a civilian corporation. For example, the Army is a hazardous profession and there is no negotiation of labor with management.

a. Since its founding the United States has been involved in ten major armed conflicts and since World War II, US Forces have been marshalled or deployed 13 times (Korea, Venezuela, Lebanon, Berlin, Cuba, Vietnam, Laos and Thailand, Panama, Dominican Republic, Israel, Iran and Grenada).

b. Of the almost 39 million Americans who have served their country in war, over 1.1 million died defending the Nation.

c. There are over 350,000 service connected death cases on VA roles. More than 17,000 training related deaths have occurred since 1962 and more than 2.25 million veterans are drawing service connected disability pay.

d. There are no unions, walkouts, strikes or negotiations. Soldiers are employed on personal services contracts and cannot voluntarily leave their employment until the contract expires. Involuntary extensions are possible and the soldier has limited control over his working hours and work environment. Christmas can be a duty day.

4. Yet in spite of the many hardships, American youth still are drawn to the military life with a sense of service to the Nation. For those who join the military, life as a soldier begins with an oath to support and defend the Constitution of the United States against all enemies, foreign and domestic, and to bear true faith and allegiance to the same.

5. Upon being sworn in the newly commissioned officer is vested authority by the President, reposing special trust and confidence in the patriotism, valor, fidelity and abilities of the individual.\*

6. The Fundamental Principles of Officer Professional and Leadership Development articulate the essence of officership. While described in

\* Armed Forces Information Service, *The Armed Forces Officers*, Department of Defense, 1973.

detail in Chapter II, highlights from the fundamental principles include the foundation that all officers are professional, have a warrior spirit, progressively master the art and science of warfare, are leaders, are action-oriented in their thought processes, develop a broad base of general knowledge and are patriots. It is no accident that the first of these attributes to be listed is "professional." Embedded within this fundamental principle are the bedrock military values that differentiate officers from civilians and articulate why the military is aptly termed a calling, a profession and a way of life.

7. The professional officer is expected to adopt and instill in others certain values that form the basis for a distinct lifestyle and code of behavior. As identified in FM 100-1, *The Army*, and in the recently approved Philosophy of the Officer Corps, this code includes the professional Army ethic (loyalty to the ideals of the Nation, loyalty to the soldiers and the organization, taking responsibility for one's own actions, and selfless service) and a soldierly value base (moral, physical and spiritual courage; candor and personal integrity; technical and tactical competence; and commitment to mission and unit welfare). In correspondence to the study group, contemporary Army leaders have the following to say about these concepts:

a. Major General Dave R. Palmer: "An officer must have good character, be worthy of special trust, be respected both for his goal of excellence in his profession and for his personal acceptance of the responsibility for protecting the Nation and its people."

b. Major General Victor J. Hugo: "A warrior without essential values—integrity, devotion to duty, care for soldier, etc.—may in fact be counterproductive."

c. Major General Leonard P. Wishart: "From my perspective, you must start with the development of common values. Without this, everything else falls apart."

d. Major General Henry Doctor, Jr.: "Values that form the basis for a distinct lifestyle and code of behavior are not so much the end product of a system of professional development as they are the *sine qua non* upon which everything else in that system will depend. We say that our officers must first be warriors. True enough, but

it is the acceptance of a particular code of behavior and a distinctive lifestyle that, in the end, distinguishes officers as warriors."

e. Major General James E. Drummond in quoting Morris Janowitz' definition of a profession: "A true profession is a calling which requires specialized training, has a degree of altruism and contribution to society as a whole, and polices its membership on their standards of performance and ethical behavior."

f. Lieutenant General Charles P. Graham: "I believe it is important . . . that the ultimate goal of the system . . . (be to) describe a foundation upon which development of our professional officers must be made. The foundation should include the ethic of the Army and a sound understanding of the values which make up our ethic. The foundation should also include an understanding of the characteristics required of a professional soldier and leader. Third, it should provide an understanding of the components of military leadership."

g. Lieutenant General Carl E. Vuono: "Officer development must go beyond imparting knowledge and skills: it must foster a value system that emphasizes service to the Nation, readiness to endure the rigors of combat and willingness to make personal sacrifices in pursuit of the greater good."

h. Lieutenant General J. K. Bratton: "The more the key qualities of professionalism and integrity are specifically targeted as objectives, the better the foundations of the officer professional development system."

8. The reason for addressing the professional value base is to highlight that these military values form a common frame of reference for leaders and as such directly and indirectly influence leadership behaviors. It is the professional value base that nurtures moral consciousness and establishes the basis for actions that are right by military leaders. Indeed, in the words of Colonel Peter L. Stromberg,\* "the morally impoverished military leader is an enemy of the Constitution he has sworn to protect and defend. . . . If at influential levels of power in the armed forces moral reasoning is faulty or nonexistent, the military and America are in trouble. Commitment . . . to ethics at the bottom of the military hierarchy will sustain itself only if junior leaders see evidence of good moral reasoning at the top."

\*Colonel Peter L. Stromberg, Nathan M. Watkins and Daniel Callahan. *The Teaching of Ethics in the Military*, The Hastings Center, Hastings-On-Hudson, New York, 1982, p. 6.

9. In part, it is this commitment to professional military values that makes officership something binding and not just another job. This feeling is captured in the words of Henry V at Agincourt:

And Crispin... shall ne'er go by,  
From this day to the ending of the world,  
But we in it shall be remembered;  
We few, we happy few, we band of brothers;  
For he today that sheds his blood with me  
Shall be my brother...  
And gentlemen in England now abed  
Shall think themselves accursed they were  
not here  
And hold their manhoods cheap whiles any  
speaks  
That fought with us upon St. Crispin's Day.

10. Commitment by officers to professionalism is crucial. For senior leaders, this means they serve as the role model for those below them in the organization. To the extent senior leaders behave in a fashion consistent with these values, the tendency exists that the actions of leaders throughout the organization will demonstrate a similar commitment and drive (intrinsic motivation) toward professionalism. This means that it is the obligation of all leaders to support good professional and moral behavior, both inside and outside the classroom. A good development program is right and appropriate to stimulate moral imagination, teach moral issues, develop analytical skills and elicit a sense of moral obligation and personal responsibility. However, the behavior of senior leaders outside the classroom is critical in allowing the professional value base to grow and flourish (See Stromberg, Wakins and Callahan, 1982).

11. Commanders, teachers and supervisors at all levels must be willing to act as an energetic nucleus for the growth of the value base in young officers and assist them in development throughout a career. Without this source of intrinsic motivation, officers will come to view their sacred trust as something other than a calling or profession.

### Section 3. Individual Motivation.

1. True professionalism is self-directed. The role of the individual in the development process is crucial; each officer must accept individual responsibility for his self-development and obtaining and retaining factual knowledge. Additional discussion of the self-development issue follows in Section 6 of this chapter. It is mentioned here in order to address the differences between "extrinsic" and "intrinsic" motivation

and show how that difference is important to the Army which seeks to motivate its leaders in the manner needed to meet today's and tomorrow's challenges.

2. Extrinsic motivation results from factors external to the officer's environment (e.g., orders from others, rules, regulations, salary, awards and sometimes particular duty and student assignments). Positive advantages of extrinsic motivation are that it modifies (starts, stops or changes) behaviors quickly once the officer understands the consequences associated with a particular action. A sound evaluation system based on goals and objectives, or a well designed MQS system, uses the positive aspects of extrinsic motivation. A key disadvantage is that performance tends to orient more on achieving specific rewards, possibly at the expense of the development of other goals such as unit welfare and readiness or service to the Nation.

3. Intrinsic motivation also results from environmental factors but is based on an officer's internal, personal search for what he believes is important. Powerful intrinsic motivation factors are such things as personal satisfaction, autonomy, use of skills and personal knowledge. A positive advantage of intrinsic motivation is that its effects are powerful and long-lasting. Disadvantages are the sometimes slow pace at which the desired results are achieved and the lack of direct control over them by anyone other than the individual.

4. A professional development program built upon such intrinsic factors as self-development and self-assessment will produce higher levels of performance in the long-term. This does not rule out testing for basic competence, but does indicate that those type inducements alone are not going to expand the boundaries of professional expertise. Tests in a school environment tend to evaluate the lowest common denominators of knowledge and concepts. It will take more than that to master the art and science of warfare in the modern age. Success in battle will depend on achievement of higher levels of competence than the minimums required to pass a certain test. Only intrinsic motivation will provide the officer with an internal drive to achieve these higher levels.

5. The volunteer Army has been prone to stress important "carrots" such as pay, promotion and selection. Recent Army themes have sought to revive and instill the importance of intrinsic factors such as patriotic service, family welfare and



sound leadership. A quality education and training system will contribute to this process, particularly if it draws upon the individual's self-drive for professional excellence.

6. The importance of this shift in motivation is illustrated in FIGURES IV-2 and IV-3.

a. Commitment and the accompanying attitude and values are what cause officers to derive personal rewards or fulfillment from the professional conduct of education and training activities as well as mission accomplishment. When this kind of fulfillment or personal satisfaction spurs one to maintain his own professional excellence, we call it intrinsic motivation.

b. When there is too much reliance on extrinsic motivation, where commitment is sacrificed and success is predominantly identified with obtaining institutional rewards, a closed loop is formed between satisfaction and rewards. This causes the individual to tend to do what is necessary to get the reward rather than to derive satisfaction from accomplishing the mission, caring for soldiers or seeking educational excellence.

7. More important perhaps to the Army's future readiness will be the contribution which high intrinsic motivation will have on officer education and training. The conditions of officership in the future will see increases in complexity and responsibility and decreases in time available for making decisions and taking action. These conditions have important implications for the balance of professional development conducted in schools and units.

a. The RETO study estimated that on the whole the officer spends about 20 percent of his post-commissioning resident schooling time in education areas and 80 percent in training. Much of this resident training tends to be perishable and, as the Army becomes more technologically complex, an officer spends considerable time in regaining proficiency at specific assignments. Meanwhile, this same complexity places greater demands on officer decision making, conceptual thinking and ability to integrate resources so as to execute Army missions.

b. Tomorrow's challenges strongly suggest the need to shift the education and training time allocations. For this to be accomplished without

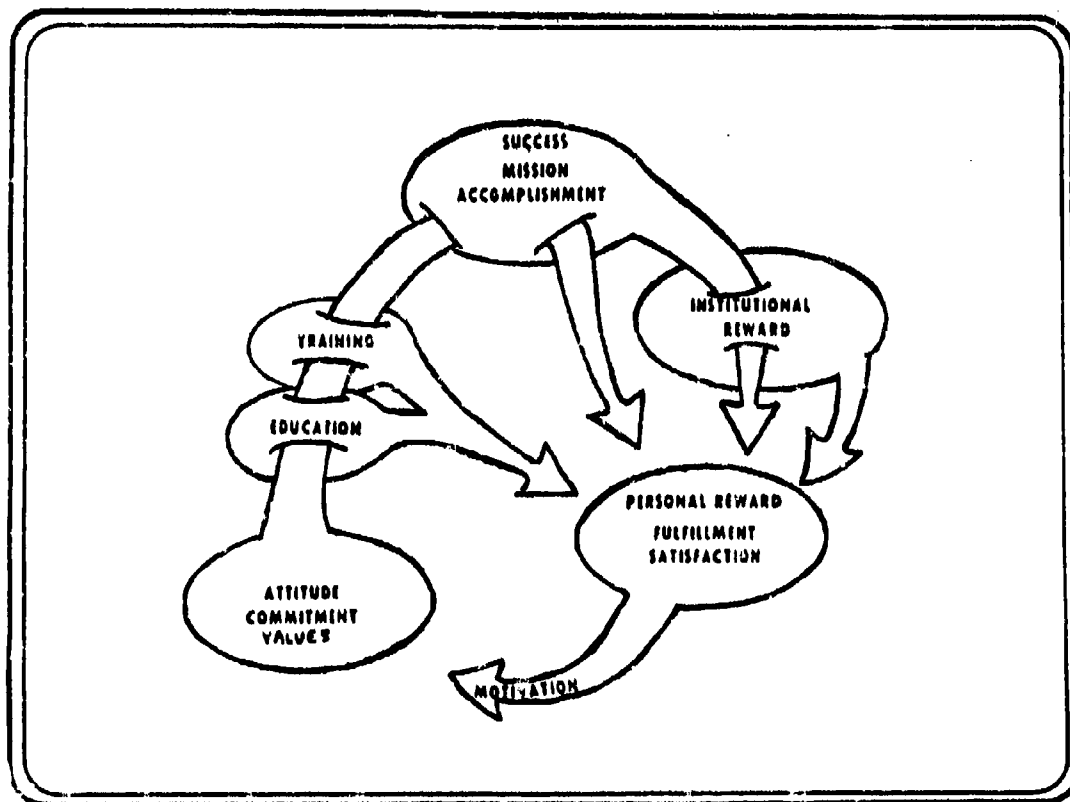


Figure IV-2: Motivation Why

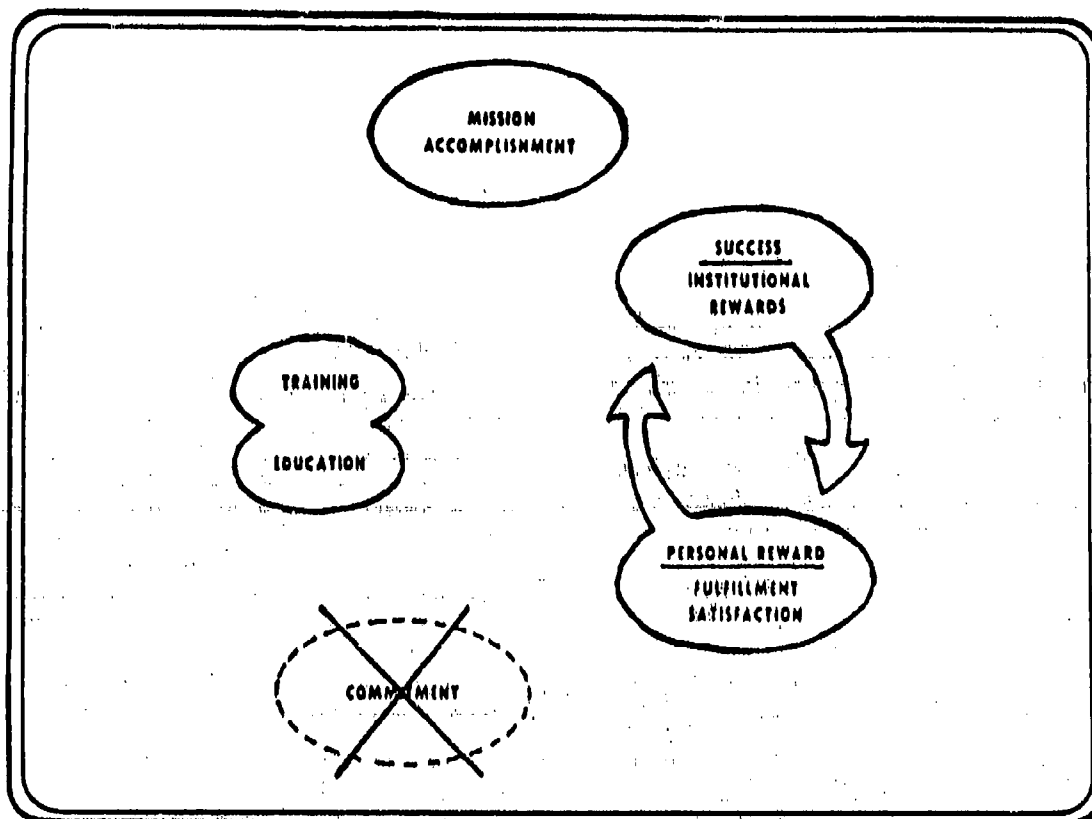


Figure IV-3: No Commitment.

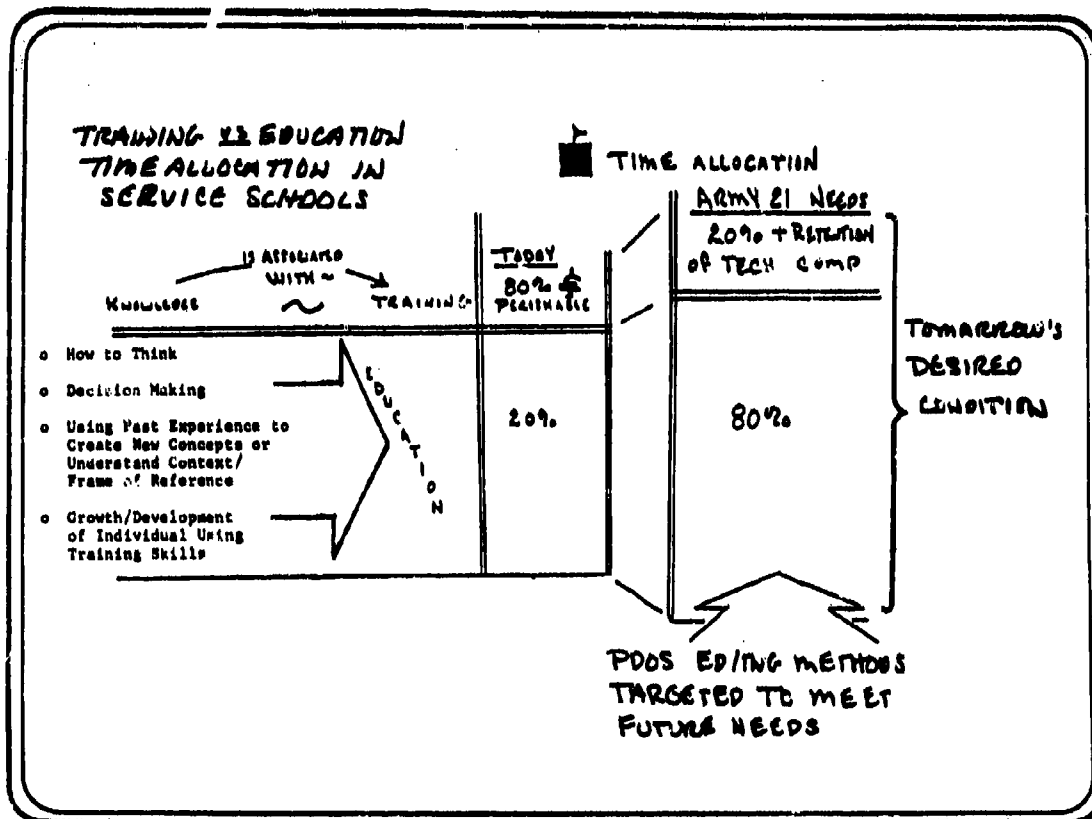


Figure IV-4: PDOS Strategies Targeted for Future Needs.

the loss of skills and expertise needed throughout the Army, more efficient training will have to occur in schools and units. It will take an officer corps with exceptional "intrinsic drive," an understanding of what is required of them and a large amount of "smart courseware" support from the system to make this possible. Smart courseware refers to computer courseware aimed at enhancing an officer's decision making capabilities which enables him to work smarter and faster by providing him with good access to relevant knowledge, ease of computation and the ability to simulate situations which are too expensive, too dangerous or impossible to observe directly (see FIGURE IV-5).

#### Section 4. The Adult Learning Cycle, Education and Training.

1. The psychological basis for preceding task performance with training is well established in learning theory. Adults learn best by first learning the concept or "context;" then by gaining the specific factual knowledge and skills needed to perform the required tasks; then by repeated performance of the tasks in order to clarify meaning,

relate the task to the "real world" and learn when the rules do and do not apply. These thoughts are captured in the three-step Adult Learning Cycle, Figure IV-5.

a. In Step 1, the individual gains knowledge, basic skills, concepts and contexts at the school, in the unit or in the organization.

b. In Step 2, the individual uses his new knowledge and develops his own theories through concrete experiences. He gains feedback from his peers, his subordinates and his mentor-leaders. He makes adjustments to his knowledge and theories which leads to new insights and allows him to internalize new concepts, knowledge and skills.

c. In Step 3, learns higher-order concepts and knowledge. The steps then re-cycle and continue throughout the development period and into later development periods.

2. To be fully competent at task performance, an individual needs to understand the conceptual basis for a task as well as know the facts associated with the task and practice its procedures. Traditionally, the conceptual basis is learned first as

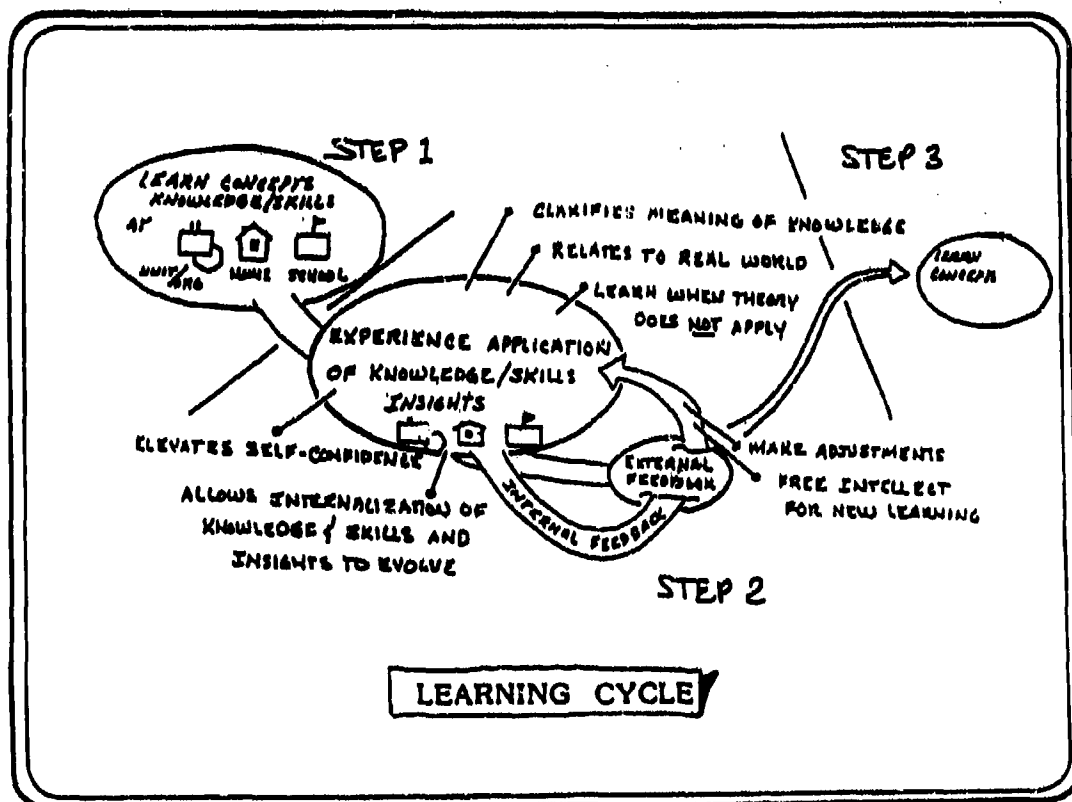


Figure IV-5: Adult Learning Cycle.

this accelerates the learning of facts and procedures. In the past, learning facts and procedures has occurred primarily in the schoolroom. However, they can also be learned at home or in the unit and organization if the means are provided to the student such that he may acquire factual information and practice procedures outside the classroom.

3. Having theoretical knowledge alone is generally insufficient for an officer to achieve competency at task performance. When theoreti-

cal knowledge is put into practice (experiential application phase), it is made clear and "cemented" through internal feedback from self-evaluation and through external feedback from supervisors and others. It takes both theory and practice for an officer to grow professionally.

4. Implications of adult learning theory for the concept of a PDOS development period are illustrated in Figures IV-6 through IV-8. Figure IV-6 depicts a resident schooling period followed by the non-use of learned information. It makes the

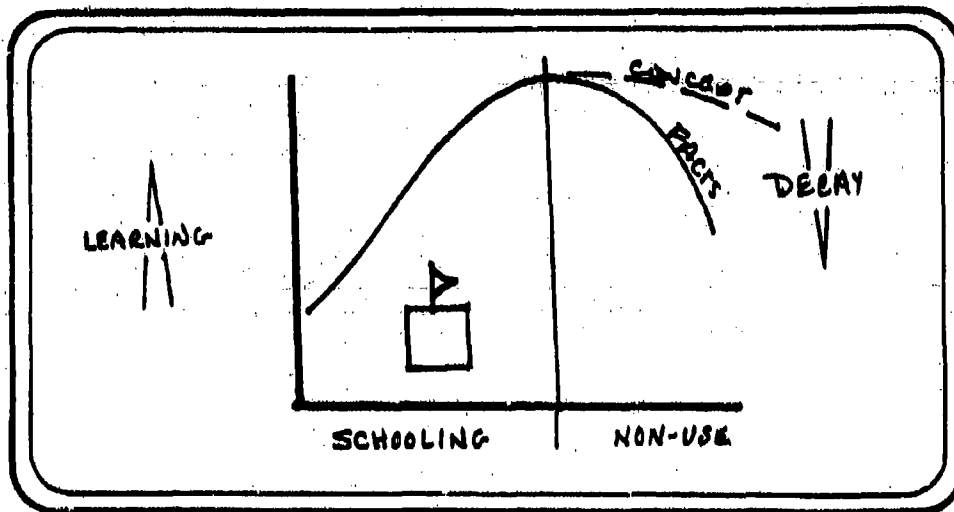


Figure IV-6: Resident Schooling Period Followed by Non-use.

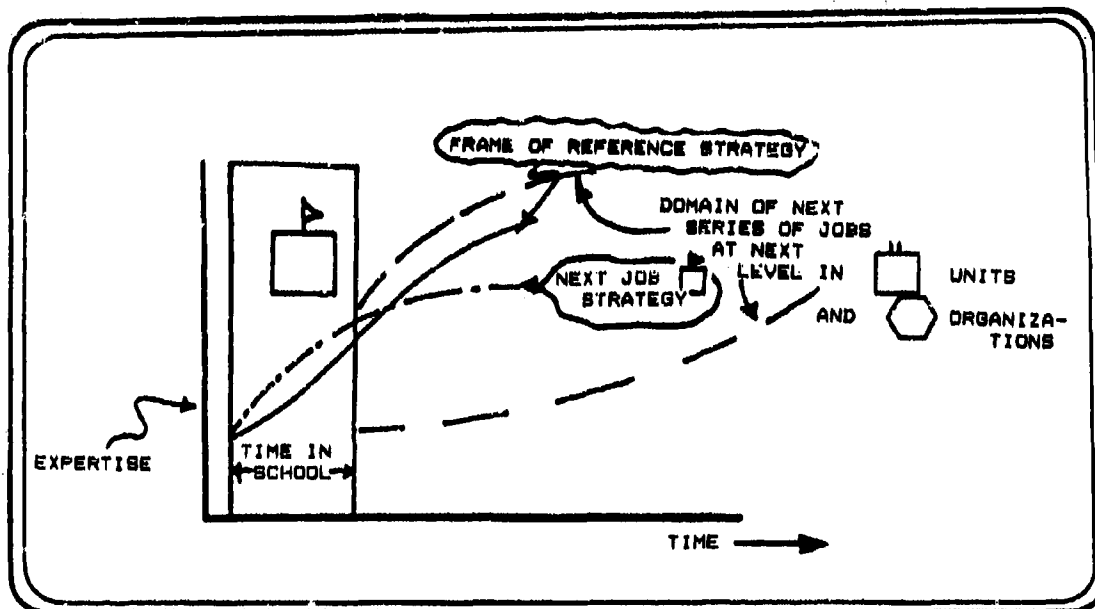


Figure IV-7: Resident Schooling Period Followed by Experience.

point that factual information relating to a concept decays more rapidly than does understanding the basic concept itself. For a more detailed discussion of this concept, refer to Annex F, Professional Development Concepts.

5. Figure IV-7 reflects the relative merit of two "school-house strategies" in terms of the expertise which an officer brings to a subsequent assignment—preparation for the "next job" versus preparation for the "next series of jobs." A pure "next job" strategy produces an officer who may be better prepared for the initial phases of his next assignment. An officer schooled first under a "next series of jobs" strategy would surpass his contemporary rather quickly. This strategy sees education and training offered early in the various phases of an officer's development and which is targeted toward the full range of assignments encountered by an officer at that given rank. This strategy allows the officer to have an understanding of the nature of his work and its context along with the knowledge of the appropriate conceptual and analytical thinking process he will use for decision making.

6. An officer schooled under a "series of jobs" approach knows better how to employ skills and relate them to what others are doing. He therefore has a basis for independent proactive behavior in consonance with his commander's intent. Additionally, when an officer changes assignments later in his post-schooling period, he can become technically proficient in a new job faster

because he knows the context of that job which he acquired in school. He can obtain any additional required training through functional courses at other schools as he already has the conceptual foundation (see Figure IV-8).

7. There is a strong requirement for the presentation of training and skill modules in schools and during unit training experiences. These are needed in order to establish the basic facts and procedures, to acquire updates and remain current. Under unconstrained conditions, these modules would contain hands-on practical exercises under as close to real-world conditions as is possible. The key point here is that follow-on training is much more valuable when the context is "cemented" at the officer's entry to a new level of responsibility.

#### Section 5. Commanders' Intent, Frames Of Reference, Decision Making and Cognitive Complexity.

1. The aim of any leader is to shape events so that he can influence the outcome. He does so by effectively communicating his intent (FM 100-5). In support of this end an Officer Professional Development System must grow and sustain a force of officers who understand and practice doctrine, can communicate their intent and have the strength of character to see the matter through to a successful completion. We begin the discussion in this section with a treatment of an experimental notional (or concept) developed by

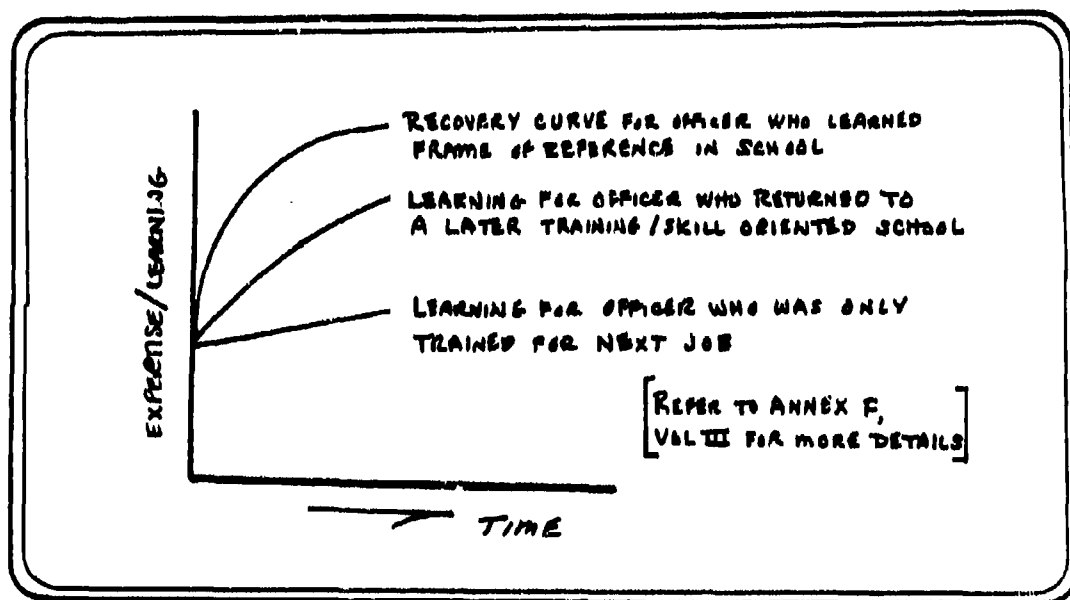


Figure IV-8: Comparison of Levels of Expertise Based on Different Sources.

ARI called "Frame of Reference", see Figure IV-9. Their conceptual work suggests that frames of reference may be an important component in a leader's ability to communicate his intent and influence events.

2. In accordance with this idea for an officer to be in a position to shape and influence events, he must be more than one who embodies the professional values of an officer (BE concept), one competent in the knowledge and skills of his position (KNOW concept) and one able to carry out actions (DO concept). He must also possess the proper frame of reference to understand the environment in which he operates, the response characteristics of the organizations he commands or

directs, external factors, the limits of his personal scope of decision making and where and how to apply his skills so as to achieve desired outcomes.

3. As an officer continues to advance in rank he does not continue to do the same things he did before. The very nature of the job and the external situation changes. The Frame of Reference—the sum total of an officer's understanding of himself, his role, his organization, his subordinates and the cause and effect relationships in the flow of events around him—takes on a different definition. He cannot lose his prior experience; it must be cemented in place to be built upon. His prior experience at lower levels gives him the

#### A USEFUL NOTION.

THE TOOL THE LEADER USES TO MAKE SENSE OF HIS SITUATION IS HIS FRAME OF REFERENCE. A FRAME OF REFERENCE IS WHAT HE KNOWS ABOUT HIS ORGANIZATION, ABOUT THE SITUATION, ABOUT THE ENEMY, ABOUT HIS SOLDIERS, ABOUT HIMSELF, AND ABOUT WHAT CAUSES WHAT IN THE FLOW OF EVENTS AROUND HIM. IT THUS IS ALSO HIS TOOL FOR KNOWING HOW TO HAVE IMPACT AND GAIN CONTROL OF EVENTS. WITHOUT A CORRECT FRAME OF REFERENCE FOR INTERPRETING WHAT IS GOING ON, IT IS NOT POSSIBLE TO BECOME PROACTIVE -- TO SEIZE THE INITIATIVE. DEVELOPMENT OF SUCH A FRAME OF REFERENCE THUS IS ESSENTIAL FOR EFFECTIVE LEADER PERFORMANCE ON THE FUTURE BATTLEFIELD, AS ENVISIONED IN EMERGING DOCTRINE, BECAUSE DISTRIBUTED DECISION MAKING MUST BE PROACTIVE.

IN ORDER TO UNDERSTAND WHAT HAS HAPPENED, THE LEADER MUST KNOW WHAT CAUSED WHAT. IN ORDER TO HAVE FUTURE IMPACT, HE MUST KNOW WHAT WILL CAUSE WHATEVER HE WANTS TO HAPPEN. THE FRAME OF REFERENCE IS HIS TOOL, BASED ON EXPERIENCE, FOR UNDERSTANDING WHAT CAUSES WHAT, ON THE ONE HAND, AND WHAT HE MUST DO TO HAVE A GIVEN DESIRED FUTURE IMPACT, ON THE OTHER HAND.

- FROM ARI -

Figure IV-9: Frame of Reference.

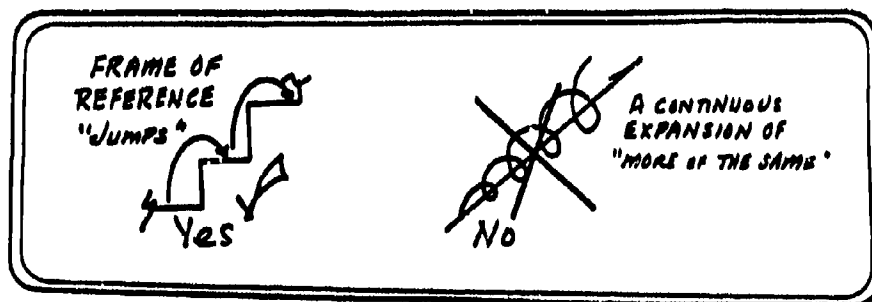


Figure IV-10: Nature of Work and Frame of Reference.

understanding of the limits and pliability of subordinate organizations and leaders and therefore permits him to select the means to influence them as well as guide and coach them in carrying

out their own responsibilities. He must recognize the change in the nature of his own work and rise to operate at his new level. The tools and behavior which were so useful at the lower level will

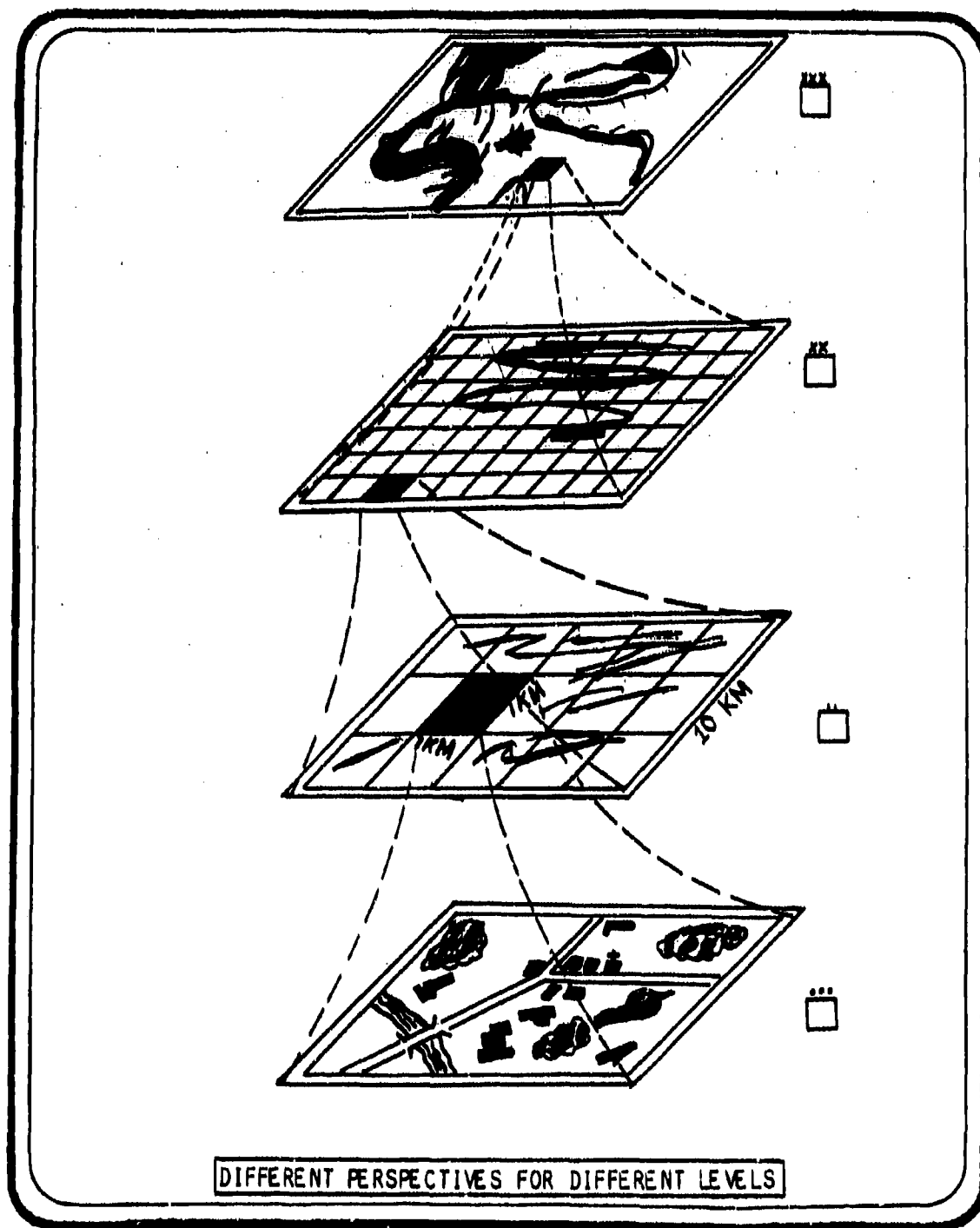


Figure IV-11: Different Frames of Reference for Different Levels.

shift into the different context of the company commander.

5. This shift in Frame of Reference was then translated into a figure depicting TOE commander and staff relationships at various levels along with examples of how tasks vary in a TOE unit or TDA organization setting (see FIGURE IV-12 and IV-13).

a. The Study Group drew certain insights from this diagram. Staff officers at all levels must understand the functions of their own unit and its subformations as well as the functions of the larger unit and their role within it. For example, the brigade staff officer should be thinking *analytically and conceptually* in the frame of reference of the brigade commander but acting and communicating *operationally* in the same Frame of Reference as the battalion commander.

b. The comments of General Friedrich von Mellenthin, Chief of Staff of the 5th German Panzer Army during World War II are appropriate here as to the importance of mutual understanding between professionals at all levels.





Commanders and subordinates start to understand each other during war. The better they know each other, the shorter and less detailed the orders can be. To follow a command or an order requires that it is also thought through on the level from which the order was given. The follow-through of an order requires that the person to whom it was given thinks at least one level above the one at which that order was given. For example, an order for a tank battalion requires thinking also on the level of the brigade. The mission requires one to be able to think, or to penetrate by thought, the functions of higher command.\*

c. If the brigade staff officer *operates* at the level of the brigade commander there may be confusion among subordinate echelons about who is in charge. If instead he operates at a lower level than the battalion commander, he becomes

\* BDM Corporation, *Generals Balck and von Mellenin on Tactics: Implications for Nato Military Doctrine—December 19, 1980*, Contract Number BDM/W-81-077-TR. McLean, VA: BDM Corporation, 1980.

only a messenger and not a proactive, anticipating officer able to carry out the intent of the brigade commander. Figure IV-12 also introduces another concept, the notion that up to a certain point, normally battalion command level, the analytical form of thinking skills are most critical. Beyond that level, other ways of thinking must be added to the officer's capabilities in order for him to properly integrate, synthesize and effectively influence the outcome of events.

6. Accordingly, based on the need of officers to shift frame of reference, we constructed the following depiction of the hierarchical organization levels, critical decision tasks and cognitive requirements for officer professional development (see FIGURE IV-14).

a. In order to determine how to enhance decision making capabilities in all officers at every level, it is necessary to understand both the steps in the decision making process and the general nature of decisions by level within an Army organization. The point stressed here is the general difference between routine, repetitive, analytical "programmed" decisions and novel, unstructured

EXAMPLES		
RANK	TDA (PEACETIME)	TOE (PEACETIME)
GEN	SEA DIRECTS CREATION OF LIGHT DIVISIONS	CINCPACFLT DEVELOPS MASTER REPOSITIONING PLAN
LTC	DOUGLAS ESTABLISHES A DIRECTORATE OF PROCUREMENT & CONTRACTING	CDR, 111 CORPS OVERSEES "POWER DOWN" LEADERSHIP CLIMATE
MG	CDR, HILFENGER DIRECTS IMPLEMENTATION OF APPROVED OPMS STUDY RECOMMENDATIONS	DIV CDR IMPLEMENTS FORCE MODERNIZATION PLANS/PROGRAMS
MG COL	USMC CENTER FOR LAND WARFARE DIRECTOR DEVELOPS CURRICULUM TO SPT AIRLAND BATTLE	ENGR BDE CDR TASK ORCA-NIERS BNS TO PERFORM MASTER SUPPORT MISSIONS
LTC MAJ	FORSCOM STAFF DEVELOPS NTC SCHEDULE FOR NEXT FY	BN CDR DECIDES ON FOCUS OF TRAINING AND DEVELOPS AND UPDATES ANNUAL TRAINING PLAN
CPT LT	BATO INSTRUCTOR DEVELOPS SUMMER TRAINING PROGRAM	COMPANY CDR ASSESSES UNIT NEEDS AND PREPARES QUARTERLY TRAINING SCHEDULE
NGO EM	RECRUITER PLANS VISITS TO LOCAL HIGH SCHOOLS	NGO TRAINS HOWITZER SECTION

DIFFERENCE IN FRAME OF REFERENCE BY LEVELS

Figure IV-13: Differences in Frame of Reference by Organizational Level.

# DECISION SKILL MODEL OF OFFICER PROFESSIONAL DEVELOPMENT

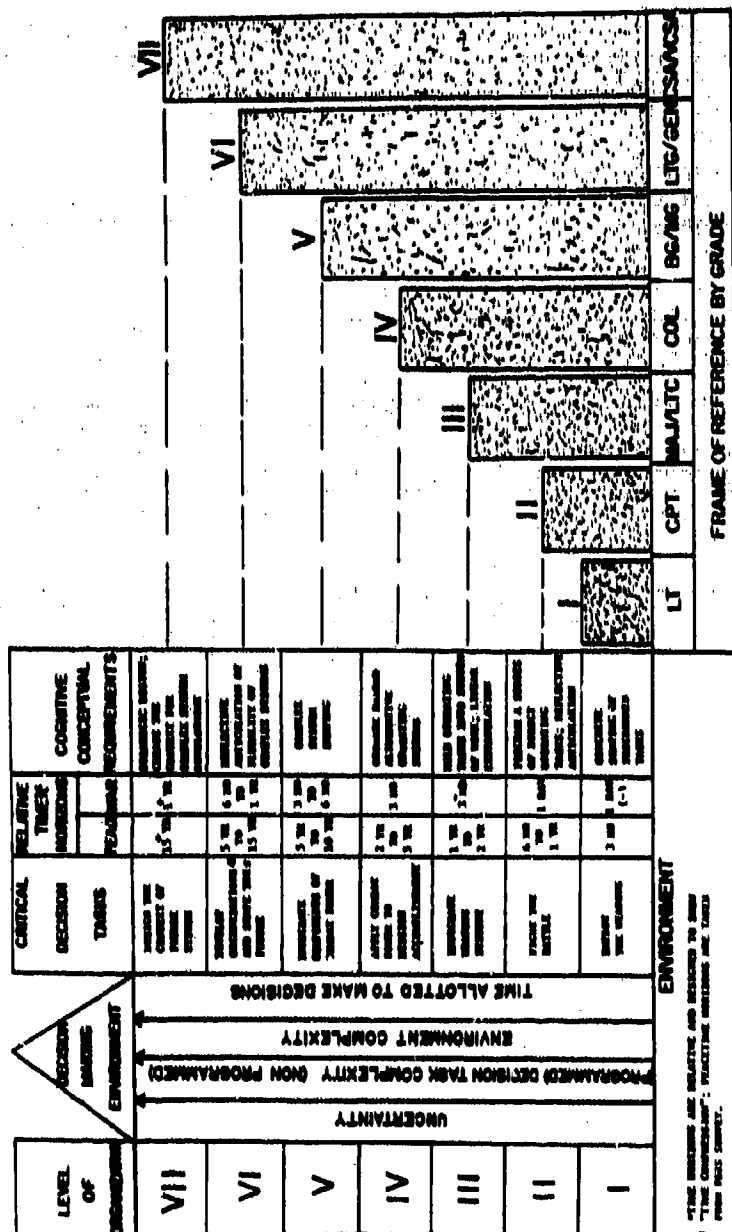


Figure IV-14: Decision Skill Model of Officer Professional Development.

"non-programmed" decisions. The latter type have a clear future orientation, as one must anticipate new and uncertain events rather than rely only on past, known experiences. Top Army leaders are most concerned with non-programmed, future-oriented decisions. Leaders at lower levels (e.g., platoon leaders) are most concerned with programmed decisions with a short time-horizon. Mid-level leaders are concerned with programmed decisions but also participate in non-programmed ones.

b. Time horizons depicted in the figure suggest that the time frame over which an officer needs to operate varies from less than a day to more than 15 years. These time horizon figures also suggest that a significant jump occurs between the battalion and brigade level relative to an officer's need to draw on conceptual, non-programmed decision making processes.

c. Decision times are severely compressed in wartime but the nature of the decisions and the decision making process remain the same. Of course, the precision of these time estimates is not as important as is the general recognition that the way one needs to think in order to make the appropriate decisions change by level in the organization. The PDOS study effort itself provides a good example of this point. We were chartered

to look through the next 40 years to assist Army senior leadership to create a desired system capable of substantially influencing events and policies related to officer professional development. Thus, we needed to investigate alternative futures and the impact of PDOS and follow-on policies over an extended time period. The subject is mentioned here as an illustration of the wide range of differences between the programmed decisions facing a lieutenant and those non-programmed decisions facing the Chief of Staff, Army. As the complexity of the organization, the interrelationships of activities, response time and frame of reference of subordinates all increase, the nature of decisions, the means to carry them out, indeed, even the tools to make decisions all change. As the reader reviews the methods recommended by the PDOS group which support the officer decision making process he will see that these processes vary considerably at different ranks.

## Section 6. PDOS Professional Development Framework.

1. The framework for the desired professional development system emerged as a culmination of the ideas expressed in the preceding sections. Figure IV-15 shows this framework. It depicts

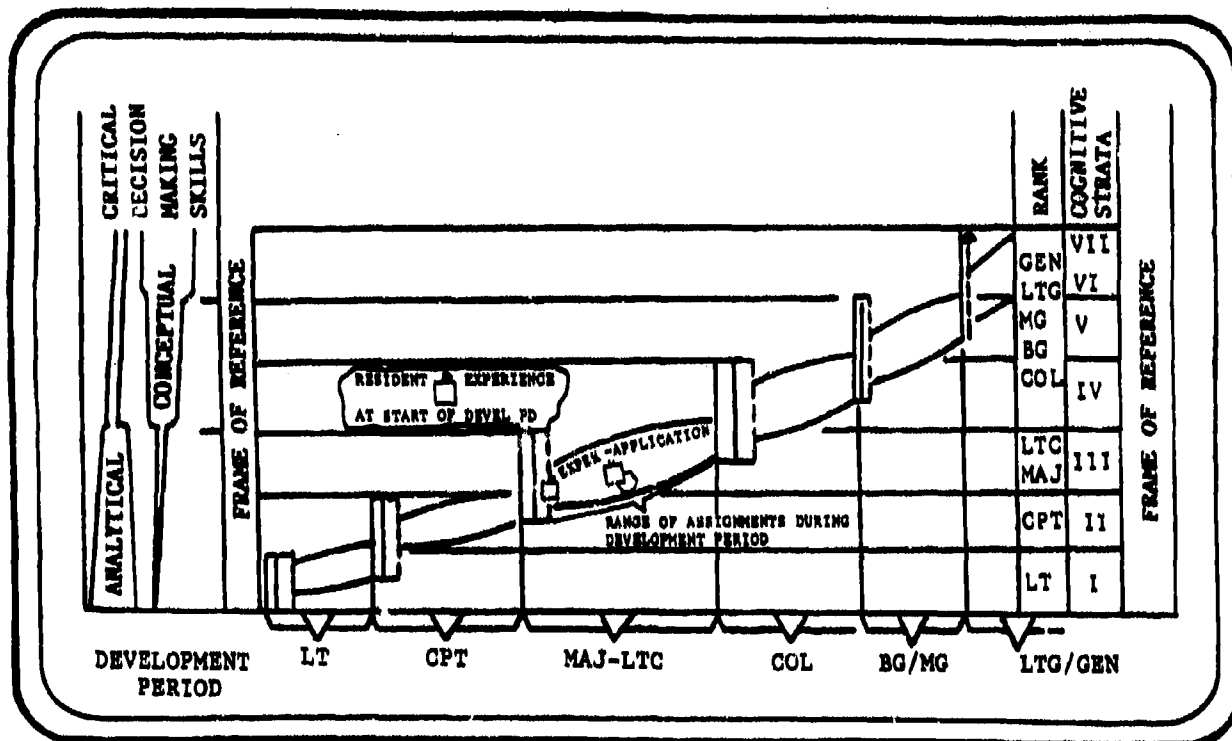


Figure IV-15: Combining Theory, Roles and Development Periods into the Professional Development Framework.

the desired system for officer professional development and represents the theory-based rationale behind the PDOS recommendations made to the Chief of Staff.

2. A number of concepts are depicted along the vertical axis:

a. Far left: A conceptualization of how an officer must gradually transition from a primary reliance on analytical, programmed decision making processes to conceptual, non-programmed, decision making processes.

b. Near right: The Army's current rank structure.

c. Far right:

(1) Cognitive Stratum: An effort-level scale—the higher the number, the greater is the amount of cognitive power required to perform work. "Cognitive power" is defined as the mental force the officer must exercise in order to gather, process and organize information so as to shape events and successfully perform his job.

(2) Frame of Reference: A new frame of reference is required at each cognitive stratum.

3. The PDOS framework is a living system in that it depicts professional development which occurs throughout an officer's career in both peace, when career development occurs over a period of years and, in war, when development is compressed. In Figure IV-15, development requirements are dictated by the demands of the organizational level and Frames of Reference associated with each level. While the demands of the system remain constant (depicted along the vertical axis), the individual development periods on the horizontal axis expand and contract due to times spent in grade at various ranks but within a relatively fixed time frame (which today is about 30 years in length).

4. Along the horizontal axis, the model depicts six post-commissioning development periods—lieutenant, captain, major/lieutenant colonel, colonel, brigadier and major general and senior general officer. Between these development periods are postulated quantum jumps where a major shift in Frame of Reference appears to be required of the officer in order for him to properly function at the next level. A resident school experience away from normal job pressures is the preferred mode for performing this shift in frame of reference.

5. A typical development period is at Figure IV-16. It depicts an initial resident school experience where the student learns how to acquire information and performs his personal role of gathering factual knowledge and remaining current. The student is coached by faculty mentors in how to apply basic knowledge to duty assignments that will follow during the development period. A mature, experienced faculty conducts exercises in order to provide experiential application to the learning cycle. Thus the student understands the appropriate Frame of Reference and is prepared to receive specific duty-oriented modules as needed for the next assignment. As "smarter courseware" and computer knowledge bases become available, many follow-up developmental period courses can be provided electronically to the officer while he is in his follow-on assignments. Therefore, if an officer is placed in a situation without the benefit of added formal preparation, he will be better prepared to learn on the job after the Transition Point schooling.

6. A critical implication of the transition-point resident school is the change required in the role of the instructor. Rather than being an "information conduit," the instructor is a role model with the responsibility of guiding students towards a comprehensive understanding of the context in which their future duties are to be performed. It is not sufficient for an instructor to be only a subject matter-expert. It takes maturity and experience to fulfill this role. Actions such as fulfilling a service school's Officer Distribution Plan allocation through blanket substitutions of lieutenants for higher grade officers is a "non-winner." If the Army cannot afford to pay the bill to have the critical quality and maturity of the faculty then we need to design a different training strategy and forego attempts to enhance education and decision making in the Army school system. Annex E, Implementation Plan, lays out the estimated bill—one which the Chief of Staff referred to as "peanuts" compared to the net gains which we can expect.

7. The mentor-based school system strategy is only one part of the development equation.

a. A similar mentorship approach is needed in units and organizations if we are to succeed in continuing officer education and training throughout the development period.

(1) The term "mentor" conveys the image of the seasoned, senior experienced leader who can offer the wisdom of years of experience from which to counsel and guide younger individuals during their career progression.

(2) The mentorship relationship is one of the most complex and developmentally important relationships an individual can have, both in early adulthood and at mid-career.

(3) Mentoring functions are both career functions (e.g., sponsorship, exposure and visibility, coaching, protection and challenging assignments) or psychological functions (e.g., role modeling, acceptance-and- confirmation, counseling and friendship).

(4) Mentorship is a critical career training and development tool. For example, the literature suggests that it can be an important tool throughout the progress of a career; that most corporate chief executive officers and political leaders have had mentors who were important teachers for them; and that serving as a mentor may also be professionally rewarding for both men and women.

b. In a military context, officers desire to be on the receiving end of a mentoring style of lead-

ership. For example, PDOS survey results indicate that 88 percent agree that the officer should first be a mentor and a role model and that commanders should be evaluated on the extent to which they develop the officers serving under them. Also, general officers strongly state that the leader is responsible not only for mission accomplishment, but also for the simultaneous development of subordinates. However, 59 percent of all officers do not perceive themselves as having a mentor in their current assignment and leadership related instruction in schools is not seen to be very effective (i.e., not sufficiently experiential nor taught by experienced faculty).

c. The specific mentor-based strategy for educating and training officers in units requires a parallel approach to the one recommended in the school system—and, yet, it is one which will be perhaps the more difficult to achieve. To have a change for success at developing those critical thinking and warfighting skills required by the

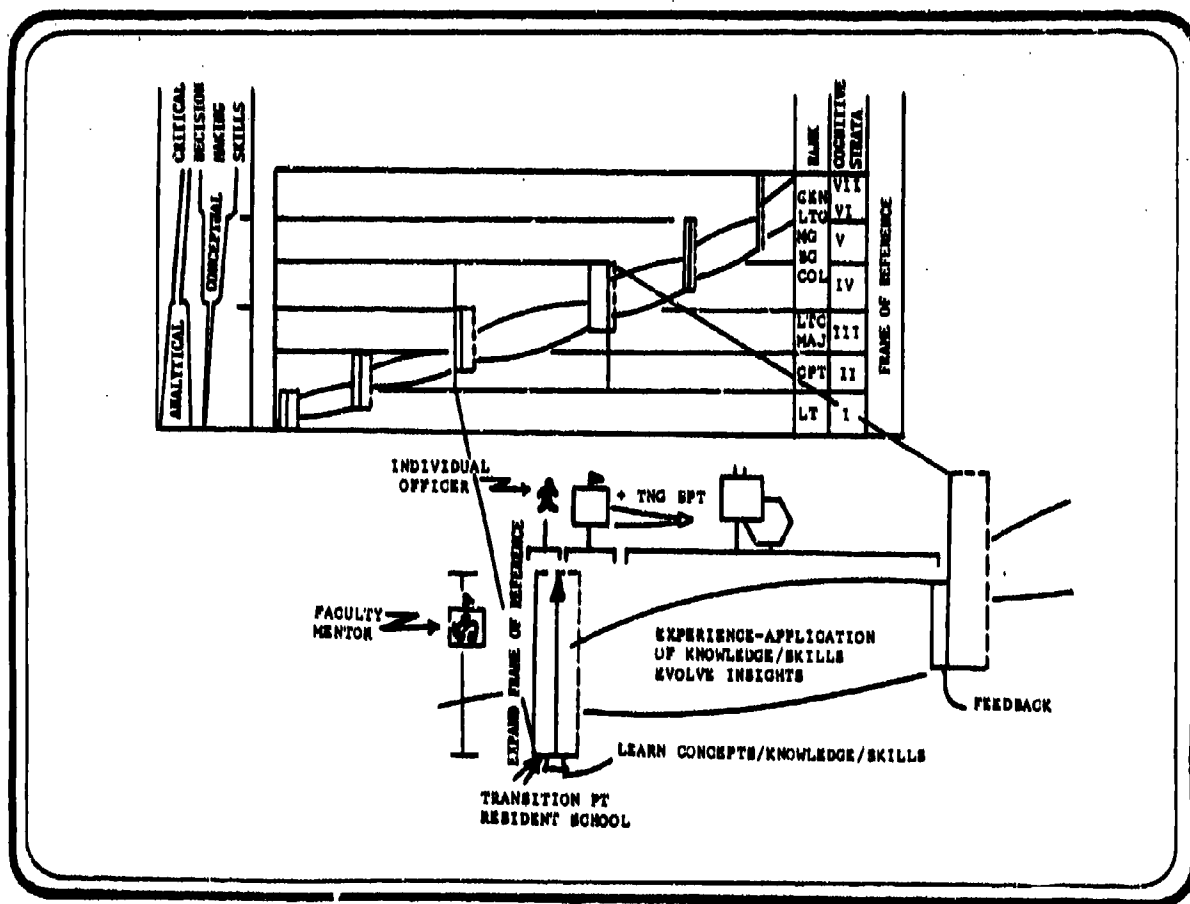


Figure IV-18: A Typical Development Period.

challenges of the future battlefield, the junior officer must have the time, opportunity and climate to develop them. The experiential mentorship-based teaching model recommended for the school is exactly the same model needed in the unit or organization. Senior leaders must teach and mentor junior officers. Learning in the unit must be systematic, progressive and experientially-based. Training the officer to fight and think involves the maximum use of simulations, realistic training, TWETs, battle planning and just

plain old-fashioned sessions of "what-if-ing." Practice and feedback are key ingredients, accomplished in an environment where an officer is challenged to experiment without fear of failure. For these things to happen requires that commanders acknowledge and claim responsibility for the mentorship role, adopt experiential learning and teaching methodologies and establish the necessary developmental climate within which constructive feedback is provided to the individual officer.

## Chapter V

### The Seven Officer Professional Development Periods

#### Section 1. Introduction.

1. *General.* The professional development framework in Chapter IV identifies seven distinct development periods across an officer's career. Beginning with Pre-Commissioning, the remaining six periods are: Lieutenant, Captain, Major and Lieutenant Colonel, Colonel, Brigadier and Major General and senior General Officer. Remember that each development period consists of the appropriate transitional school experience, frame of reference, follow-on assignments and learning experiences, the sum total of which comprise the development period for officers at a particular phase of their career progression.

2. *Overview.* This chapter summarizes the significant development factors for each of the seven development periods to include the aim, major thrusts, PDOS-recommended base policies which were approved in concept by the Chief of Staff, Army and any modifications or disapprovals to those policies which were made by the CSA. For example, within each period, the following elements are discussed:

a. Current work experience and development environment to include general personnel management and representative duties required of the officer during the period.

b. Required skills, knowledge and abilities in terms of what an officer must BE-KNOW-DO at the end of a particular period and prior to transitioning to the subsequent period.

c. Education and training methodologies to include roles of the individual officer, the commander or supervisor and the instructor in the school.

d. Aim, major thrusts and PDOS-recommended base policies (with CSA modifications or disapprovals, as appropriate) that are designed to enhance officer development during the period.

e. Detailed information about each development period are provided in the following annexes:

(1) Annex A, System Spread Sheets.

(2) Annex AA, Development Period: Pre-Commissioning.

(3) Annex BB, Development Period: Lieutenant.

(4) Annex CC, Development Period: Captain.

(5) Annex DD, Development Period: Major and Lieutenant Colonel.

(6) Annex EE, Development Period: Colonel.

(7) Annex FF, Development Period: Brigadier and Major General.

(8) Annex GG, Development Period: Senior General Officer.

#### Section 2. Development Period: Pre-Commissioning.

##### 1. Background.

a. This development period begins with entry into a pre-commissioning program and ends upon commissioning as an officer.

b. During this period, the cadet or candidate begins the transition from a purely civilian, warrant officer or enlisted orientation toward a commitment to the Professional Army Officer Ethic. Professional attributes such as courage, candor, commitment and the pursuit of fitness as a way of life are developed and reinforced, as appropriate. The cadet or candidate experiences a progression of leadership and other skill training opportunities which help him acquire basic military skills, knowledge and abilities. It is also during this period that the cadet or candidate makes the

decision to assume the responsibility for the defense of the nation by accepting a commission as an officer.

c. There are three primary sources for commissioning: the United States Military Academy (USMA), Reserve Officer Training Corps (ROTC) and Officer Candidate School (OCS). The Army National Guard operates its own state OCS programs in coordination with the Infantry School. Because there is a tremendous variance in standards and experiences across and within various commissioning programs, it is essential that each cadet and candidate become proficient in skills and abilities derived from a core course curriculum so that upon commissioning new officers will share a similar frame of reference.

2. *Duties.* Cadets and candidates serve in a variety of peer leadership positions and become somewhat familiar with the duties of junior officers through classroom instruction and discussion, some field training, summer camp and other practical experiences. Upon certification that the cadet or candidate has successfully achieved pre-commissioning standards, he is offered a commission. Development experiences range from collegiate to authoritarian in nature and are varied across the pre-commissioning programs.

3. *Frame of Reference.* Because of the differing sources of commissioning, each with a unique set of development experiences, special challenges exist in providing cadets and candidates with a common shared frame of reference. Development of this frame of reference is summarized in the following brief discussion of the officer attributes at the end of the Pre-Commissioning Development Period.

a. BE. As a leader, each cadet and candidate becomes committed to the Professional Army Ethic. He accepts the basic officer values of integrity, selflessness, honesty, special trust, loyalty and care for soldiers. He also accepts responsibility for protecting the Nation, is physically fit and able to perform under stressful conditions.

b. KNOW. As a leader, each cadet and candidate must know:

(1) The factors of leadership: to include the relationship of officer behavior to professional values, basic military leadership, communication skills and human needs and emotions so as to be able to effectively lead small units in combat.

(2) Himself: to include the necessity for possessing basic educational skills, the individual

responsibility for self-development and familiarity with the results provided from an assessment program.

(3) Duty requirements: to include Military Qualification Standards (MQS) tasks, practical approaches to military problem solving, the application of military history to present problems, initiation of a professional reading program, basic knowledge of "the threat," map reading and cross-country navigation, the fundamentals of small unit infantry tactics, knowledge of the use, maintenance and inspection of individual weapons and equipment.

c. DO. As a leader, each cadet and candidate must be able to provide direction for others through the application of elementary decision making techniques and the use of a common operational language to direct actions and conduct planning in small unit operations. Above all, the cadet and candidate must begin a commitment to mission accomplishment and to responsibility for the development of himself and his subordinates.

4. *Schooling and Related Development Period Experiences.* To prepare for commissioning, cadets and candidates attend a rich variety of programs at various institutions. For example, ROTC cadets are educated in a college environment and participate in ROTC classes and military training for a few hours each week plus summer camp. USMA cadets experience four intense years with military instructors and training integrated with college courses so as to achieve an inculcation of professional values that make officership a way of life. OCS provides officer candidates an intense period of direct military training in a strict military training environment. Pre-commissioning training through summer camp, drill, troop leader training, classes and various other formal and informal experiences prepares cadets and candidates to become officers.

5. *Roles and Methods in the Development of Cadets and Officer Candidates Throughout the Development Period).*

a. Development Roles. Cadets and candidates are responsible for proactively seeking to acquire the knowledge, skills and abilities required of them prior to commissioning. Instructors and cadre will function in a mentor role, serving as instructors and educators, as teachers, coaches, guides and role models. These mentors will assist cadets and candidates through a series of systematic and progressive development challenges that stress hands-on experience, small group methodologies and discipline. As role models, the mentors will also guide cadets and



candidates in understanding internalizing basic military values and the Army Ethic. Outside the classroom, military organizations of the cadet and candidate will serve as learning laboratories which will provide professional development opportunities that are sequential and progressive in nature and gradually expose the cadet and candidate to the full range of responsibilities associated with officership.

b. **Methods to Emphasize.** Generally, small group learning under the tutelage of an experienced instructor provides the best opportunity for detailed understanding of the material being taught. This implies that cadets and candidates are expected to receive as broad-based an education as is possible so as to acquire those cognitive skills necessary for progressive development of decision skills through a military career. In conjunction with the broad-based education, military skills training, to include leadership and the inculcation of appropriate values, should be as experiential as possible. This means that the theories discussed in Chapter IV should be the foundation of the cadet and candidate classroom and field training and organization learning environments. Computer assisted learning experiences should compliment rather than replace other learning experiences; practical field experiences such as Airborne, Air Assault and Troop Leader Training should provide valuable hands on opportunities for development.

#### **6. Aim, Major Thrusts and PDOS-Recommended Base Policies.**

a. **Aim.** The aim of Development Period Pre-Commissioning is to provide properly qualified individuals to meet Army commissioning standards.

b. **Major Thrusts.** The following major thrusts assist in accomplishing this aim:

(1) Tighten commissioning standards to meet current and projected Army requirements.

(2) Review current pre-commissioning entry standards for all programs and ensure that they all meet a common minimum standard and are tied to the commissioning standard.

(3) Develop a set of branch-specific commissioning standards for each branch which are compatible with basic commissioning standards.

(4) All standards should be tied to the individual assessment program (see Annex H, Self Development and Individual Assessment Program).

(5) Verify MQS I skill qualification.

(6) All ROTC cadre will attend a formal training program.

c. **PDOS-Recommended Base Policies.** These policies have been approved in concept by the CSA:

(1) Commissioning standards will be tightened and tied to an assessment program (e.g., military skills, physical standards, PMS evaluation, ROTC Basic/Advanced Course).

(2) Minimum standards for entry into all pre-commissioning programs will be uniform, based on commissioning standards and tied to the individual assessment program.

(3) Branch selection procedures will consider the qualifications of each individual measured against an established set of standards required by each branch.

(4) Assignment of cadre will be based in part on the branch production mission of the institution with the aim of assisting in the recruiting effort by providing a role model and mentor.

(5) All ROTC cadre will attend a formal training course prior to assuming duties.

#### **7. References.**

a. Refer to Annex A, System Spread Sheets, for the Development Period: Pre-Commissioning spread sheets that define the officer attributes, list Development Period policies which will be implemented as they are approved, list specific education and training methods to use, assign professional development roles and describe the current and near-term future environment for cadets during this Development Period.

b. Refer to Annex AA, Development Period: Pre-Commissioning, for a more detailed discussion of this Development Period, an in-depth discussion of the policies that operationalize the aim and major thrusts which were approved in concept by the CSA and a discussion of the specific pre-commissioning issues addressed during the PDOS study.

c. Refer to Annex H, Self-Development and Individual Assessment Program, for a discussion of both the individual assessment program and MQS I.

### **Section 3. Development Period: Lieutenant.**

#### **1. Background.**

a. This Development Period begins the day an individual is commissioned as an Army officer and ends with his promotion to captain. Currently, this period lasts about three and one-half years.

b. During this period an officer undergoes a change from holding basically non-officer attitudes to adopting the values and attitudes of an Army officer. The lieutenant's foundation of core officer values is set and he makes his first real contact with Army units and missions. The officer, as a platoon leader, first experiences direct responsibility not only for equipment but especially for leading soldiers. He observes what captains and field grade officers do and gets his first indication of what will be expected of him in the future. It is during this period that the officer makes his first decision to voluntarily extend his commitment to the service or to return to civilian life.

c. Lieutenants are normally trained only in their basic branch. It is essential that each becomes totally qualified in his branch at the platoon or equivalent level. This is best accomplished through resident training at a branch basic course followed by a branch field assignment with troops. Special training courses that enhance the officer's self-confidence, physical competence, leadership ability (such as Ranger or Airborne) complement the branch skills of all officers and should take place during this period.

**2. Duties.** Lieutenants are first line supervisors. They command platoons in many branches and provide leadership and specialized branch knowledge in all duty positions in their branch. It is essential for every lieutenant to perform in a branch duty position at the lowest organizational level for an extended period of time (ideally, 18 months minimum) so that he builds a base of practical branch related experience early in his career.

**3. Frame Of Reference.** Lieutenants come into the Army with a largely civilian and non-supervisory orientation. Since Army officers serve in leadership and supervisory capacities, this orientation must evolve into that of a military officer. Development of this frame of reference is summarized in the following brief discussion of the officer attributes at the end of the Lieutenant Development Period.

a. BE. Lieutenants exhibit officer values and have begun to internalize them. Their branch-

related experiences at battalion level and below ensure that they understand their role in the Army. These experiences enhance their ability to handle physical and mental stress, to serve as coaches for their subordinates and to display a clear mission focus.

b. KNOW. Lieutenants learn about human nature through experience and apply the principles of leadership doctrine during that experience. They become experts in their branch related skills at platoon or equivalent level and hone their general military skills and knowledge through continued study and practical experience.

c. DO. Lieutenants apply their leadership skills by working directly with soldiers and developing their subordinates into teams. They receive guidance, take action based on that guidance and follow through to ensure that the job is done well.

#### **4. Schooling And Related Development Period Experiences.**

a. The basic branch Officer Basic Course (OBC) prepares lieutenants to train individuals, teams, squads and platoons and includes sufficient instruction to provide an understanding of the environment of the company, battery or troop, including its tactics, organization and administration. During OBC, lieutenants are introduced to MQS II which defines the common military skills, knowledge and tasks in which they need to be proficient by the time they are promoted to captain.

b. After the OBC sets the foundation for the new lieutenant, he must apply what he has learned. To become an asset to his basic branch, that experience should be in a unit that provides the opportunity to solidify branch skills and practice basic leadership skills.

#### **5. Roles And Methods In The Development Of The Lieutenant (Throughout The Development Period).**

a. Development Roles. Lieutenants assume responsibility for their own learning and professional development. The individual gains factual knowledge and remains current in subject areas via ready electronic access to the knowledge base maintained by the service schools. Mentors assist lieutenants by stressing hands-on experiences and by helping them to keep current in branch-related subjects. Mentors also exemplify professional values and assist lieutenants in understanding and internalizing them. Units and organizations provide professional development

opportunities via a command climate that is conducive to learning, creativity and initiative. Finally, service school instructors and mentors model professional values and conduct experiential training designed to prepare lieutenants for their first assignment.

b. **Methods To Emphasize.** Lieutenants learn best through experience, especially practical field experiences at low organizational levels where they can learn by doing. Lieutenants also benefit from thoughtful reflection on and discussion of their professional readings and from computer assisted instruction packages when this technology becomes generally available.

**6. Aim, Major Thrusts and PDOS-Recommended Base Policies.**

a. **Aim.** The aim this development period: Lieutenant is to develop a lieutenant who is an expert in branch skills at the platoon or equivalent level through education, training, self-development and assignments.

b. **Major Thrusts.** The following major thrusts assist in accomplishing this aim:

(1) Ensure all officers attend OBC followed by a branch assignment with troops with a goal of 18 months minimum as platoon leader or equivalent.

(2) Institute a Common Core of skills, knowledge and proficiencies across all OBCs.

(3) Verify MQS II skill qualification.

(4) Develop and provide appropriate self-development materials for officers (e.g., a professional development publication, information on the individual assessment program, a professional development document which presents career highlights, professional development roles and other matters which directly or indirectly influence professional growth).

c. **PDOS-Recommended Base Policies.** These policies have been approved in concept by the CSA:

(1) OBC will be a resident experience for all officers upon entry into commissioned service. The purpose of OBC is to:

(a) Set core foundation for officer values.

(b) Provide branch training/knowledge.

(c) Provide initial professional development guidance and materials.

(2) **Goal:** The first assignment after OBC for all lieutenants will be to a branch material position, preferably with troops.

(3) TRADOC develop and implement common core curriculum across all OBCs.

(4) ODCSPER and TRADOC develop and publish professional development material (professional development document, notebook, journal).

**7. References.**

a. Refer to Annex A, System Spread Sheets, (Development Period: Lieutenant) which define the officer attributes, list development period policies that will be implemented as they are approved, list specific education and training methods to use, assign professional development roles and describe the current and near term future environment for officers during this development period.

b. Refer to Annex BB, Development Period: Lieutenant, for a more detailed description of this development period and a discussion of the policies that operationalize the aim and major thrusts which were approved in concept by the CSA.

c. Refer to Annex H, Self-Development And Individual Assessment Program, for a discussion of both the individual assessment program and MQS II.

**Section 4. Development Period: Captain.**

**1. Background.**

a. This development period begins the day an individual is promoted to captain and ends with promotion to major. Currently, this period lasts about seven to eight years.

b. Relatively speaking, this development period provides more professional growth than any other period. It is during this time that the officer is responsible for the command of units, organizations and soldiers. Towards the end of this development period, the officer makes significant and, for some, agonizing decisions which may lead to a full career in the military. He engages in the full range of responsibilities which span all levels in the Army organization. Conventional wisdom within the Army says that this is the "best" time in an officer's career. The risks associated with captain level command can be high—as a lieutenant, one is expected to make mistakes; but captains are heard to say "you bet your bars." The risks are exciting. Toward the

end of this period, the officer experiences a significant shift in frame of reference. He is expected to be able to accomplish missions which are complex in nature and engage in decision making which is more "non-programmed" than ever before. The level of responsibility and the frame of reference for each officer expand greatly upon promotion to captain. Initially, a captain's focus is on branch related assignments, but as the officer matures and becomes more experienced, assignments unrelated to branch become more available. Training for these different positions is accomplished by a combination of resident schooling, unit and organization experience and self-development.

2. *Duties.* Captains command companies (or equivalent units), are principal staff officers at battalion or equivalent levels and serve as assistant staff officers and action officers on staffs from brigade through MACOM level. They are assigned to both TOE and TDA organizations, as well as to Joint and Combined organizations.

3. *Frame Of Reference.* A captain develops an enlarged perspective of the Army and his role in it and continues to commit himself to the service. This expansion in frame of reference is summarized in the following discussion of the officer attributes which captains possess at the end of the Captain Development Period.

a. *BE.* Captains internalize professional officer values and lead by their example by behaving consistently with these values. They understand their role in the Army and pass on this understanding to their subordinates and students. By the end of the Development Period they have honed their judgment through several practical experiences and broadened education.

b. *KNOW.* Captains are in-depth experts in their branch skills at company and battalion level and perform skillfully as experienced staff officers. They retain the military knowledge and skills they learned as lieutenants and expand them from a purely branch orientation to a combined arms and services orientation.

c. *DO.* Captains are dynamic leaders with a well-developed military-oriented thought process. They provide clear guidance to accomplish assigned missions and take action to implement guidance received. They build aggregates of teams into smoothly functioning units and develop their subordinates in a climate based on trust and mutual respect.

4. *Schooling And Related Development Period Experiences.*

a. In the early part of the period, each officer ideally attends an Officer Advanced Course (OAC) to prepare for the broad range of assignments that he can expect. The OAC prepares the officer for company command (or similar responsibility) and for staff duties at battalion and brigade level. OAC allows him to put past experience into perspective and enables him to learn the latest doctrine. During OAC, officers are introduced to MQS III which defines the common and branch military skills, knowledge and tasks in which he needs to be proficient by the end of the professional development period. See Appendix 1 to Annex CC, Development Period: Captain, for a more detailed discussion of OAC.

b. After attending OAC, an officer is eligible to attend the Combined Arms and Services Staff School (CAS3). The CAS3 course provides a standardized staff training experience that brings all students to an equal level in terms of common staff processes. The course also reinforces a common shared operational language and standardized decision making processes. The 1978 RETO study recommended that CAS3 be designed as a majors course; however, research on when and where officers serve on combined arms and TDA staffs suggests that the course needs to be presented not later than the eighth year of service in order for most captains to get training before or while serving on their first combined arms staff. See Appendix 2 of Annex CC, Development Period: Captain, for a more complete discussion of CAS3.

c. The most important objective for a captain is to become branch qualified at the company level prior to being assigned to branch immaterial assignments or beginning functional area training. The requirement for branch qualification is important in that it ensures that officers are well-grounded in the basic techniques needed in their branch so that they are able to execute combat missions. Branch qualification normally occurs after captains attend OAC and they complete a successful branch assignment (company command or equivalent). The proponents for each branch must determine the specific branch experience(s) required for branch qualification. See Appendix 3 of Annex CC, Development Period: Captain, for a more complete discussion of company grade branch qualification.

d. After company level branch qualification, officers are available for assignments with ROTC, Recruiting Command, Readiness Region, USMA, the staff and faculty of a service school or duty on division or higher level staffs or for advanced civil schooling. The captain may

also select a functional area and may receive initial training in the functional area. Due to current shortages of field grade officers, many captains often find themselves serving in a major's position by the end of this Development Period.

*5. Roles And Methods In The Development Of The Captain (Throughout The Development Period).*

a. **Development Roles.** Captains focus on cementing branch proficiencies and expanding their capabilities into a combined arms and services context by using appropriate elements of professional and self-development programs. Mentors continue to display the professional values expected of an officer, serve as role models and provide guidance and supervision in ensuring that captains learn the right lessons in sometimes challenging circumstances. Unit and organizational experiences provide the real-world laboratory in which captains apply theory, experiment with innovative solutions to old problems and develop methods of attacking new and different situations. Service schools provide the environment which broadens their knowledge and introduces new challenges and education and training technologies. Service schools also provide training support materials to individuals, units and organizations and keep the computer knowledge base current for all users.

b. **Methods To Emphasize.** Captains learn from their experiences, whether in service schools, on field exercises or from simulations of challenging situations. Small group instruction continues to provide an ideal forum for leadership development, peer interaction and individual assessment. Computer assisted instruction packages and wargame simulations (with or without computers) provide excellent learning methods for individuals and small groups during service school and unit and organization assignments and throughout the professional development period.

*6. Aim, Major Thrusts, PDOS-Recommended Base Policies and CSA Modifications to Base Policies.*

a. **Aim.** The aim this development period: Captain is to develop through a combination of education, training, self-development and assignments, a captain who is branch qualified, competent to command at company level, prepared to serve on battalion, brigade and higher level staffs and prepared for further branch and/or functional area development.

b. **Major Thrusts.** The following major thrusts assist in accomplishing this aim:

(1) Send 100 percent of the captains, as a goal, to OAC upon selection to captain and prior to company command.

(2) Institute a common core curriculum of skills, knowledge and proficiencies across OACs and tied to other courses (e.g., OBC).

(3) Verify MQS III skill qualification.

(4) Have all captains, as a goal, branch qualified at company level prior to branch-immateral assignments.

(5) Emphasize importance of duty as an instructor by assigning a greater number of former battalion and brigade commanders to service schools.

(6) Have all captains (OPMD and AGR) attend CAS3 prior to their eighth year of service.

(a) All those assigned from OAC to brigade and higher staff, attend CAS3 directly out of OAC.

(b) All those assigned overseas from OAC, attend CAS3 directly out of OAC.

(c) All captains attend CAS3 prior to brigade or higher level staff assignment.

c. **PDOS-Recommended Base Policies.** These policies have been approved in concept by the CSA:

(1) **Goal:** All officers attend OAC upon promotion to captain and prior to company command.

(2) TRADOC evaluate OAC in light of OAC mission and CAS3 to ensure that there exists no unnecessary duplication between the two schools; design modules into OAC which support preparation for follow-on attendance to CAS3.

(3) Company level branch qualification occurs prior to assignment to other than branch material position (e.g., functional area, civil schooling).

(4) All OPMD captains will attend CAS3 by eighth year of AFCS.

(a) Ramp to 2,400 in FY 86.

(b) Ramp to 4,500 in FY 87.

(5) Assign some former battalion and brigade commanders to school faculty.

d. **CSA Modifications to Base Policies.**

(1) One aspect of a base policy recommended, "With full implementation of CAS3, officers will only attend OAC of own branch." The CSA desires that some selected officers be provided an opportunity to attend an OAC of a different branch for cross-fertilization purposes.

(2) An aspect of another base policy recommended, "Some CAS3 seminar instructors should be former battalion commanders, however, all will have demonstrated proficiency at the brigade and division staff level." The CSA desires that the policy be restated to allow for "most" CAS3 seminar instructors should be former battalion commanders (the CSA later clarified "most" to mean approximately 50 percent).

### **7. References.**

a. Refer to Annex A, System Spread Sheets, (Development Period: Captain) spread sheets that define the officer attributes, list development period policies which will be implemented as they are approved, list specific education and training methods to use, assign professional development roles and describe the current and near term future environment for officers during this Development Period.

b. Refer to Annex CC, Development Period: Captain, for a more detailed coverage of this Development Period and a discussion of the policies that operationalize the aim and major thrusts which were approved in concept by the CSA.

c. Refer to Annex H, Self-Development And Individual Assessment Program, for a discussion of the individual assessment program.

d. Refer to Annex HH, Reserve Components, for a discussion of the thrusts and implications unique to the Reserve Components for this Development Period.

e. Refer to Annex S for a discussion of advanced civil schooling during this period.

## **Section 5. Development Period: Major And Lieutenant Colonel.**

### **1. Background.**

a. This Development Period begins the day an officer is promoted to major and ends with his promotion to colonel or upon his retirement. Majors and lieutenant colonels are included in one Development Period as the kinds of schools, assignments and responsibilities are similar for both ranks. Majors and lieutenant colonels share the same skills, knowledge and abilities with the

exception that the latter perform duties as battalion commanders (a few majors command companies, batteries and troops). Both ranks share similar responsibilities to train and lead soldiers at roughly the same levels in the Army. DOPMA currently mandates that the mandatory retirement for non-promotable selected majors be at 21 years of service and non-promotable lieutenant colonels be at 28 years of service.

b. During this Development Period, officers work in a variety of challenging duty positions. This requires a significant shift from the company grade to the broader field grade perspective with increased responsibilities. Initially, the major's focus is on branch related experiences and on the acquisition of additional specialty expertise. With maturation through the Development Period, the officer performs across a variety of assignments to include duty as a battalion or brigade staff principal, a high level staff officer, a commander or its equivalent. By the end of the Development Period, the officer is less likely to be performing in purely branch-related positions and is more likely to be serving in branch-immaterial or other specialty-specific positions. Education and training is accomplished by a combination of military and civilian resident schooling, unit and organization experiences and self-development.

2. **Duties.** Field grade officers command battalions or equivalent units and perform duties as staff principals and action officers on staffs from battalion through Headquarters, Department of the Army. Most field grade officer assignments (80 percent) are within a TDA organization. About 25 percent of lieutenant colonels have the opportunity to command during their career and historically about half of those selected were chosen the first time they were eligible. Current policy dictates that no more than ten percent of those selected for command will be picked from "first time eligibles." All officers selected for battalion-level command during this Development Period attend the Pre-Command Course (majors who command companies do not attend PCC).

3. **Frame of Reference.** Majors and lieutenant colonels develop a frame of reference that ranges from battalion or equivalent level through any level within Department of Defense. This expansion in frame of reference is summarized in the following discussion of the officer attributes at the end of the major and lieutenant colonel Development Period.

a. BE. As leaders, majors and lieutenant colonels are committed to the Professional Army

Ethic and internalize the appropriate professional character traits. This means that the field grade officer behaves in a fashion that is consistent with high moral and ethical values and must understand what the Army mission of protecting the Nation entails. As a role model and mentor for company grade officers, he prepares himself physically and psychologically for the rigors of war. He develops the ability to demonstrate a tenacity for mission accomplishment and the flexibility and courage to change as is required by the situation.

b. **KNOW.** At the end of the development period, majors and lieutenant colonels know the factors of military leadership, know human nature and know their own limitations. Additionally, majors and lieutenant colonels must know their jobs. They are expected to be experts in their branch and/or functional areas to include operations and support doctrine at the corps level and below. As key staff officers and battalion commanders, majors and lieutenant colonels understand "How the Army Fights," to include how other branches, functional areas, the Army and other services work together to multiply combat power and obtain national objectives. Majors and lieutenant colonels also understand "How the Army Works"—its functions: structuring, manning, equipping, training, managing, mobilizing and deploying, sustaining and managing information. In summary, the field grade officer deals with all the complexities of the major elements of growing, fighting and sustaining the Army. This requires a commensurate growth in the mastery of the art and science of war, staff techniques and the application of decisions and techniques that resolve problems.

c. **DO.** Majors and lieutenant colonels provide direction in the Army by commanding, leading, organizing and training units and organizations at battalion or equivalent level. As implementors, majors and lieutenant colonels integrate, coordinate and direct staffs, provide and supervise high quality instruction within the education system and translate and articulate the intent from higher organization levels into direct functioning activities. As motivators, majors and lieutenant colonels establish the institutional climate which produces initiative, trust, self-development and commitment in subordinates. Finally, as integrators of weapons systems on the battlefield, they mold multiple teams into a smoothly functioning system while making adjustments to this system based on the dictates of the environment.

#### *4. Schooling And Related Development Period Experiences.*

a. The primary military education experience for most majors and lieutenant colonels is through participation in a resident or non-resident Command and Staff College (CSC). Currently, about one-half of a year group attends a resident program; an additional one-third complete the course through non-resident instruction. For the majority of field grade officers, CSC is the last formal military education opportunity available to them.

b. Because of the broad range of assignment opportunities available to field grade officers and the requisite shift in frame of reference which accompanies their assignments, the CSC experience will occur as early as possible upon selection for promotion to major. To provide more officers the opportunity for a significant educational experience, multiple routes to an increased military education level (MEL) 4 (CSC level) are envisioned. Specifically, in addition to the current resident and non-resident CSC, constructive credit and foreign school programs, the Program Manager Course, the Logistics Executive Development Course and the Training with Industry programs, when connected with a land warfare and support core curriculum, will increase the number of officers who can participate in a residential development experience. As a consequence of expanded opportunities and the need for a broadened base of knowledge, MEL 4, accordingly, becomes a formal requirement for selection to lieutenant colonel.

c. The multiple and non-standard routes to MEL 4 plus the job demands associated with field grade officers assignments dictates the need for a Common Core of skills, knowledge and abilities for the field grade officer. Accordingly, the MQS system is to be expanded to major (MQS IV) and lieutenant colonels (MQS V) and those officers participating in other than the Command and General Staff Officer Course (CGSOC) will also complete the CSC level Army land warfare and support common core course work through school elective, resident experience at Fort Leavenworth or non-resident means. Additionally, a two week resident phase for the non-resident CGSOC provides the opportunity for enhanced integration of battle skill and doctrinal concepts in a simulation environment not currently available.

d. For a few selected officers, attendance at a second year school opportunity at Fort Leavenworth exists through the Advanced Military Studies Program (AMSP). These officers experience a broad, deep military education in the art

and science of war at the tactical and operational levels which goes beyond CGSOC in theoretical depth and practical application. Graduates obtain refined competence and in-depth expertise and skills associated with the conduct of the combined arms battle and an ability to think about the conduct of war in its broadest aspects.

*5. Roles And Methods In The Development Of The Major and Lieutenant Colonel (Throughout The Development Period).*

a. Development Roles. Majors and lieutenant colonels continue this training and education through combinations of a military reading program, computer assisted instruction (CAI) packages, teleconferencing simulations and wargames to augment field training opportunities. These officers also continue to receive guidance and coaching from unit and organization mentors through field trips, case studies, professional development seminars and other experimental applications. Mentors in the school stress experiential learning in a small group environment and provide developmental feedback on individual strengths and weaknesses through an individual assessment program. The school's role remains oriented on teaching, providing training support materials for the field, keeping the knowledge base current for multiple users and functions and stressing the development of complex integration and synthesis skills.

b. Methods to Emphasize. Small group learning experiences under the expert tutelage of an experienced mentor continues to provide the appropriate medium for development both in the school and in the unit or organization. New educational technologies such as CAI, teleconferencing, "smart" courseware, artificial intelligence and expert systems are all useful aids for continued development opportunities. Individual responsibility for development becomes the key to any additional real growth in field grade officer development.

*6. Aims, Major Thrusts, PDOS-Recommended Base Policies and CSA Modifications to Base Policies.*

a. Aims. The aims of the major and lieutenant colonel Development Period are to:

(1) Develop field grade officers who possess the body of knowledge and conceptual skills necessary to perform successfully in field grade command positions and in staff positions at all levels of the Army.

(2) Provide a small number of officers a broad and deep education in the art and science of war at the tactical and operational levels.

b. Major Thrusts. The major thrusts of this Development Period are to:

(1) Provide command and staff level education (MEL 4) for all majors.

(2) Provide multiple routes to command and staff level schooling with MEL 4 a prerequisite for active component promotion to lieutenant colonel.

(3) Have a MEL 4 land warfare and support core curriculum for alternative command and staff level schools.

(4) Continue the Advanced Military Studies Program.

(5) Continue pre-command training which provides a review and update for an officer assuming command.

(6) Expand the MQS program to include majors (MQS IV) and lieutenant colonels (MQS V).

c. PDOS-Recommended Base Policies. These policies have been approved in concept by the CSA:

(1) All active component officers will complete a resident or non-resident command and staff level course prior to selection to lieutenant colonel. This course will include a command and staff level land warfighting and support doctrine core.

(2) A small number of MEL 4 graduates will be provided opportunities for an Advanced Military Studies Program (AMSP) emphasizing the integration of the Art and Science of War at the operational level, in joint and combined operations and across the full spectrum of conflict. Actions related to AMSP include:

(a) Maintain enrollment at 48 students. Evaluate student, cost and benefit tradeoffs, then make decision on future course enrollment.

(b) Publish a DA circular which formalizes the selection process.

(c) Commander, TRADOC determine correct branch and skill mix for course attendees.

(3) Publish an Army Regulation which will define pre-command course policies, purposes and responsibilities.



(4) Develop a pre-command course tailored to the needs of RC lieutenant colonel commanders.

d. CSA Modifications to Base Policies: One aspect of a base policy suggested, "Promotion boards selecting majors will select officers for resident Command and Staff level schooling," is not approved as stated. The CSA desires two separate boards, one for selection to major and one for school selection. CSC selection will remain at four annual considerations.

## 7. References.

a. Refer to Annex A, System Spread Sheets (Development Period: Major and Lieutenant Colonel) which defines the officer attributes; lists development period policies that will be implemented as they are approved, specifies education and training methods to use, assigns professional development roles and describes the current and near-term future environment for officers during this development period.

b. Refer to Annex DD, Development Period: Major and Lieutenant Colonel, for a more detailed coverage of this Development Period and a discussion of the selection for CSC, alternative MEL 4 opportunities, the Advanced Military Studies Program and functional development during this period.

c. Refer to Annex S, Advanced Civil Schooling, for a detailed discussion of the utilization of officers with advanced civil schooling during this period.

d. Refer to Annex R, Command, for a more detailed discussion of the lieutenant colonel Pre-Command Course, including the RC Pre-Command Course.

e. Refer to Annex HH, Reserve Components, for more detailed coverage of the Reserve Components in this development period.

f. Refer to Annex H, Self-Development and Individual Assessment Program, for a discussion of the individual assessment program, MQS IV and MQS V.

## Section 8. Development Period: Colonel.

1. *Background:* The colonel development period begins the day an officer is promoted to colonel and ends upon the officer's retirement or promotion to brigadier general. Approximately 50 percent of Army lieutenant colonels will be promoted to colonel. They have diversified military experience, generally in two or more areas

(branch and functional), have usually attended all traditional Army schools through CSC, very often possess an advanced degree and have usually commanded at least once during their careers.

2. *Duties:* Colonels bridge the managerial gap between direct or mid-level leaders and the executive level of authority and responsibility. They command brigades, regiments, groups, division artilleries and division support commands, as well as many Army installations and support activities. They manage major Army and DOD projects and programs. Colonels serve as division chiefs of staff, principal staff officers in Army corps and division chiefs at echelons above corps. They head departments at major training centers and schools.

3. *Frame Of Reference.* The expanded frame of reference required of colonels is summarized in the following discussions of officer attributes at the end of the colonel Development Period.

a. BE. Colonels develop sufficient breadth of perspective to shape the development of systems and to set the climate for command, self-development and mentoring. They serve as role models for the Army at large and represent the Army at organizations outside the Army.

b. KNOW. As a senior leader, the colonel must exercise advanced reasoning and analytical skills while functioning primarily as an integrator—one who can successfully manage and orchestrate many systems. Colonels rely heavily on synthesizing and conceptual thought processes for decision making while retaining analytical skills, enabling them to assess, allocate and integrate forces which plan and execute tactical and operational orders.

c. DO. The colonel's warfighting orientation is on general tactical command (see Figure IV-13, Chapter IV) of brigades and similar levels and on operations and support doctrine at corps and echelons above corps. Many will be architects of policy at the strategic level of war and must, therefore, understand national and allied strategy.

## 4. Schooling And Related Development Period Experiences.

a. The primary military education experience for active component colonels is the Senior Service College (SSC), either resident or non-resident or an alternative experience, each of which qualifies for award of the MEL 1 designation. The Senior Service Colleges of the US Armed

Forces have been traditionally viewed as the premier military educational institutions that officers can attend.

b. SSC resident options include five US military colleges, three foreign or international military colleges and equivalent fellowship or research programs. In academic year 1985-1986, the Army will send 373 active and reserve component officers to these resident programs. Another 298 will begin SSC level studies as non-residents. The majority of Army colonels achieve MEL 1 by attendance at the Army War College.

c. The purpose of SSC-level education is to prepare senior field grade officers of both the active and reserve components for service, during peace and war, in command and staff positions requiring the leadership and management of diverse activities at the highest levels of responsibility in the Army which require increasingly frequent interface with other services, government agencies and civilian institutions.

d. The responsibilities that a colonel will assume, especially in light of future technological changes, make it imperative that he be provided the necessary decision making skills at the appropriate time to ensure his success on the future battlefield, in high level staff positions or in any other demanding position he may assume. It is incumbent on the Army's professional development system to provide every active component colonel the opportunity to obtain the skills which will enable him to operate at a higher frame of reference. This educational experience must take place early in the Development Period, preferably upon the selection of an officer for colonel. Therefore, when the new colonel assumes his first position, he will have the perspective and skills to perform in his role as a senior leader.

e. Ideally, all colonels would attend SSC on a resident basis, however, resource constraints preclude this. It is essential that some Army officers attend other Service's SSCs and vice versa. This cross-fertilization improves the colonel's effectiveness in Joint operations. Alternative MEL 1 experiences should include additional fellowship and research associate programs and the non-resident programs of other US SSCs.

f. SSC level education must provide a common core curriculum of proficiencies and knowledge appropriate to the responsibilities of colonels. This common core encompasses an understanding of national strategy and policy, executive development skills, integrative processes, the human dimension of combat, an historical perspective of war, the ability to envision future

wars and how the Army runs and fights. The two areas not traditionally treated satisfactorily in SSC programs other than resident AWC are how the Army runs and how it fights. It is absolutely essential that all colonels have a full understanding of both. To achieve this goal the AWC should develop both "Warfighting—Echelons Above Corps" and "How the Army Runs" courses which would be presented to all officers who receive MEL 1 education and training, regardless of source.

g. Subsequent Development. Many of the developmental programs available to majors and lieutenant colonels have their counterparts at the colonel level. This is particularly true of functional area training. Depending on need, colonels may attend language schools, systems management courses, force integration training or security assistance orientation, to cite but a few specialized opportunities. Colonels en route to "centrally-select" command or project management positions will attend the Pre-Command Course. These courses refresh the officer on the art of command, Army warfighting and support doctrines and any technical subjects considered necessary. Selected colonels can apply for executive development opportunities under the Advanced Management Program or the Senior Fellows Program.

#### *5. Roles And Methods In The Development Of Colonels.*

a. The colonel assumes full responsibility for his professional development. Even at SSC he will play the prominent role in determining the course and extent of his professional education. Subsequently, he will assess further needs and seek assistance for himself and his organization from mentors, schools and other resources. Colonels must do "constant battle" with the tendency to allow the pressures of the day to erode personal and organizational readiness.

b. Mentors, for the most part, will be general officers who must optimize the valuable commodity of time they have to develop subordinate colonels. They hold command and staff conferences, seminars and exercises and teach perhaps less directly than by their examples of ethical conduct, executive style and command climate.

c. The organization's role in a colonel's development is mostly passive. Colonels learn the art of controlling large organizations through their experiences in them. Moreover, colonels learn to shape and develop organizations rather than be shaped and developed by them.

d. Service schools provide training support to colonels on an individual basis and aid them in a broad range of objectives related to unit training. Schools also respond to doctrinal concepts from the field. Increasingly in the future, this interaction between officers in the field and schools will be conducted through electronic means.

**6. Aim, Major Thrusts, PDOS-Recommended Base Policies and CSA Modifications to Base Policies.**

a. Aim. The aim of the Colonel's development period is to develop a senior field grade officer who possesses the body of knowledge, conceptual and cognitive skills, expanded frame of reference and integrative ability to perform successfully in senior command and staff positions at high levels within the Army and the Department of Defense.

b. Major Thrusts. The major thrusts to accomplish this aim are:

(1) Provide all active component OPMD officers the opportunity to obtain MEL 1 upon selection to colonel.

(2) Warfighting (echelons above corps) and "How the Army Runs" will be part of the core curriculum for all MEL 1 producing programs.

(3) Meet the pre-command needs of all active and reserve component colonels.

(4) Formalize the linkage between the intermediate and senior level schools.

c. PDOS-Recommended Base Policies. These policies have been approved in concept by the CSA:

(1) All active component (OPMD) promotable lieutenant colonels and colonels will receive an opportunity to attain MEL 1 level education (resident, non-resident or other).

(2) All officers awarded MEL 1 will complete two courses: "Warfighting (echelons above corps)" and "How the Army Runs" to be offered and conducted by AWC (resident, non-resident or other).

(3) The AWC will remain a FOA of ODCSOPS; ODCSOPS develop a formal curriculum coordination procedure between TRADOC and AWC.

(4) Develop a pre-command course tailored to the needs of RC colonel commanders.

(5) Publish an Army Regulation which will define pre-command course policies, purposes and responsibilities.

d. CSA Modifications to Base Policies. Similar to Development Period: Major and Lieutenant Colonel, an aspect of a base policy suggested, "The promotion board selecting colonels will identify resident SSC attendees" and "remaining selectees will enroll in the AWCCPS or other non-resident program." This policy is not approved by the CSA and is currently under review along with the policy for Development Period: Major And Lieutenant Colonel. Furthermore, the CSA is deferring approval of the concept that only promotable lieutenant colonels and colonels will attend SSC or equivalent level schooling pending additional research on the potential of the policy to impact on the selection of general officers.

**7. References.**

a. Refer to Annex A, System Spread Sheets (Development Period: Colonel) which defines the officer attributes, lists Development Period policies, lists specific education and training methods to use, assigns professional development roles and describes the current and near-term future environment for officers during this development period.

b. Refer to Annex EE, Development Period: Colonel, for a complete discussion of this Development Period.

c. Refer to Annex R, Command, for a discussion of the pre-command courses.

d. Refer to Annex HH, Reserve Components, for a discussion of the Reserve Component aspects of this development period.

e. Refer to Annex H, Self-Development And Individual Assessment Program, for a discussion of the individual assessment program.

**Section 7. Development Period: Brigadier And Major General.**

**1. Background.**

a. Promotion to brigadier general represents the most selective transition in an officer's professional career. Each year the Army selects 60-70 officers to be brigadier generals, representing two percent of eligible colonels. On average, the newly selected general has 24 years of service and 4.5 years in grade as a colonel. Most have benefited from at least one below-the-zone promotion. Nearly all have attained MEL 1.

b. The transition brings a quantum leap in the expectations of subordinates and the public. People in and out of the service expect generals to give direction, to decide what things are most important and to know what to do under all circumstances. Thus, Army brigadier and major generals have entered a development period in which the increase in responsibilities, expectations and, of course, prestige exceeds that of any previous transition.

c. About 70 percent of brigadier generals can expect promotion to major general. Mandatory retirement for brigadier generals occurs at 30 years of service or five years in grade, whichever is later. Promotion opportunity for major generals is approximately 25 percent. Mandatory retirement for those not promoted is the later of 35 years of service or five years in grade.

## **2. Duties.**

a. Brigadier and major general assignment patterns are highly diverse. About 20 percent at a given time serve overseas. Some 40 percent serve in Army CONUS commands. Another 25 percent serve on the DA Staff or its field operating agencies (FOAs). The remaining 15 percent occupy DOD, JCS, CONUS unified command or special activity positions. Many brigadier generals serve as deputy commanders or assistant division commanders. More command positions exist for major generals. The majority of assignments available during this Development Period, however, will be at the integrating staff level. Approximately 35 percent of brigadier generals and 55 percent of major generals hold jobs involving significant joint or joint and combined interface.

b. A significant and growing number of general officer positions require either a specific branch or functional area background. Generals will need well developed executive and leadership talent as always, but they will increasingly come to their job with qualifications as experts—qualifications that will be essential to competent direction of the Army.

3. *Frame Of Reference.* All general officers need to understand the broad perspective of the Total Army in order to give purpose and direction to their organizations. Their expanded frame of reference includes Joint and Combined interaction and civil-military interface. This expanded frame of reference is summarized in the following discussion.

a. BE. Generals are the standard against which the ethical, moral and professional well-being of the officer corps is measured.

b. KNOW. Brigadier and major generals operate at levels where complexity and uncertainty are critical factors to be managed. The problems brought to the general for resolution demand more than analytical dissection. They require conceptual thinking and a synthesizing of diverse elements and disciplines. The new general finds himself deciding issues for his organization or the Army as a whole, the impacts of which will be felt years after his departure. The general's development, therefore, must enhance his capacity for multi-variate thinking and for looking several years into the future to anticipate complex and uncertain future needs and discern the long range impact of present policies. The general faces the same conditions of complexity and uncertainty in combat but must be prepared to make decisions under much more compressed time constraints. Thus the new general must become expert on how the Army runs from troop duty and installation management through the Army's role in the national defense establishment. The general must also nurture an understanding of doctrine and the conduct of wartime combat and support operations from division through theater levels.

c. DO. It is at the level of brigadier and major general that an officer exercises command and leads more indirectly, knowing by now he must accomplish his work through others. In command positions, he integrates staff and subordinate commanders who directly command organizations. In both command and staff positions, he must establish an organizational climate productive of mutual confidence, support and understanding.

## **4. Schooling And Subsequent Related Development Period Experience.**

a. Brigadier generals attend a transition course soon after selection. In 1984 the course consisted of two weeks (one week for RC) of orientation briefings, seminars and addresses. This also included stress management orientation, a visit to Congress, seminars on generalship, management instruction and force integration training.

b. Future brigadier general transition programs must accomplish developmental and assignment oriented goals in addition to the DA orientation:

(1) All new AC generals should attend an executive development course to acquire the necessary understanding of themselves and alternative management styles. Given the demands about to be placed on them for leadership of large

organizations, it is essential that they become adept at effective decision making and organizational management techniques.

(2) Generals must have an understanding of national strategy and the Army's operational doctrine. They should prepare to direct the Army's transition to war and theater operations. Their specific responsibilities need to be linked through a shared concept of Army, Joint and Combined doctrine. To this end the brigadier general transition program will include a seminar in Army doctrine and an exercise involving planning and operations at theater level or above.

(3) General officer designees do not automatically know how to be generals by virtue of their selection. Generalship brings major changes to an officer's life and that of his family. The formal transition program should give the techniques, formalities, public expectations and other nuances of generalship more prominence.

(4) New generals require new perspectives on the broadened nature of policy planning and policy making intrinsic to their responsibilities. The general officer's frame of reference involves extended time horizons over which his decisions will have effect. The ability to manipulate the complexities of the environment in order to favorably influence the outcome of events is such that a simple expansion of the same practices used as a colonel will not work. The totality of the shift is such that more sophisticated decision making tools and thinking processes are required. Information retrieval and decision aids, synthesis and conceptual skills all facilitate the transition to generalship. To facilitate this aspect of the transition, additional development training will be offered in the form of a future policy impact exercise.

c. The General Officer Continuing Education Program will continue to consist of the three components identified in the 1978 RETO Study: interassignment transitions, executive development courses and orientations.

(1) Inter-assignment transition refers to the preparation in specific skills and knowledge required of generals in order for them to function effectively from the outset in their next assignment.

(2) Executive development courses are the education and training for generals in areas of general relevance to a range of executive responsibilities and general officer positions.

(3) Orientations and updates provide information to generals on current Army policies,

programs, plans and problems considered by the Army leadership to be of high priority. These updates take a variety of forms, including the Chief of Staff's *Weekly Summary*, command conferences and special topic briefing teams.

d. Generals shape organizations and at senior levels shape the environments in which the Army exists. A large part of their contribution lies in developing Army structures, reinforcing its ethic, motivating its personnel and employing its resources. These executive functions are difficult to instill in an officer, dependent as they are on innate cognitive abilities. The role of developmental courses is to draw out and orient talented leaders so they may realize their full potential as corporate directors of the Army.

e. At least three limitations constrain general officer executive development and training. One is the notion that general officer time is too valuable to spend on education. Only repeated guidance to the contrary from the top will reverse this attitude. Second, General Officer Management Office (GOMO) requires full-time personnel to oversee continuing education if the programs are to be expanded. Third, there needs to be a better link between general officer position requirements, development goals and officer characteristics. A senior level assessment program could provide such a link.

#### *5. Roles And Methods In The Development Of Brigadier And Major Generals.*

a. General officers play the key role in their own continuing development. They pursue their own professional reading programs, seek to expand executive capacity and an understanding of politico-military affairs and learn to use new tools to assist in their decision making processes. Generals become senior mentors in any organization and learn the art of shaping command climate.

b. Brigadier and major generals will often look for counsel from seniors outside their chain of command, including retired generals. Nonetheless, senior generals invest considerable time with direct subordinates. They establish modes of communicating command priorities and intent. Mutual understanding at this level plays a key role in the health of any command.

c. MACOMs give emphasis and time for generals to pursue professional development objectives. Generals accept the importance of having deputies fill their positions during their periodic absences. MACOMs also hold frequent command seminars, exercises or conferences to enhance general officer decision making skills

and achieve other general officer development goals.

d. Army schools sponsor short courses and seminars for general officers. They also provide reading lists and distribute educational materials through a variety of media including computer assisted instruction packages. Civil schools provide an array of executive level courses in such areas as management and national security.

#### **6. Aim, Major Thrusts and PDOS-Recommended Base Policies.**

a. Aim. The professional development aim at this level is to derive a coherent system for the transition and continuing education of brigadier and major generals.

b. Major Thrusts. The major thrusts to achieve this aim are:

(1) To enhance the brigadier general transition program.

(2) To expand opportunities for general officer inter-assignment training, developmental education and orientations and updates through the addition of public affairs, information management, a professional library and additional CAPSTONE courses.

(3) To consolidate management of general officer development programs under GOMO.

c. PDOS-Recommended Base Policies. These policies have been approved in concept by the CSA:

(1) Transform brigadier general orientation into a formal transition program with up to six weeks in length distributed in segments across time and with the following course content:

(a) Self-development course.

(b) Land warfare and policy impact analysis exercises.

(c) Force integration training.

(d) DA staff briefings.

(e) Tailored assignment preparation.

(f) Unit fitness management seminar.

(g) Policy impact exercise.

(2) Expand inter-assignment, developmental and orientational programs.

(a) Increase participation in executive development programs and DA and MACOM seminars.

(b) Seek JCS approval to double the CAPSTONE course frequency.

(c) Develop general officer information management and public affairs courses.

(3) Consolidate responsibility for general officer development and assessment programs under one executive development organization (as recommended by Senior Leadership Coordinating Committee).

#### **7. References.**

a. Refer to Annex A, System Spread Sheets (Development Period: Brigadier and Major General) for the definitions of officer BE, KNOW, DO attributes, lists of Development Period policies that will be implemented as they are approved, specific education and training methods to use, professional development roles and a description of the current and near-term future environment for officers during this development period.

b. Refer to Annex FF, Development Period: Brigadier and Major General, for a complete discussion of this development period.

#### **Section 8. Development Period: Senior General Officers.**

##### **1. Background.**

a. The 1980 Defense Officer Personnel Management Act (DOPMA) limits the number of senior generals (lieutenant generals and generals) to 15 percent of the total authorized general officer strength. Promotions, therefore, occur irregularly and only to fill specific vacancies. About 25 percent of the Army's major generals attain a third star.

b. Lieutenant generals and generals constitute the senior corporate directorship of the Army. The decisions made by these 60 officers affect every sphere of Army activity. Their judgment about what is important to the Army plays a determinant role in its future. Senior generals serve at the discretion of the Secretary of the Army and the Army Chief of Staff. About one in four lieutenant generals will advance to the rank of general.

##### **2. Duties.**

a. Lieutenant generals command corps, support commands, certain overseas commands, CONUS armies and other special commands; serve as deputy commanders or chiefs of staff at MACOMs or principal and special staff officers at DA; and hold a variety of other posts in OSD,

DOD, NATO and Army educational institutions. Assignment distribution is 25 percent overseas, 30 percent in CONUS commands, 25 percent at DA and 20 percent in DOD, JCS or other special activities. Four star generals, beside the CSA and VCSA, normally command major combined, unified or Army commands or combinations thereof. Four of these commands (and one inter-service rotational NATO post) are overseas, the remainder (currently eight) serve in CONUS.

b. While all senior generals act in integrative capacities, one third of the lieutenant general positions require specific functional backgrounds in such areas as logistics, engineering, communications, computer systems and intelligence. Approximately 70 percent of these lieutenant general positions and all full general positions encompass Joint or Combined responsibilities.

### *3. Frame Of Reference.*

a. BE. Senior generals represent the highest standards of officership and the profession of arms.

b. KNOW. Senior generals exercise totality of command and integrate combat power at the highest levels. They consider critical information with broad gauged views, an absence of parochialism and a willingness to take a tough stand on issues. They apply the knowledge not only of "How to Fight" but also of "How to Train to Fight."

c. DO. Senior generals shape national strategy and integrate joint and combined forces to counter threats to national security in global and regional contexts. Developing a concept for future warfare, they apply resources to prepare for it. Senior generals must speak for the Army to the public, Congress, other services and to other nations and often rely on the art of persuasion to mobilize consensus behind their priorities. In essence, they shape the future for the Army.

*4. Transitional Schooling and Subsequent Development.* Lieutenant generals and generals participate to a limited extent in the continuing education programs available to brigadier and major generals. They direct and participate in development seminars and exercises within their own commands. Inter-assignment training and education take the form of command and staff briefings, orientation visits and preparation programs negotiated on an individual basis with Army schools and GOMO. In future years, DA will formalize senior general inter-assignment programs on an individual basis.

### *5. Roles And Methods In The Development Of Senior Generals.*

a. The roles assumed by individuals, mentors, organizations and schools are, for the most part, the same for senior generals as they are for brigadier and major generals. At the senior grades, however, officers must rely more on their own assessment of their personal development needs. They must program time in their schedules to break away for reflection (such as attending senior executive management courses which serve to stimulate new patterns of thinking or different approaches to organizational challenges) or to learn about new tools which assist them in their decision making processes.

b. Senior general officer development occurs largely through interactive communications with peers, superiors, civilians and colleagues in allied services and nations. Professional reading programs, which should become more eclectic, extend their personal insight and innovation. A general's command priorities and operational style by themselves translate into developmental challenges for subordinates and it is therefore essential for them to conduct periodic conferences, seminars and exercises to establish a healthy command climate.

### *6. Aim, Major Thrust and PDOS-Recommended Base Policy.*

a. Aim. The professional development aim at this level is a program for continued education and training of senior general officers.

b. Major Thrust. The major thrust to accomplish this aim is to create a formal program for executive development of lieutenant generals and generals.

c. PDOS-Recommended Policy. This policy was approved in concept by the CSA: Upon selection to lieutenant general (and between assignments thereafter) senior general officers will be provided opportunities for specific executive development and individualized assignment preparation.

### *7. References.*

a. Refer to Annex A, System Spread Sheets, for a listing of Senior General Officer Development Period key attributes, policy, specific education and training methods to use, the assignment of professional development roles and a description of current and near-term future environment for officers during this Development Period.

b. Refer to Annex GG, Development Period: Senior General Officer, for a complete discussion of this development period.

# Chapter VI

## System-Wide Issues

### Section 1. Overview.

1. The previous chapters have described factors which primarily influence the professional growth of officers within the seven development periods. Accordingly, the discussion involved issues which impact uniquely within a period without directly influencing growth in other periods.

2. This chapter carries the discussion one step further and develops those issues that may reasonably be referred to as "system-wide issues" for their influence is felt across more than one development period. These issues are discussed in order of those that apply generally to the attributes of officership (e.g., Warrior Spirit, BE-KNOW-DO, Professional Values, Art and Science of War, Expert-Integrator, Decision Making, Common Shared Operational Language, Self-Development and Mentor) and then those that apply primarily to the school (e.g., Common Core and Education and Training Methods). Care is taken to articulate the aims, major thrusts and PDOS-recommended base policies (which have been approved in concept by the Chief of Staff, Army) of each of these issues so as to clarify the roles expected of the individual officer, the officer as a leader, the school and the unit or organization.

3. Each of the system-wide issues identified above and discussed below draw its basis from the fundamental principles, strategic goals, theoretical concepts, education and training strategies and professional development framework articulated in previous chapters. Refer to the appropriate annexes for a more detailed discussion.

### Section 2. Warrior Spirit.

1. The Warrior Spirit is an essential part of being an Army officer. Every officer must have the Warrior Spirit but not all officers need to be full-time warriors. This difference is key to understanding the concept of the Warrior Spirit and providing the leadership which the Army needs today and tomorrow as it prepares for future war.

2. Simply stated, the Army's mission is protecting the Nation from external aggression. In conjunction with the other Services, the Army provides a vital service to the Nation and the world by being a credible deterrent to war at any level of conflict. The officer corps provides leadership for the Army and, therefore, each officer must be ready, willing and able—even eager—to accept the responsibility for protecting the Nation.

3. Soldiers and subordinate officers look to their more senior officers for the example of what to do, for guidance on how to do it and for the resources adequate to accomplishing assigned and implied tasks. This requires that officers be competent in their profession, as appropriate to their branch, functional area and rank. In addition to branch, functional area and skill, each officer must know the tools of the soldier's trade—weapons, tactics and doctrine. By the very nature of the military profession, every officer is first a soldier. He must understand the Army and how it operates at several levels of conflict in various theaters of war. He must understand contemporary threats, how to accomplish his tasks in those threat environments and how to protect himself and his soldiers from the threat while carrying out his missions. The reality of today's and tomorrow's threats to the Army and the Nation range from terrorism through low and high-intensity conventional conflict to theater and strategic nuclear war. Officers with the Warrior Spirit understand the threat and are prepared to counter it. For example, they protect themselves and their organizations from terrorist attack; they understand the implications of deep thrust attacks in rear echelons and how to organize contingency defenses and plans to address this threat; and they realize that their professional education requires continuing effort to ensure that they remain current in their profession.

4. While every officer needs to be a soldier first, not every officer needs to have frontline warfighting as his primary focus. The Army is a team and every officer must understand his role



in optimizing the overall team effort. He is an expert in the duties of his present position and in other positions appropriate to his branch, functional area and rank. He provides the leadership needed to keep his part of the team functioning as an efficient part of the Total Army effort. He can endure the rigors of combat and approach his duties confidently, willing to accept the challenges they present and motivated to take those actions required to accomplish the mission.

5. The Warrior Spirit is the state of mind and preparedness required of each officer which blends all the physical, mental, moral and psychological qualities essential for an officer to successfully lead the Army in its mission of protecting the Nation.

6. Officers with the Warrior Spirit are:

- a. Physically and mentally tough.
- b. Self-confident.
- c. Motivated to exceed standards.
- d. Skilled in the fundamentals of weapons, tactics and doctrine.
- e. Calm and courageous under stress.
- f. Eager to accept responsibility for protecting the Nation.
- g. Action-oriented.

7. Therefore, the Warrior Spirit applies to all officers, in all branches and functional areas, at all ranks and during all assignments. The Warrior Spirit happens "between the ears and in the heart" of each officer. Officers in the combat arms must have the Warrior Spirit and be warriors as well as leaders of soldiers in combat. The Warrior Spirit concept applies to combat support and combat service support officers as well as those in the combat arms; to women as well as men; to doctors, lawyers and nurses. The Warrior Spirit does not require each officer to serve as a full-time warrior, but does require each officer to have those attributes, qualities, knowledge and confidence that allow him to be a contributing leader on the Total Army team and to be a warrior if required in certain situations.

8. The aim of a Warrior Spirit concept is to develop officers with the characteristics of the Warrior Spirit.

9. The major thrusts to accomplish this aim are:

- a. Officers develop an understanding of the Warrior Spirit concept at the beginning of their career.

b. Officers internalize the Warrior Spirit and reinforce it in others.

c. TRADOC ensure that officers understand the Army mission to protect the Nation and how each officer's branch and functional area support this mission at each stage of career development.

10. The PDOS-recommended base policies, approved in concept by the CSA, are:

a. Common core curricula will include blocks of instruction and readings relevant to professionalism and Warrior Spirit.

b. Schools will systematically and progressively stress confidence and competence in basic tactics, current doctrine and weapons employment.

c. Officers will be provided the opportunity to participate in challenging and stressful training experiences (e.g., Air Assault, Airborne, Ranger).

d. Officers will continue Semi-Annual Physical Readiness Testing (APRT).

e. Ideally, annual weapons firing will be phased-in for all.

11. Annex J, Warrior Spirit, discusses this concept in greater detail.

### Section 3. BE-KNOW-DO.

1. FM 22-100, *Military Leadership* (October 1983), develops a philosophy of leadership and describes that philosophy in terms of the attributes desired of Army officers. These attributes build a model of an ideal officer in terms of what he must BE (his personal attributes), what he must KNOW (his perspective of the military profession) and what he must be able to DO (the proficiencies he exhibits).

2. PDOS expanded on this general philosophy of leadership to define the desired attributes for the officer at the end of each professional development period. PDOS used the BE-KNOW-DO framework because it provides an excellent analytical basis for specifying officer attributes and follows their growth through the various levels of the system as officers progress in maturity, knowledge and experience. These attributes provide guidance to individual officers, their leaders and commanders and the Army school system in their roles of developing and improving officers as leaders.

3. The BE-KNOW-DO attributes trace an officer's development through his career by building on the qualities, knowledge and proficiencies

gained during current and prior professional development periods. This model presents a set of attributes to hold up to the officer corps as proper goals for each officer to strive to attain. Although clearly stated as ideals and goals, these attributes are difficult to implement across the entire officer corps. Nonetheless, they deserve the best efforts in which the officer corps can invest, representing as they do the very purpose of the profession.

4. The specific BE-KNOW-DO attributes for officers during each professional development period are discussed briefly in Chapter V and are listed on the Development Period spread sheets at Annex A, System Spread Sheets. A more detailed discussion of the BE-KNOW-DO concept and the development of the officer attributes as an officer progresses through the seven professional development periods is in Annex K, BE-KNOW-DO Concept.

#### **Section 4. Professional Values.**

1. The Review of Education and Training for Officers (RETO) Study defined commitment to the Army as involving:

- a. A strong desire to remain a part of the Army.
- b. A willingness to exert high levels of effort on behalf of the Army.
- c. A definite belief in and acceptance of, the basic values and goals of the Army while still being willing to criticize and question specific actions of the Army when necessary.
- d. A deep concern about the fate of the Army.

2. A corollary of this officer commitment to the Army is the commitment made by the Army to the individual officer. One of the key points made in the RETO study is that "in meeting its own commitment responsibilities, the Army must be open about what its organizational values and goals are and hold to them consistently throughout its functioning."

3. Professional Values are the bedrock from which commitment is nurtured and brought to bear on individual behavior. This forms the link that PDOS shares with RETO's analysis of commitment and motivation in determining what the Army must do to influence the level of officer commitment.

4. Values are ideals of relative rank concerning the worth or importance of concepts, things or persons. Values come from beliefs and influence

behavior. Values influence priorities—people place strongly held values first and defend them the most. Values define what a person least wants to give up.

5. The aim of the Professional Values program is to develop officers who are worthy of the special trust and confidence bestowed upon them by the Nation.

6. The major thrusts to accomplish this aim are:

a. Officer leaders throughout all units, organizations and schools reinforce in their subordinates and students an ethical base by stimulating a sensitivity to moral issues, teaching moral issues, developing judgmental skills and eliciting a sense of moral obligation and personal responsibility.

b. ODCSPER periodically assess professional values and ethics in the officer corps and provide feedback to the Army Policy Council and TRADOC.

c. ODCSPER reinforce ethical standards through the selection process: schools, advancement, command.

7. The PDOS-recommended base policies, approved in concept by the CSA, are:

a. ODCSPER periodically assess the status of professional values and ethics of the officer corps with feedback to:

- (1) Army Policy Council.
- (2) TRADOC (Center for Army Leadership).
- (3) MACOM Commanders.

b. TRADOC continue to stress professional values and ethics in the core curricula of Army institutional schools; provide appropriate materials for commanders to use for officer professional development.

8. PDOS included professional values in the BE portion of the BE-KNOW-DO attributes within each Professional Development Period. Annex K, BE-KNOW-DO Concept, includes a discussion of professional values in terms of officer attributes.

#### **Section 5. Art And Science Of War.**

1. The Art and Science of War is the body of theoretical knowledge and a set of practical skills which accompany such knowledge as it applies to the military profession. Just as every officer must

have the Warrior Spirit, every officer has the responsibility to focus his attention and expertise on the accomplishment of the wartime mission of the Army. This single factor is that which differentiates an officer from a civilian with a similar skill.

2. Officers master the Art and Science of War progressively as they move through each professional development period by gaining the knowledge, proficiencies and experience identified in the BE-KNOW-DO attributes for each development period.

3. Officers who master the Art and Science of War for their Development Period possess:

a. Appropriate theoretical knowledge and a set of practical skills and proficiencies for their level of responsibility.

b. A knowledge of the human dimension of combat.

c. An historical perspective of war.

d. The ability to envision future war.

4. The aim of the Art and Science of War program is to ensure that all officers are technically competent for their grade and branch and/or functional area and understand the application of their skills to support the Army mission.

5. The major thrusts to accomplish this aim are:

a. TRADOC (for pre-commissioning through major and lieutenant colonel) and ODC-SOPS (for colonel through general) develop an Art and Science of War component of the Common Core curriculum. Ensure that this component is progressive through the seven professional development periods and is used to support unit training (see paragraph 11, below for a discussion on the common core curriculum).

b. School system ensure that the Army continues to focus on wartime missions.

c. TRADOC provide realistic fighting simulations and exercises for the active and reserve components.

d. Branch service schools provide to field grade officers an opportunity to receive periodic branch and functional area skill updates.

6. The PDOS-recommended base policies, approved in concept by the CSA, are:

a. There will be a common core curricula component to provide officers the knowledge and skills to progressively master the Art and Science of War.

b. The core skills related to the Art and Science of War will include as a minimum:

(1) Appropriate theoretical knowledge and a set of practical skills and proficiencies at each level of responsibility oriented on "how the Army fights" and "how the Army runs."

(2) The knowledge of the human dimension of combat.

(3) An historical perspective of war.

(4) The ability to envision future war.

c. The common core component related to the Art and Science of War will be the basis which the primary Army schools will use to support the development period experience. This common core will be used to support training and professional development at units and organizations.

7. Annex L, Art and Science of War, discusses this concept in greater detail.

#### **Section 6. Expert-Integrator.**

1. Different officers need different sets of skills. The challenge for the Army is in developing sufficient numbers of officers with the proper mix of skills and knowledge which meet Army requirements and who are able to deal effectively with an increasingly complex environment and a variety of tasks.

2. The particular mix of skills that an individual officer will require varies by branch and functional area, assignment and the officer's career needs. For example, under the current system there has been considerable conflict and debate over what constitutes the most compatible mix of skills. There are informally identified branch and functional area pairings in which a high level of compatibility exists and which allow officers to acquire the skills they need. There are other pairings where the opposite is true.

3. Equally as important as identifying required skills is a need to identify levels of skill proficiency which must be maintained. For field grade officers the opportunities for branch assignments and utilization which reinforce skill proficiency to them in the current force structure. Notwithstanding, there are frequent reminders for officers of their need to maintain "branch qualification." It would seem more reasonable that such requirements would be based on a realistic expectation that a set of skills would be used.

4. During the course of this study it became clear that a priority should be given to the development of integrative skills. Requirements for these skills exist at all operating levels. While commanders have as their most important task that of being "integrators," mastery of these skills is equally important for all officers.

5. The aims of the PDOS Expert-Integrator concept are to provide a system that develops officers who:

- a. Are technically competent (expert) in their branch and/or functional area.
- b. Are able to increase their breadth of knowledge and depth of expertise as they advance to higher levels.
- c. Will progressively develop their decision making abilities with emphasis on integrative skills.

6. The following major thrusts accomplish this aim:

- a. TRADOC identify skill requirements by duty position and emphasize sequential, progressive development to ensure that officers acquire a foundation of knowledge in their basic branch and/or functional area and have the ability to integrate different functional components when they are assigned to key integrative assignments.
- b. TRADOC establish standards of branch and functional area proficiency.

#### **Section 7. Decision Making.**

1. Decision making refers to those analytical and conceptual skills necessary to establish goals and objectives; identify problems; develop, evaluate and choose alternatives; implement; control and evaluate decisions.

2. The following are characteristics of decision making in large formal organizations such as the Army:

- a. The need for creative, innovative and conceptual decisions increases with an increase in the organizational level.
- b. The frame of reference as well as the time spent on decision making increases with organizational level.
- c. The kind and amount of uncertainty with which the decision maker must deal increases with organizational level.
- d. Decision maker personality is the most important single factor influencing individual cognitive conceptualizing skills.

3. It is difficult to develop the skills required to handle complexity. Accordingly, the aim of the PDOS decision-making concept is to develop and reinforce in officers the critical decision making and cognitive conceptualizing skills.

4. The following major thrusts accomplish this aim:

a. Officers learn through experience (i.e., systematic, tough, realistic and progressive training and education).

b. Leaders at all levels become teachers and mentors which develop a shared frame of reference and set a climate that encourages the development of subordinates.

c. TRADOC develop a long-term school system strategy characterized by:

- (1) Faculty members who act as mentors.
- (2) The maximum use of simulations and tough, realistic training.
- (3) Small group learning modes.
- (4) Feedback through an assessment program.
- (5) Frequent use of "smart" computer technologies.

d. ODCSPER and TRADOC develop a program for assessment and feedback. An officer's growth in decision making skills comes slowly and has its foundation in a clear assessment of his current decision making capacity, the demands of the position he occupies at a given level in the Army, his programmed learning and experience, his practice and its feedback, his integration of lessons learned and his personal re-assessment.

e. Commanders at all levels make maximum use of officer development tools, such as: coaching, wargaming, "what-if-ing," battle planning, simulations, tactical exercises without troops (TEWTs), etc.

5. The PDOS-recommended base policies, approved in concept by the CSA, is ODCSPER design a phased plan to assist in developing and using professional executive ability in the Army. As a minimum, this program will include:

- a. At CGSC—assisted self-assessment for professional development.
- b. At SSC—in-depth assessment to check professional growth and assist in structuring development program for future assignments.

c. Upon selection to general officer—evaluate to provide completed profiles for possible use in assignment or systematic transition training prior to assignment.

### **Section 8. Common Shared Operational Language.**

1. Common shared operational language includes those doctrinal terms and concepts which provide a clear and rapid transmission of the commander's intent, such as the estimate of the situation, operations plans and order formats and radio telephone procedures. It is a tool of the profession by which a commander expresses his intent in action-oriented terms in order to accomplish his mission. In doing so he relies on a broad base of proficiencies, knowledge and expertise which he and others possess. The ultimate goal is to allow the commander to express his intent in clear terms so as to achieve victory in battle.

2. The common shared operational language facilitates and supports decision making at all levels as well as "distributed decision making" as discussed in FM 22-999 (Draft), *Senior Level Leadership*. It directly supports:

- a. A shared sense of purpose.
- b. An agreement between shared and operating values.
- c. A common sense orientation.
- d. Shared frames of reference.

3. The aims of the common shared operational language concept are to allow commanders to establish the mission context and frame of reference and to communicate to all concerned their intent in clear and concise terms such that subordinate units and individuals know and understand the concept of operation, are able to adjust to rapidly changing situations and can continue proactively in the absence of further instructions.

4. The major thrusts to accomplish this aim are:

- a. TRADOC coordinate doctrine, terms and frames of reference among service schools.
- b. TRADOC emphasize the need and use in curricula of officer competency in basic education skills so that officers achieve a firm foundation in effective communication.
- c. TRADOC and ODCSOPS ensure consistency with Joint and Combined operational language.

5. The PDOS-recommended base policies, approved in concept by the CSA, are:

a. Doctrine, standardized terms and frames of reference to support a common shared operational language will continue to be developed and refined by TRADOC.

(1) Emphasize the development of common frames of reference and shared operational language at each level throughout formal development systems.

(2) Emphasize common understanding and use of estimates of the situation, operational plans and orders and operational terms and graphics that enable the commander to clearly and quickly express his intent.

(3) Common shared operational language will be integrated with the Joint Operation Planning and Execution System to facilitate joint operations.

(4) Proficiency testing in the Art and Science of War will be done in terms of the common shared operational language.

b. New tools will be developed to exploit the use of latest technology in automated systems to enhance communications and decision making in terms of a common shared operational language.

6. A detailed discussion of this concept is at Annex N, Common Shared Operational Language.

### **Section 9. Self-Development.**

1. Self-development is the process by which each individual officer accepts the primary responsibility to progressively grow in mind, body and spirit to meet his individual potential. Officers are responsible for their own professional development.

2. Intensifying specialization within the Army demands that officers continue their development efforts beyond the school. The need for self-development among Army officers is real and enduring.

3. A comprehensive program is required which facilitates self-development for officers. Consequently, the aim of the self-development program is to assist all officers in meeting their responsibilities for professional self-development by:

- a. Providing a professional development document to give necessary direction across each officer's career.

b. Expanding, validating and articulating standards to serve as guideposts along the way.

c. Providing feedback through individual assessment and evaluation programs.

4. The major thrusts to accomplish this aim are:

a. TRADOC publish a professional development document.

b. TRADOC publish a professional development periodical and notebook which updates officers on professional development matters and assists them in self-assessment.

c. TRADOC continue the fielding and implementation of MQS I, II and III.

d. TRADOC expand the MQS system to include majors and lieutenant colonels and validate what is required in the certification process.

e. TRADOC develop, validate and implement an individual assessment program for all officers, cadets and officer candidates so as to provide professional development feedback to them and to the system.

f. TRADOC develop, validate and implement an individual knowledge and skills evaluation program.

5. The PDOS-recommended base policies, approved in concept by the CSA, are:

a. Professional Development Program.

(1) Develop and publish a periodical dedicated to professional development (include as a minimum sections on branch and functional area, policy changes and changes in the common core).

(2) Develop and publish a professional development document which outlines the professional development system and identifies:

(a) Responsibilities of the individual.

(b) Roles of schools, units and organizations.

(c) Individual assessment and evaluation programs.

(d) Branch and functional area development.

(3) Develop and publish notebooks on individual professional development with sections for self-assessment, self-certification of MQS tasks and comment by rater and mentor.

b. Military Qualification Standards (MQS).

(1) Continue to test, validate and field MQS I, II and III.

(2) Expand MQS to majors (MQS IV) and lieutenant colonels (MQS V).

c. Individual Assessment Program. Develop, validate and implement an individual assessment program for officers, cadets and officer candidates to provide feedback for professional development.

(1) Establish individual assessment control mechanisms.

(2) Develop and define the core skills, knowledge and proficiencies required of all officers, cadets and candidates.

(3) Select the initial assessment instruments to be used to provide feedback to the individual officer at each professional development level.

(4) Implement the individual assessment program.

d. Evaluation Program. Develop, validate and implement an individual knowledge and skills evaluation program.

(1) Determine which of the core skills, knowledge requirements and standards will be evaluated.

(2) Verify or develop assessment or evaluation instruments and procedures to be used.

(3) Select institutions to participate in the individual evaluation program test.

(4) Implement initial individual evaluation program.

6. For a detailed discussion of the Self-Development program, see Annex H, Self-Development/Individual Assessment Program.

## Section 10. Mentor.

1. A critical aspect of the professional development of officers is the extent to which commanders, instructors, supervisors and senior officers become involved in developing other officers by being for them a role model, a teacher, a coach, an advisor and a guide.

2. The needs analysis discussed in Chapter 3 suggests that the Army can and must do a better job of developing officers who are capable of thinking about the conduct of war in broad terms and of adapting to the demands of a fast-paced

tactical environment. It will not be easy to develop officers possessing the required characteristics of a mentor in sufficient numbers.

3. A renewed emphasis on warfighting is needed in educational institutions. Consequently, new teaching and learning methods are needed which develop officers possessing the broad and deep knowledge required to outthink a potential adversary. A new learning environment concept is needed that provides the student with a small-group learning environment oriented toward warfighting. Concurrently with the development of the new curriculum, new and more effective teaching methodologies are needed which feature more student-officer and faculty-mentor contact in small groups and more wargaming, simulations and "smart" courseware to aid in the decision making process. Students should be challenged to solve case study problems without the instructor "spoonfeeding" facts to the student. Students should be required to consult references and use other sources of learning in order to acquire those facts. Evaluations should be more intense and involve personal, face-to-face student-faculty interaction. Key to the implementation of this strategy is the presence of a dedicated faculty member who possesses those characteristics, ability and expertise to function as a school "mentor" toward students.

4. FM 22-999 (Draft), *Senior Level Leadership*, explains how the thinking skills required on the future battlefield constitute the longest growth requirement in officer development. To impart the requisite skills, certain changes to the current system for educating and training officers in units and organizations are needed. Leaders at all levels must adopt a teacher-mentor style of leadership which fosters a climate of command that encourages young leaders to think for themselves.

5. The aim of the mentor program is to develop officers in sufficient numbers who possess the knowledge, skills, abilities and character to be able to both think about the conduct of war in broad terms and adapt to the demands of a fast-paced tactical environment.

6. The major thrusts to accomplish this aim are:

a. TRADOC develop new, small group oriented, experientially-based strategies with an experienced faculty capable of providing the mentorship needed in schools.

b. TRADOC and all unit and organization commanders emphasize the need for educating and training officers in units using experientially-based teaching by leaders at all levels who act as

mentors and provide a developmental climate in which each officer has the optimum opportunity to develop those critical thinking and warfighting skills needed to win on the battlefield.

7. The PDOS-recommended base policies, approved in concept by the CSA, are:

a. TRADOC and ODCSPER review service school authorizations for experience level appropriate for a "mentoring" faculty.

(1) Report to Chief of Staff, Army on recommended upgrades and seek Congressional approval for increased field grade authorizations as necessary.

(2) Modify staffing guides to support this mentorship-based school system strategy.

b. Emphasize the leader's role in development of subordinates through doctrinal material.

c. Continue to develop, teach and export applied team building skills.

d. For further information refer to Annex A, System Spread Sheets and Annex I, Mentorship Strategy.

8. For a more detailed discussion, see Annex I, A Mentorship Strategy.

## Section 11. Common Core.

1. A common core of officer attributes, skills, knowledge and proficiencies extends through all levels of professional development. From the time an individual makes a decision to pursue a career in the military, he begins to adopt certain characteristics that exemplify the Army officer: high professional values, a Warrior Spirit, a mastery of the Art and Science of War, a leader and mentor role, an action-oriented thought process and a broad base of general knowledge. All of these characteristics are components of the common core. The professional development system must support the officer with training and education which nurtures this common core so that it can grow as the officer's career progresses.

2. The common core should be based on the Fundamental Principles of Officer Professional and Leadership Development. This Common Core is best initiated and reinforced during a resident schooling experience and serves as the common base for further specialized development of officers. Definition of the Common Core provides officers with a professional development guide for what he must BE, must KNOW and must be able to DO.

3. The components of the common core must be introduced at all military courses from ROTC, USMA, OCS through OBC, OAC, CAS3, CSC, SAMS and SSC. The Common Core is the thread that ties together the things that all officers must BE, KNOW and DO.

4. In addition, a relationship must be established between the components of the common core and the categories of the individual assessment program by matching required skills, proficiencies, knowledge and attributes. The goal here is to ensure that the school evaluation process and the individual assessment program are complementary.

5. The aim of the common core curriculum is to identify those fundamental elements common to all officers regardless of branch or functional area and ensure that they serve as the common core for the education and training system.

6. The major thrusts to accomplish this aim are:

a. TRADOC (coordinating with ODCSOPS for the colonel Development Period and the AWC) identify for each Development Period the knowledge, skills and attributes expected of an officer—i.e., those things he must BE-KNOW-DO.

b. TRADOC (coordinating with ODCSOPS for the AWC) incorporate a common core curriculum throughout the school system.

c. TRADOC (coordinating with ODCSOPS for the AWC) institute self-development and individual assessment programs to support the common core.

7. The PDOS-recommended base policies, approved in concept by the CSA, are: TRADOC develop and define content of the common core curricula for each level of schooling and identify those attributes, skills, knowledge and proficiencies which provide for what an officer must BE, should KNOW and should be able to DO across all development levels:

a. Incorporate the fundamental principles, identify elements for common core curriculum and determine what should be contained in the individual assessment program.

b. Incorporate in a systematic and progressive fashion the appropriate common core curriculum level of schooling from pre-commissioning through SSC. Designate a proponent office to monitor continuity between courses—Pre-Commissioning, OBC, OAC, CAS3, CSC, SSC.

c. Provide documentation to serve as a guide for what an officer must BE, should KNOW and should be able to DO across each career development period.

8. Annex O, Common Core, discusses this concept in greater detail

## Section 12. Education and Training Methods.

1. The education and training components of professional development are driven by where one learns—i.e., at a service school, through occasional excursions into correspondence courses, at civilian schools and in one's operational setting. As the complexity of an officer's environment increases, so does the stress of living in that environment. The pressures to keep up and stay current, coupled with the time pressures of the daily routine make it difficult, if not impossible, for officers to take the time to reflect and draw insights about their profession.

2. It is no longer realistic to think that a few years of college or graduate school are an adequate educational foundation for a lifetime of service. A thoughtfully created and executed program of on-going continuous training and education is required of every officer for him to avoid having his knowledge become obsolete. A life-style of life-long education is a must, not an option. An officer must be *expected* to study, not allowed to.

3. The PDOS desired professional development system seeks to meet today's education and training challenges by pursuing an evolutionary movement toward an "education and training life-style" concept. The principal way this is achieved is through active involvement by all major participants in the professional development process—the individual officer, the mentor in the school and in the unit, the unit and organization and the school. These players use an array of methods to achieve the desired development outcomes.

4. The PDOS education and training methods strategy seeks to provide the major players with the means to successfully meet today's and tomorrow's challenges. This strategy uses both traditional education and training technologies as well as electronic methods. The earlier discussion of mentorship dealt with the traditional methods which aid in professional development. Other important "non-electronic" methods are addressed throughout each development period in Chapter V. The intent of the PDOS effort is to reinforce these proven conventional methods and those advanced computer technologies which are



less developed. A listing of the roles of each major player and the methods to emphasize at each development period is shown in Figure VI-1 at the end of the chapter. The major focus of the remainder of this discussion concerns the technology applications.

5. PDOS education and training methods are those which should be emphasized to support the individual officer, units and organizations and unit and school mentors in performing their professional development roles during each development period. The Army must invest in technologies which increase individual human capability by making technology a natural expansion of an officer's environment in a peacetime or wartime setting.

6. The Army must use advanced computer technologies [referred to hereafter as Computer Communication Based Instruction (CCBI)] to assist commanders, staffs and key decision makers in making sound decisions in a higher stress, fast-paced, rapidly changing, complex environment. If developed properly, CCBI can assist an officer in his decision making processes and help him to minimize his imprudent short-cuts while increasing the tempo of his decision making in combat as well as in peacetime.

7. The ultimate *aims* of the Education and Training Methods program are:

a. Education.

(1) Provide a coherent, rational strategy for long-range investment in an officer's potential.

(2) Maximize each officer's capability for excellence and contribution to his profession over a series of assignments.

(3) Impart to officers the understanding of the context or frame of reference associated with the range of upcoming assignments within a particular development period.

b. Training.

(1) Provide a coherent, rational strategy for each assignment so as to sustain technical competence and proficiency.

(2) Maximize each officer's capability for excellence in those skills required in current and/or immediately subsequent assignment.

(3) Provide a means for an officer to acquire factual knowledge with the assistance of user-friendly courseware and software.

8. The major thrusts to accomplish these aims are:

a. General.

(1) TRADOC use mentoring concepts and "smart" technology aids as major initiatives.

(2) TRADOC be proactive in incorporating into post-commissioning service schools evolving learning concepts associated with computer technology while providing safeguards to prevent duplication of research and development efforts and reassessment checkpoints which ensure that major initiatives are proceeding towards the desired aim.

(3) ODAS support evolving efforts to provide a senior leader aid in strategic planning and policy impact analysis using the Professional Development of Officers System as a theme. This will support the long-term navigation and refinement of the professional development desired system.

b. Education.

(1) TRADOC target the education, research and development and information management communities to develop computer technologies with the aim of increasing the tempo of decision making under stressful, complex situation.

(2) TRADOC provide more assistance to unit and organization leaders so they may employ enhanced computer communication technologies in officer development.

(3) ODCSPER articulate better the requirements for advanced civil schooling.

(4) TRADOC enhance the level of expertise in schools and broaden the faculty role to incorporate a mentorship strategy in education.

(5) TRADOC provide more emphasis on the "how to think" component of learning with focus on small group learning and with maximum use of experimental exercises.

c. Training.

(1) TRADOC continue to develop functional modules targeted to specific assignment needs.

(2) TRADOC provide a systematic and progressive Common Core curriculum strategy.

(3) TRADOC (coordinating with ODCSOPS for AWC) provide a self-assessment and skill competency evaluation strategy with particular emphasis from CGSC and beyond.

(4) TRADOC build and maintain computer-knowledge bases to support the Common

Core and specific technical fields; continue to develop computer-software tutorials.

(5) TRADOC shift the focus of OAC so that it provides for a maximum amount of student learning within the context of a small group and with particular emphasis on the experiential application of new skills.

(6) It is the individual's responsibility to maintain his technical proficiency; TRADOC support his obtaining the necessary factual knowledge throughout a development period.

9. The PDOS-recommended base policies, approved in concept by the CSA, are:

a. TRADOC accelerate development of communication computer-based instruction (CCBI) technologies for use in schools, units and organizations and by individual officers so as to:

(1) Capitalize on educational advantages of emerging technologies.

(2) Provide decision aids to increase the tempo of prudent sound decision making under stress.

b. HQDA approve resources to accomplish approved CCBI related policies, to include:

(1) Task and fund Construction Engineer Research Laboratory (CERL) to: estimate costs; evaluate the most cost effective ways to apply CCBI technologies; identify applications of CCBI

to other populations and mission areas; and identify the overlap with other information management systems. Report to DAMO-TR within six months from project initiation.

(2) Authorize DAMO-TR one space (directed military overstrength) to coordinate CCBI expansion program. (Note: Resource estimates are based on addition of CCBI directorate within existing TRADOC structure).

c. Send five field grade officers to obtain post-masters level education in intelligent educational systems for eventual assignment to TRADOC, USMA, ARI and the Army Staff.

d. OCSA sponsor (for at least the next five years) a Senior Service College Army Research Associate to monitor the institutionalization of PDOS CCBI and other major PDOS initiatives.

e. Incorporate a two day strategic planning and future policy impact exercise for new brigadier generals with officer professional development as a theme; use exercise insights to assist in navigation to desired PDOS system state.

f. Further develop and apply the PDOS Futures process as a strategic planning and policy impact analysis model to anticipate long-term professional development needs and assist in senior leader development.

10. Annex P, Education and Training Methods, discusses this concept in greater detail.

1





DEVELOPMENT PERIOD: THE COLONEL		DEVELOPMENT PERIOD: THE BRIGADIER AND MAJ	
DEVELOPMENTAL ROLE		DEVELOPMENT	
	<b>INDIVIDUAL</b> O CONTINUE FOCUS ON GAINING EDUCATION AND EXPANDED FRAME OF REFERENCE THRU CORPS AND EAC. USES MILITARY READING PROGRAM, CAI PACKAGES, ARTIFICIAL INTELLIGENCE, EXPERT SYSTEMS, "SMART COURSEWARE" (AS DEVELOPED), TELECONFERENCING AND MARGAMES TO AUGMENT FIELD TRAINING OPPORTUNITIES. CONTINUES USE OF ASSESSMENT TECHNOLOGY TO MONITOR STRENGTHS AND WEAKNESSES. EVOLVE INSIGHTS FROM EDUCATION AND DEVELOPMENTAL OPPORTUNITIES IN UNIT/ORGANIZATIONAL ASSIGNMENTS. SERVE AS A SENIOR MENTOR "EXPERT" IN AREA OF CONCENTRATION, FUNCTIONAL AREA OR BRANCH. SHIFT DECISION STYLE TO HANDLE "NON-PROGRAMMED," HIGHER-LEVEL DECISION MAKING IN ADDITION TO ANALYTICAL DECISION MAKING SKILLS USED AT LOWER LEVELS.		<b>INDIVIDUAL</b> O DETERMINES OWN DEVELOPMENT NEEDS FROM KNO COMMUNICATION WITH SUPERIORS AND OPPORTUNITI A PROFESSIONAL READING PROGRAM THAT EXPANDS UNDERSTANDING OF POLITICO-MILITARY AFFAIRS. IN THE MANAGEMENT OF INFORMATION AND DECISIO MENTOR FOR SUBORDINATES AND LEARNS ART OF IN DIRECT AND INDIRECT ACTIONS.
	<b>MENTOR</b> O BOTH SCHOOL AND UNIT MENTORS: EXPL. EINFORCE CORPS AND EAC FRAME OF REFERENCE. HAVE DEMONSTRATED EXPERTISE INTEGRATION OF WEAPONS SYSTEMS AND SUPPORT FUNCTIONS NECESSARY TO OBTAIN AND SUSTAIN THESE SYSTEMS (EXTENSIVE USE OF COMPUTER SIMULATIONS, FIELD TRAINING AND VISITS TO NTC TO SUPPORT THIS TASK). SERVE AS MENTOR INSTRUCTORS IN USE OF ADVANCED TECHNOLOGIES TO ENHANCE LEARNING AND DECISION MAKING CAPABILITIES. USE ASSESSMENT TECHNOLOGY AS APPROPRIATE IN INTERACTION WITH COLONELS.		<b>MENTOR</b> O SIMILAR TO COL DEVELOPMENT PERIOD EXCEPT NATIONAL LEVEL. CONCENTRATE ON DISTRIBUTED COMMUNICATING INTENT AND CREATING A COMMAND SUPPORTIVE OF INDEPENDENT DECISION MAKING BY
	<b>UNIT/ORG</b>  O PROVIDES EXPERIENTIAL DEVELOPMENTAL OPPORTUNITIES TO RELATE SCHOOL THEORIES TO REAL WORLD. INCLUDE MULTIPLE ELECTRONIC TRAINING SUPPORT AIDS IN OFFICER DEVELOPMENT PROGRAMS AND CONDUCT OF OPERATIONAL MISSIONS.		<b>UNIT/ORG</b> O GIVES EMPHASIS TO AND TIME FOR GO PROFESS TO HAVE DEPUTIES FILL PRINCIPALS' POSITIONS AND EDUCATION. MACONS HOLD PERIODIC SEMINAR DECISION MAKING SKILLS AND ACHIEVE OTHER GO
	<b>SCHOOLS</b>  O SCHOOL ROLE REMAINS ORIENTED ON TEACHING THE FRAME OF REFERENCE FOR ASSIGNMENTS AS COLONELS. PROVIDING TRAINING SUPPORT MATERIALS FOR FIELD AND KEEPING KNOWLEDGE BASE CURRENT FOR MULTIPLE USERS AND FUNCTIONS. STRESS OPERATION SHIFT IN USE OF MORE COMPLEX INTEGRATION AND SYNTHESIS SKILLS. INTRODUCE STUDENTS TO USE OF NEW TOOLS TO ENHANCE THIS OPERATIONAL EFFECTIVENESS AND CONTINUE EDUCATION FROM WORK AND HOME ENVIRONMENTS. CONTINUE TO PROVIDE ASSESSMENT OPPORTUNITIES. WHEN DEVELOPED, ADD USE OF EDUCATIONAL ARTIFICIAL INTELLIGENCE, EXPERT SYSTEMS AND "SMART COURSEWARE" TO CURRICULUM.		<b>SCHOOLS</b> O INCLUDE SHORT POLICY IMPACT/STRATEGIC PLAN TRANSITION COURSE TO ASSIST IN DETERMINING TH INCREASE AWARENESS OF HOW FRAME OF REFERENCE MULTIPLE SECTORS OF SOCIETY AND JOINT SERVICE COLLEGIUMS (AIDED BY VIDEO-AUDIO TELECONFEREN LEVEL DECISION SUPPORT AIDS AS DEVELOPED. PR CAI PACKAGES. DEVELOP AND DISTRIBUTE RECOMME
METHODS TO EMPHASIZE		METHODS TO EMPHASI	
CONVENTIONAL	ELECTRONIC	CONVENTIONAL	COMPUTER
<b>INDIVIDUAL:</b> FIELD TRIPS CASE STUDIES PROFESSIONAL READING		COLLEGIUMS SEMINARS FIELD VISITS PROFESSIONAL READING STRATEGIC PLANNING/POLICY IMPAC AID	TAILORED "PREP" PERIOD BEFORE NEW ASSIGNMENT COMPUTE/COMPUTE/ARTIFICI
<b>MENTOR:</b> FIELD TRIPS SR FACULTY MENTORS CASE STUDIES AT SERVICE SCHOOLS FIELD PRACTICAL EXERCISES SMALL GROUPS PROFESSIONAL READING		SEMINARS COLLEGIUMS	COMPUTE/
<b>UNIT/ORGANIZATION:</b> FIELD TRAINING EXPERIENTIAL APPLICATION		UNIT/ORGANIZATION: FIELD TRAINING EXPERIENTIAL APPLICATION COMMAND CONFERENCES	COMPUTE/ COMPUTE/
<b>SCHOOLS:</b> FIELD TRIPS SR FACULTY MENTORS CASE STUDIES AT SERVICE SCHOOLS FIELD PRACTICAL EXERCISES SMALL GROUPS PROFESSIONAL READING		SCHOOLS: SHORT COURSES SEMINARS COLLEGIUMS	COMPUTE/ COMPUTE/ ARTIFICI EXPERT S STRATEGI

Figure VI-1 continued:

# THE BRIGADIER AND MAJOR GENERAL

## DEVELOPMENTAL ROLE

PHASEMENT NEEDS FROM KNOWLEDGE OF RESPONSIBILITIES, OPPORTUNITIES MADE AVAILABLE BY DA. SUSTAINS PROGRAM THAT EXPANDS EXECUTIVE CAPACITY AND AN O-MILITARY AFFAIRS. LEARN TO USE NEW TOOLS TO ASSIST INFORMATION AND DECISION MAKING PROCESS. ACTS AS A AND LEARNS ART OF INFLUENCING COMMAND CLIMATE THROUGH

# DEVELOPMENT PERIOD: THE SENIOR GENERAL OFFICER

## DEVELOPMENTAL ROLE

### INDIVIDUAL

O SIMILAR TO BG/MG DEVELOPMENT PERIOD. ADDITIONALLY, LTG'S AND GEN'S MUST HONE PERSONAL TALENTS OF PERSUASIVE COMMUNICATION, CONCEPTUAL THINKING AND ANTICIPATION OF EVENTS TO OPERATE EFFECTIVELY IN OVERSEEING THE ARMY AND IN RELATING TO OTHER MAJOR AMERICAN INSTITUTIONS.

### MENTOR

O HIGHLY INDIVIDUALIZED RELATIONSHIPS WITH MORE SENIOR OR RETIRED GENERALS OR PROMINENT CIVILIANS PROVIDING PERSPECTIVE AND GUIDANCE TO LTG'S AND GEN'S. ALSO, LTG'S AND GEN'S USE EYES ONLY MESSAGE TRAFFIC AND TELECONFERENCING TO EXCHANGE INFORMATION AND ASSIST SUBORDINATES. WHEN DEVELOPED, TAILORED EXPERT SYSTEMS AND "SMART COURSEWARE" WILL ENHANCE THEIR MENTORING AND CONTINUED EDUCATION CAPABILITIES.

### UNIT/ORG

O SIMILAR TO BG/MG DEVELOPMENT PERIOD.

### SCHOOLS

O SIMILAR TO BG/MG DEVELOPMENT PERIOD BUT WITH MORE RELIANCE ON CIVILIAN UNIVERSITIES OR INSTITUTES FOR EXECUTIVE DEVELOPMENT PROGRAMS. ARMY/DOD SCHOOLS RESPONSIVE TO SENIOR GO NEEDS WITH DISTRIBUTED EDUCATION OR TRAINING PROGRAMS.

IMPACT/STRATEGIC PLANNING EXERCISE DURING GO ST IN DETERMINING THE LONG TERM IMPACT OF POLICIES. FRAME OF REFERENCE SHIFTS TO NATIONAL STRATEGIES, TY AND JOINT SERVICE. SPONSOR SHORT COURSES, SEMINAR O-AUDIO TELECONFERENCING). INCORPORATE ADDED SENIOR DS AS DEVELOPED. PRODUCE SENIOR LEVEL "REFRESHER" D DISTRIBUTE RECOMMENDED READINGS AND SYNOPSIS.

## METHODS TO EMPHASIZE

### ELECTRONIC

PREP  
ORE  
MENT  
COMPUTER ASSISTED "REFRESHER" PACKAGES  
COMPUTER TELECONFERENCING (VIDEO/AUDIO)  
ARTIFICIAL INTELLIGENCE & EXPERT SYSTEMS

IMPACT AID

COMPUTER TELECONFERENCING (VIDEO/AUDIO)

COMPUTER TELECONFERENCING (VIDEO/AUDIO)

COMPUTER ASSISTED EXERCISES

COMPUTER ASSISTED "REFRESHER" PACKAGES  
COMPUTER TELECONFERENCING (VIDEO/AUDIO)  
ARTIFICIAL INTELLIGENCE  
EXPERT SYSTEMS  
STRATEGIC PLANNING/POLICY IMPACT AID

## METHODS TO EMPHASIZE

### ELECTRONIC

### INDIVIDUAL:

COLLEGIUMS  
SEMINARS  
FIELD VISITS  
PROFESSIONAL READING

### MENTOR:

SEMINARS  
COLLEGIUMS

### UNIT/ORGANIZATION:

FIELD TRAINING  
EXPERIENTIAL APPLICATION  
COMMAND CONFERENCES

### SCHOOLS:

SHORT COURSES  
SEMINARS  
COLLEGIUMS

INFORMATION STORAGE & DECISION AIDS  
COMPUTER TELECONFERENCING (VIDEO/AUDIO)  
ARTIFICIAL INTELLIGENCE  
EXPERT SYSTEMS  
STRATEGIC PLANNING/POLICY IMPACT AID

COMPUTER TELECONFERENCING (VIDEO/AUDIO)

COMPUTER TELECONFERENCING (VIDEO/AUDIO)

COMPUTER ASSISTED EXERCISES

INFORMATION STORAGE & DECISION AIDS  
COMPUTER TELECONFERENCING (VIDEO/AUDIO)  
ARTIFICIAL INTELLIGENCE  
EXPERT SYSTEMS  
STRATEGIC PLANNING/POLICY IMPACT AID





DEVELOPMENT PERIOD: THE LIEUTENANT	DEVELOPMENT PERIOD: THE CAPTAIN																																																																										
DEVELOPMENTAL ROLE	DEVELOPMENTAL ROLE																																																																										
 <p><b>INDIVIDUAL</b></p> <p>O ASSUMES RESPONSIBILITY FOR OWN LEARNING AND DEVELOPMENT. REMAINS CURRENT IN SUBJECT AREA VIA READY ELECTRONIC ACCESS TO KNOWLEDGE BASES MAINTAINED BY THE SERVICE SCHOOLS. IS COMMITTED TO A LIFESTYLE OF PHYSICAL/MENTAL WELL-BEING AND LIFE-LONG IMPROVEMENT OF OWN EDUCATION. PROACTIVELY SEEKS INFORMATION AND IS RECEPTIVE TO CONSTRUCTIVE FEEDBACK.</p>	<p><b>INDIVIDUAL</b></p> <p>O FOCUS ON CEMENTING BRANCH PROFICIENCIES, CONTINUING TRAINING AND EDUCATION. ASSESSES OWN SHORTFALLS. MENTOR CRITIQUE. USES CAI AND PROFESSIONAL READING. BRANCH, FUNCTIONAL AREA OR AREAS OF CONCENTRATION.</p>																																																																										
 <p><b>MENTOR</b></p> <p>O EXEMPLIFIES PROFESSIONAL VALUES, SHAPES AND HOLDS LIEUTENANT INTO ARMY CULTURE. STRESSES HANDS-ON, EXPERIENTIAL EXERCISES. HELPS LIEUTENANT KEEP CURRENT IN BRANCH SUBJECTS. ASSURES LIEUTENANTS' EXPERTISE IN CRITICAL TASKS ASSOCIATED WITH EMPLOYING WEAPONS (AND OTHER MOS II REQUIREMENTS). EXPLAINS COMPANY AND BATTALION LEVEL FRAME OF REFERENCE. FACULTY MENTOR AT LIEUTENANT LEVEL IS A CAPTAIN PLATOON TACTICAL OFFICER OR TRAINER WHO STRESSES MISSION ACCOMPLISHMENT THRU DEVELOPMENT OF SUBORDINATES.</p>	<p><b>MENTOR</b></p> <p>O CONTINUES TO EXEMPLIFY PROFESSIONAL VALUES, FITNESS AND CONTINUED EDUCATION LIFESTYLES. ASSURES DEMONSTRATED EXPERTISE IN CRITICAL SKILLS ASSOCIATED WITH IMMEDIATE BATTLE. EXPLAINS AND REINFORCES BRIGADE FACULTY MENTOR STRESSES COACHING AND GUIDING ASPIRING OFFICERS IN CHALLENGING SETTING. PROVIDES COURSEWARE AND DOCS. KNOWLEDGE BASE WITHIN APPROPRIATE BRANCH, FUNCTIONAL AREA OR AREAS OF CONCENTRATION.</p>																																																																										
 <p><b>UNIT/ORG</b></p> <p>O PROVIDES DEVELOPMENTAL OPPORTUNITIES TO ENHANCE COMMAND CLIMATE CONDUCTIVE TO LEARNING, CREATIVITY AND INITIATIVE. IN UNIT, HAS PROGRAM TO MONITOR LIEUTENANTS' COMPETENCY IN LEARNING HOW TO LEAD AND FIGHT A PLATOON (AND OTHER MOS II TASKS). STRESSES FIELD TRAINING THROUGH EXPERIENTIAL PHASE OF LEARNING CYCLE. REVIEWS MATERIAL ON SERVICE SCHOOLS' COMPUTER KNOWLEDGE BASES FOR RELEVANCE TO "REAL WORLD" SETTING. SUPPORTS INDIVIDUAL OFFICER'S CONTINUED USE OF KNOWLEDGE BASE TO REMAIN CURRENT AND MILITARY READING TO BROADEN THE OFFICERS' PERSPECTIVE.</p>	<p><b>UNIT/ORG</b></p> <p>O IN UNIT, PROVIDES DEVELOPMENTAL OPPORTUNITIES TO ENHANCE COMMAND CLIMATE CONDUCTIVE TO LEARNING, CREATIVITY AND INITIATIVE. FOSTER SKILLS AT FIGHTING AND SUPPORTING A COMPANY. SIMULATIONS, CAI AND OTHER TRAINING TECHNOLOGIES. SUPPORT UNIT/ORGANIZATION PROFESSIONAL DEVELOPMENT. MONITORS CAPTAINS' COMPETENCY IN MOS II TASKS.</p>																																																																										
 <p><b>SCHOOLS</b></p> <p>O FACULTY MENTORS MODEL PROFESSIONAL VALUES AND CONDUCT EXPERIENTIAL TRAINING DESIGNED TO PREPARE LIEUTENANT FOR ASSIGNMENTS AT THE LIEUTENANT LEVEL. PROVIDES CONTEXT FOR LEARNING KNOWLEDGE AND SKILLS AND ENSURES OFFICER KNOWS HOW TO STUDY VARIOUS TYPE SUBJECTS. INSTRUCTS IN HOW TO USE VARIOUS REFERENCE SOURCES IN REMAINING CURRENT IN BRANCH SUBJECTS. INTRODUCES LIEUTENANT TO AIDS AVAILABLE TO SUPPORT THE TRAINING AND EDUCATION. VALIDATES APPROXIMATELY 80% OF MOS TASKS.</p>	<p><b>SCHOOLS</b></p> <p>O ROLE OF SCHOOL IS TO MENTOR RESIDENT AND NON-RESIDENT STUDENTS. PROVIDES TRAINING SUPPORT MATERIALS (E.G., SIMULATIONS, CAI, ETC.). INDIVIDUAL, UNIT AND ORGANIZATIONAL USE AND DEVELOPMENT. FOR AC AND RC USAGE. HOLDS STUDENT RESPONSIBLE FOR MORE EXPERIENTIAL APPLICATION EXERCISES IN THE SCHOOL. PROVIDES SELF-ASSESSMENT OPPORTUNITIES FOR INDIVIDUAL DEVELOPMENT.</p>																																																																										
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Figure VI-1: Development Period Roles and Methods to Emphasize Support

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<p>THE CAPTAIN</p> <p>DEVELOPMENTAL ROLE</p>	<p>DEVELOPMENT PERIOD: THE MAJOR AND LIEUTENANT COLONEL</p> <p>DEVELOPMENTAL ROLE</p>
<p>BRANCH PROFICIENCIES. CONTINUES LIFESTYLE OF CONTINUED ASSESSES OWN SHORTFALLS WHILE REMAINING RECEPTIVE TO CAI AND PROFESSIONAL READING TO REMAIN CURRENT IN A OR AREAS OF CONCENTRATION.</p>	<p>INDIVIDUAL:</p> <p>O. FOCUS ON GAINING IN-DEPTH TRAINING AND CONTINUED EDUCATION IN APPROPRIATE "TRACK" CAREER PATTERN. USES MILITARY READING PROGRAM, CAI PACKAGES, "SCHOOL OF THE AIR" TELECONFERENCES AND WARGAMES TO AUGMENT FIELD TRAINING OPPORTUNITIES. CONTINUES USE OF ASSESSMENT TECHNOLOGY TO MONITOR STRENGTHS AND WEAKNESSES THEN PROGRESSES WITH HELP OF MENTOR. EVOLVE INSIGHTS FROM EDUCATION AND DEVELOPMENTAL OPPORTUNITIES IN UNIT/ORGANIZATIONAL ASSIGNMENTS. SEEK TO BECOME A MENTOR FOR JUNIOR OFFICERS IN UNIT AND SCHOOLHOUSE SETTINGS.</p>
<p>LIFY PROFESSIONAL VALUES. IS A ROLE MODEL FOR PHYSICAL EDUCATION LIFESTYLES. ASSURES CAPTAINS HAVE E IN CRITICAL SKILLS ASSOCIATED WITH FIGHTING THE PLAINS AND REINFORCES BRIGADE LEVEL FRAME OF REFERENCE. ES COACHING AND GUIDING ASPECTS OF MENTORSHIP IN PROVIDES COURSEWARE AND DOCTRINAL INPUT TO COMPUTER APPROPRIATE BRANCH, FUNCTIONAL AREA OR AREAS OF</p>	<p>MENTOR:</p> <p>O. BOTH SCHOOL AND UNIT MENTORS: EXPLAIN/REINFORCE DIVISION AND INSTALLATION LEVEL FRAME OF REFERENCE. ASSURES MAJORS AND LIEUTENANT COLONELS HAVE DEMONSTRATED EXPERTISE IN INTEGRATION OF WEAPONS SYSTEMS AND SUPPORT FUNCTIONS NECESSARY TO OBTAIN AND SUSTAIN THESE SYSTEMS AND GENERATE MAXIMUM COMBAT POWER (EXTENSIVE USE OF COMPUTER SIMULATIONS, FIELD TRAINING AND VISITS TO NATIONAL TRAINING CENTER TO SUPPORT THIS TASK). SERVE AS MENTOR INSTRUCTORS IN USE OF SIMULATIONS, TELECONFERENCING AND CAI PACKAGES TO ENHANCE LEARNING AND DECISION MAKING CAPABILITIES. PROVIDE ASSESSMENT FEEDBACK ON MOS IV AND V TASKS.</p>
<p>DEVELOPMENTAL OPPORTUNITIES, ESPECIALLY THOSE WHICH TING AND SUPPORTING A COMPANY. USES COMPUTER OTHER TRAINING TECHNOLOGIES INTRODUCED BY SCHOOL TO TION PROFESSIONAL DEVELOPMENT PROGRAM AND OPERATIONAL CAPTAINS' COMPETENCY IN MOS III TASKS.</p>	<p>UNIT/ORGAN:</p> <p>O. PROVIDE EXPERIENTIAL DEVELOPMENTAL OPPORTUNITIES TO RELATE SCHOOL THEORIES TO REAL WORLD. INCLUDE MULTIPLE ELECTRONIC TRAINING SUPPORT AIDS IN OFFICER DEVELOPMENT PROGRAMS AND CONDUCT OF OPERATIONAL MISSIONS. MONITOR MAJOR AND LIEUTENANT COLONEL VALIDATION OF MOS IV AND V TASKS.</p>
<p>TO MENTOR RESIDENT AND NON-RESIDENT STUDENTS, PROVIDE RIALS (E.G., SIMULATIONS, CAI PACKAGES, ETC.) FOR ORGANIZATIONAL USE AND DEVELOP COMPUTER KNOWLEDGE BASE HOLDS STUDENT RESPONSIBLE FOR FACTUAL CONTENT, ENABLING ICATION EXERCISES IN THE SCHOOL SETTING. PROVIDES UNITIES FOR INDIVIDUAL DEVELOPMENT PURPOSES.</p>	<p>SCHOOLS:</p> <p>O. SCHOOL ROLE REMAINS ORIENTED ON TEACHING. PROVIDING TRAINING SUPPORT MATERIALS FOR UNIT/ORGANIZATION AND KEEPING KNOWLEDGE BASE CURRENT FOR MULTIPLE USERS AND FUNCTIONS. STRESS NEED FOR MORE COMPLEX INTEGRATION AND SYNTHESIS SKILLS. INTRODUCE STUDENTS TO NEW TOOLS AVAILABLE TO ENHANCE THEIR OPERATIONAL PERFORMANCE AND CONTINUED EDUCATION PLUS CONCEPT OF UNIT/ORGANIZATION MENTORING OF SUBORDINATES. CONTINUE TO PROVIDE ASSESSMENT OPPORTUNITIES. WHEN DEVELOPED, ADD USE OF EDUCATIONAL ARTIFICIAL INTELLIGENCE, EXPERT SYSTEMS AND SMART COURSEWARE TO CURRICULUM. VALIDATE MOS TASKS AND PROVIDE FOUNDATION FOR NEXT MOS LEVEL.</p>
<p>METHODS TO EMPHASIZE</p> <p>ELECTRONIC</p> <p>COMPUTER ASSISTED INSTRUCTION PACKAGES COMPUTER SIMULATIONS (WARGAMES)</p> <p>COMPUTER ASSISTED INSTRUCTION PACKAGES COMPUTER SIMULATIONS (WARGAMES)</p> <p>COMPUTER ASSISTED INSTRUCTION PACKAGES COMPUTER SIMULATIONS (WARGAMES)</p> <p>COMPUTER ASSISTED INSTRUCTION PACKAGES COMPUTER SIMULATIONS (WARGAMES)</p> <p>ment Period Roles and Mix of to Emphasize Support Roles.</p>	<p>METHODS TO EMPHASIZE</p> <p>CONVENTIONAL</p> <p>INDIVIDUAL:</p> <p>FIELD TRIPS CASE STUDIES PROFESSIONAL READING</p> <p>MENTOR:</p> <p>FIELD TRIPS      SR FACULTY MENTORS CASE STUDIES      &amp; SERVICE SCHOOLS FIELD PRACTICAL EXERCISES SMALL GROUPS PROFESSIONAL READING</p> <p>UNIT/ORGANIZATION:</p> <p>FIELD TRAINING (UNIT) EXPERIENTIAL APPLICATION EXERCISES</p> <p>SCHOOLS:</p> <p>FIELD TRIPS      SR FACULTY MENTORS CASE STUDIES      &amp; SERVICE SCHOOLS FIELD PRACTICAL EXERCISES SMALL GROUPS PROFESSIONAL READING</p> <p>ELECTRONIC</p> <p>COMPUTER ASSISTED INSTRUCTION PACKAGES "SCHOOL OF THE AIR" COMPUTER TELECONFERENCING (VIDEO/AUDIO MODE) COMPUTER SIMULATIONS (WARGAMES)</p> <p>COMPUTER ASSISTED INSTRUCTION PACKAGES "SCHOOL OF THE AIR" COMPUTER TELECONFERENCING (VIDEO/AUDIO MODE) COMPUTER SIMULATIONS (WARGAMES)</p> <p>COMPUTER ASSISTED INSTRUCTION PACKAGES "SCHOOL OF THE AIR" COMPUTER TELECONFERENCING (VIDEO/AUDIO MODE) COMPUTER SIMULATIONS (WARGAMES) (UNIT)</p> <p>COMPUTER ASSISTED INSTRUCTION PACKAGES "SCHOOL OF THE AIR" COMPUTER TELECONFERENCING (VIDEO/AUDIO MODE) ARTIFICIAL INTELLIGENCE, EXPERT SYSTEMS AND "SMART COURSEWARE"</p>

## Chapter VII

### Special Interest Items

#### Section 1. Introduction.

1. *Overview.* During the course of this study numerous special subject areas were evaluated. Since some of these areas have a significant impact on the Army, additional attention is deserved and they are presented within this chapter. These subjects include Reserve Components, functional education and training, special branches, pre-command courses, advanced civil schooling, impact on the individual and the family, women in the Army and control and coordination of officer development.

2. *General.* This chapter selectively extracts the highlights of these special interest items in order to provide concise sections which deal with the implications of the PDOS recommendations on each issue. Refer to Chapter VIII for a discussion of those base policies which support each of these areas.

#### Section 2. The Reserve Components.

1. The current reliance on the Reserve Components (RC) and their importance in mobilization scenarios mandates that RC officers receive the best possible professional development. At the same time the Army must recognize the special considerations of the RC officer in that he must simultaneously maintain proficiency in two careers (civilian and military). Education and training requirements must be based on actual needs, held to the absolute minimum and offered in multiple modes to make it possible for RC officers to fit military duties into an already demanding schedule. The special needs of the Reserve Components have been kept in continual focus during the course of the study. A lack of good data or other objective means of determining impacts of new requirements on the RC officer dictates that a study be initiated to determine, if possible, what the typical RC officer can

cope with in the way of total time spent in military endeavors before he or she finds it impossible to continue in the system. Figure VII-1 portrays the relationships of the changes recommended pertaining to the RC officer as discussed below.

a. The current system and on-going initiatives in pre-commissioning and OBC fairly well meet the needs of the RC. Options such as the ARNG State OCS program and RC Officer Basic Courses with a combination of resident and non-resident instruction must be continued. While it is recognized that OBC conducted entirely in a non-resident mode is not viable, the extent of residence required must be held to a minimum and should be based on RC needs.

b. The OAC as a prerequisite for promotion to major does not ensure that the skills provided by this course are obtained early enough in the RC officer's career to be put to use in a timely manner. Current proposals in the DA Action Plan for RC Training require completion of OAC not later than the end of the third year after promotion to captain. Since the DA Action Plan proposal eliminates the timing problem, PDOS recommends implementation of that plan as it pertains to OAC.

c. While CAS3 fulfills a universally recognized need for staff development training in the Active Component, the nature and length of the course make it virtually unobtainable for the typical RC officer. This tends to leave a large void in the development process that is vital for RC officers. Because of this void, PDOS recommends the design and implementation of a corresponding studies staff development course with a maximum of two weeks in residence. Introduction of this course will allow its completion instead of one-half of CGSOC to be the educational prerequisite for RC promotion to lieutenant colonel. CAS3 (resident or USAR school option) can fulfill this requirement and is the preferred method. The resident course will be required for all Full-

Time Support officers. Completion of the Staff Development Course or CAS3 will be required not later than the end of the third year after promotion to major.

d. All AC options should continue to be available to RC officers for CSC level education. The RC phase of the resident course should be redesigned around the "common core" for MEL 4 producing courses and should be based on warfighting proficiencies required by RC officers. Emphasis should be placed on including battle simulations exercises in the RC phase. CGSOC becomes the educational prerequisite for promotion to the grade of colonel, only.

e. For the Senior Service College, the current system of providing quotas to each of the Reserve Components and selection by board action should be continued. USAR graduates of SSC should be given priority for assignment to Individual Mobilization Augmentee (IMA) or Troop Program Unit (TPU) positions.

f. Multiple options must be made available for RC officers attending pre-command courses. While attendance of RC officers at AC pre-command courses should be encouraged, those courses contain material not necessarily meeting RC requirements. Therefore, pre-command courses tailored to RC needs must be developed and offered in multiple options.

2. To help ensure that the system adequately provides for the orderly and complete development of RC officers, PDOS recommends some actions in addition to those oriented on the school structure.

a. Reserve Components must be included in new education and training modes, particularly those that can help to decrease resident course time requirements.

b. A system to expedite branch change for RC officers must be developed. It must include a means of identifying education required, short modular courses and the means to validate the course by test if an individual is already proficient in an area or areas.

c. Full-Time Support Officers should be developed in a fashion similar to their Active Component counterpart.

d. Because of the reliance of RC officers on non-resident course programs, equal priority with development and maintenance of resident courses must be given to keeping the NRI programs current.

3. PDOS-recommended base policies which are relevant to the Reserve Components and have been approved in concept by the CSA are:

a. Full-time support officers will be professionally developed in accordance with AC counterparts.

b. Expedite the process by which RC officers may change branches. Develop a system of assessments and courses designed to meet additional skill or training proficiency requirements.

c. Develop education and training methods to support the professional development strategy which is aligned with the Active Component. Modalities will assist the individual in self-development and will require minimum in-resident schooling.

d. Non-resident instruction programs will be developed simultaneously with the in-resident programs and updated as required.

e. Determine the average amount of time that the typical RC officer can be expected to devote to professional development during each professional development period.

f. Develop and implement a new Army correspondence "Staff Development Course" with no more than two weeks in residence as an alternative for RC officers who cannot attend CAS3. The minimum education requirement for promotion to lieutenant colonel will be the Staff Development Course which will be completed not later than the end of the third year as a major. Successful completion of CAS3 may be substituted for promotion purposes.

g. Update and implement the RC lieutenant colonel and colonel pre-command course that was pilot tested in 1983.

h. Evaluate the feasibility of providing appropriate compensation for RC officers who pursue professional development through programs of non-resident instruction.

4. A complete discussion on the impact of the Reserve Components included in this study can be found in Annex HH, Reserve Components.

### Section 3. Functional Education And Training.

1. The scope of effort in the area of functional education and training included an analysis of the proponent system and its affect on officer professional development, the entry level education and training for functional areas, skill training and continued education and training opportunities in the functional areas. Functional



# PROFESSIONAL DEVELOPMENT SYSTEM FOR RC

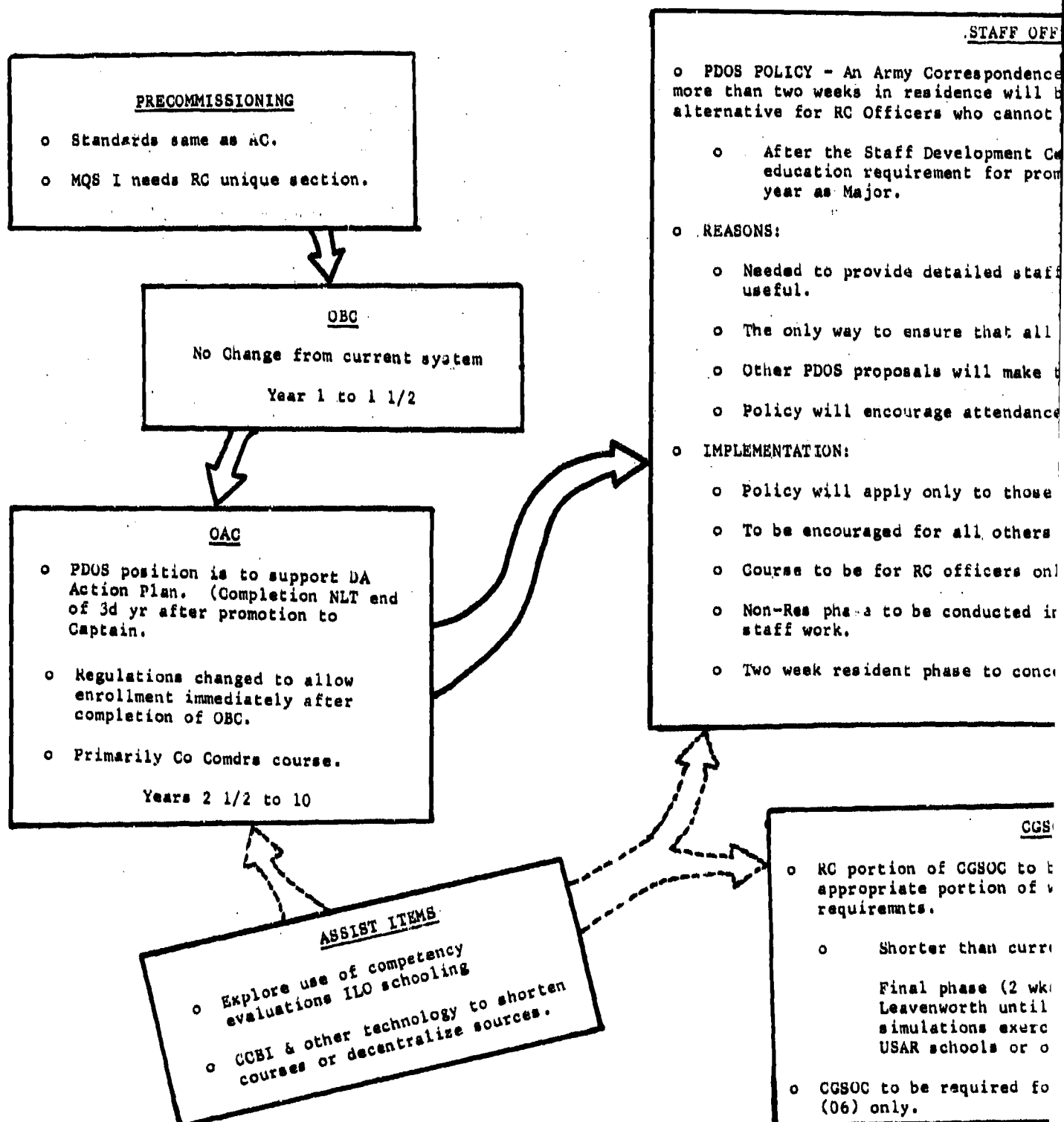


Figure VII-1

## DEVELOPMENT SYSTEM FOR RESERVE COMPONENT OFFICERS

### STAFF OFFICER DEVELOPMENT FOR RC OFFICERS

o PDOS POLICY - An Army Correspondence Course Program (ACCP) Staff Development Course with no more than two weeks in residence will be designed and implemented for the Reserve Components as an alternative for RC Officers who cannot attend the resident of USAR CAS<sup>3</sup> school.

- o After the Staff Development Course is implemented, it or CAS<sup>3</sup> will be the minimum education requirement for promotion to LTC and will be completed NLT the end of the third year as Major.

#### o REASONS:

- o Needed to provide detailed staff skill development training to RC officers at a time it is useful.
- o The only way to ensure that all RC officers get the training is to make it mandatory.
- o Other PDOS proposals will make this option feasible with minimal additional time required.
- o Policy will encourage attendance at CAS<sup>3</sup> for those who may not otherwise go.

#### o IMPLEMENTATION:

- o Policy will apply only to those commissioned after 1 Oct 85.
- o To be encouraged for all others as soon as course is developed.
- o Course to be for RC officers only to provide minimum staff development training.
- o Non-Res phase to be conducted in a corresponding studies mode concentrating on written staff work.
- o Two week resident phase to concentrate on staff coordination, and briefing skills.

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### CGSOC

- o RC portion of CGSOC to be developed based on appropriate portion of warfighting core plus RC requirements.

- o Shorter than current course (300 hours?).

Final phase (2 wks) to be at Ft Leavenworth until such time as battle simulations exercises are available at USAR schools or other decentralized sites.

- o CGSOC to be required for promotion to Colonel (O6) only.

### PRECOMMAND COURSE

- o Add Pre-command course tailored to RC O5/O6 commanders.
- o Addresses current tactical doctrine and Airland Battle.
- o Continue to emphasize AC Pre-Command Course.

education includes those professional development opportunities in support of functional areas which were established by the OPMS Study Group's recommendations. Functional training is that training to support skills that are atypical to a branch and not part of the common set of proficiencies required of all officers.

2. The proponency system is having a positive impact on officer professional development. This is not only true for branch proponents but also for functional area proponents. When the OPMS Study Group recommendation concerning proponents for skills is implemented the impact will be even greater. Through the proponency system, viable career paths and opportunities are being defined, duty descriptions are being standardized, education and training requirements are being identified and voids in the system are being filled; but challenges still exist.

a. Challenges.

(1) An officer must receive education and training in a functional area or skill before beginning assignments requiring the functional area or skill. For this to be effective the Army must know what functional area or skills are effective the Army must know what functional area or skills are required for a particular position so that the proper education and training is obtained by the officer before assignment to that position.

(2) Under the current system of position coding, the planners who are responsible for developing the officer inventory have a difficult time projecting future needs.

(a) The manning documents, especially the TDAs, are in a steady state of flux and do not always accurately reflect position requirements.

(b) The planners also have difficulty due to current MILPERCEN policy of managing by the first specialty code only. A position is coded with a primary code, and are of concentration identifier, a second specialty code, followed by skill identifiers. The second specialty code gets lost since it is not used in the forecast models (e.g., 13B 54 —the "54" is lost). This results in an imbalance since some of the functional area specialty codes tend to be identified primarily in the second position.

(c) Management by skill is seriously lacking except in a few isolated cases such as the Material Acquisition Management (6T) program. For the system to have meaning, it must assume that if a specialty or skill is in fact required to successfully accomplish the tasks performed by an officer in that position.

b. One recommendation of the OPMS Study Group was to review and refine all position coding to better reflect the real requirement and to include proponents in the approval process of the manning documents. These actions will provide a more firm basis on which to predict requirements and develop an inventory of the right mix of branch, functional area and skill proficiencies.

c. Once the requirement is understood and the right number of officers are identified for entry into a functional area, MILPERCEN can schedule an officer into the correct entry level course after company level branch qualification. Currently entry level courses are available for most functional areas. Exceptions are Personnel Management and Operations, Plans and Training. These areas will require some action on the part of the proponents to develop the appropriate courses. Another area that will require attention is the ADP Staff Officer functional area. The projected entry level course is an advanced degree in ADP or a related field. This method does not provide the military perspective of the functional area.

d. For any functional area that currently can be designated solely on award of an advanced degree, a military entry level course is required to provide the frame of reference and military perspective that cannot be obtained through advanced civil schooling. Ideally this military entry level course will be completed prior to attendance at the civil institution.

3. The OPMS Study Group recommendation to have multiple career tracks (i.e., single track in a branch, dual track in a branch and functional area, or sequential track from a branch to a functional area where primary duties relate to the functional area thereafter) will also affect functional education and training.

a. It is estimated that approximately 20 percent of the officer corps will single track in a branch and nearly all their development will be oriented toward the specific branch involved. The development system in place today is well-suited for this track as it is already oriented toward branch development. The system can also accommodate officers who are dual tracked since these officers will remain branch affiliated and retain branch primacy. They will receive additional education or training for their functional area needs just as they do now. The remaining officers will either have their functional area specialty holding primacy or else be sequentially racked in a functional area thereafter and not have a primary affiliation with a branch. These officers will be a challenge to the system due to

their unique professional development needs. The current system is not designed to provide for officers with primary focus on functional areas.

b. Sequentially tracked officers or officers with primary orientation in a functional area, if so designated prior to selection for major, may require special attention to provide appropriate intermediate education and training upon entry into the field grade ranks.

(1) Sequentially tracked officers do require education and training in the common warfighting and support doctrine. Currently, the other segments of the current CSC education do not support all functional areas. Accordingly, the functional area proponents need to establish alternative programs for award of MEL 4 to these officers.

(2) The proponents must explore means to provide a continuing education and training program for the functional areas. Branch schools will be developing refresher programs for officers being assigned back into a branch assignment from functional area or branch immaterial assignments. Many of the functional areas have comparable civilian professions which already have continuing education and training programs established to include regional and national seminars. The Army should take advantage of such programs and ensure officers who are being developed as "experts" in these areas are afforded the opportunity to participate with their civilian counterparts.

4. PDOS-recommended base policies which are relevant to functional education and training and have been approved in concept by the CSA are:

a. Company level branch qualification will precede functional area development.

b. Develop or revise, as needed, courses and/or modules to support all areas of concentration and functional areas.

c. Officers will be eligible for assignment to positions coded with area of concentration, functional area or applicable skill codes after completion of an applicable military course or equivalent experience.

5. Further detailed discussion of functional education and training can be found in Annex Q, Functional Education and Training.

#### **Section 4. Impact On Special Branches.**

1. The special branches will be affected by the implementation of the policies recommended by

PDOS. For example, the fundamental principles apply to the entire officer corps and will be used by special branches in designing the professional development system for their officers. The common core will apply also but modified as discussed below. When the improved education and training methods are implemented, they will be available for all officers. Specific impacts on the special branches are discussed below.

2. As a result of the study, attendance criteria for CSC and SSC are modified. For those officers in the special branches who participate in the CSC and SSC education, the attendance criteria will be the same as for all other officers. It is not the intent of the study to reduce or eliminate special branch participation in these programs—rather, the study reaffirms the need for special branches, as well as all branches and functional areas, to be represented in those courses.

3. For each development period basic proficiencies required of officers are established. These are identified as the BE-KNOW-DO attributes. Each special branch proponent should ensure that their officers maintain these proficiencies except where prohibited by current regulations or policy. An example of an exception is combatant skills for the Chaplain Corps. The Geneva Convention classifies chaplains as noncombatants and current policy prevents chaplains from qualifying with and carrying side arms. Clearly the proficiencies dealing with the use of weapons cannot apply to officers in the Chaplain Corps. The special branch proponents should review the BE-KNOW-DO and modify them as needed based on current regulations and policies. See also the discussion of the BE-KNOW-DO concept in Chapter 4, and in Annex K, BE-KNOW-DO Concept.

#### **Section 5. Pre-Command Course.**

1. The discussion contained in this section pertains to both the major and lieutenant colonel development period and the colonel development period.

2. The purpose of the Pre-Command Course (PCC) today is to assist command selectees in their preparation for battalion and brigade-level command by ensuring a common understanding of current tactical doctrine and by providing both new and refresher training in selected functions and duties. Any other additional training would be defined as functional or technical training—and should not be considered part of the pre-command program.

a. The task of providing refresher training to our commanders has become much more difficult as the responsibilities of our commanders have grown. The PCC program continues to grow in size and complexity.

b. The pre-command course consists of four separate phases which officers attended sequentially and before assuming command. A brief description of these phases follows:

(1) The first phase is a self-study packet prepared and mailed by the Army Training Support Center. It contains readings and a short diagnostic test.

(2) The second phase, "How to Fight," conducted at Fort Leavenworth, stresses combined arms doctrine. It includes instruction on the AirLand Battle, offensive and defensive operation, logistics, etc. This phase is one week in duration.

(3) The third phase ("How to Command"), also at Fort Leavenworth, is devoted to the human aspects of command. This phase is one week in duration.

(4) The final phase, conducted at the appropriate branch school, provides a refresher to the command designee on branch and technical subjects with emphasis given to hands-on training. This phase can be up to three weeks in length.

3. Study group recommendations, pertaining to the Pre-Command Course (PCC), fall into two categories.

a. The first of these recommends that ODC-SOPS publish a regulation which would define policies, purpose and responsibilities for the pre-command program, formalize requirements for coordination between TRADOC and other MACOMs, address major policy areas such as exemptions and deferments and provide for oversight of PCC funds.

b. Secondly, a recommendation was made to expand opportunities for Reserve Component (RC) officers to receive pre-command training. At the present time, attendance at the pre-command course by RC officers is constrained by a number of factors. Because of their civilian employment, it is difficult for RC officers to attend either two to three weeks at the branch proponent school and/or two weeks at Fort Leavenworth. Establishing a separate pre-command course (5-7 days in duration) for RC officers will provide a course tailored to their needs—and would not preclude their attending the AC pre-

command course at either the branch proponent school and/or at the Leavenworth phase.

4. For further detailed discussion on the Pre-Command Course, refer to Annex R, Command.

## **Section 6. Advanced Civil Schooling (ACS).**

1. Throughout the years, the role of the professional Army officer has become increasingly complex and diversified in an era of expanding technological sophistication. As a result, the Army has had to greatly increase its reliance on civilian institutions to educate officers in the skills necessary to stay abreast of scientific, technological, and social changes. In 1963, the Army Educational Requirements Board (AERB) was established to validate Army graduate education requirements. This board meets periodically to review individual positions submitted by the field. Based on approved AERB validations, fully-funded quotas are annually established. Upon graduation, officers are required to serve three years in AERB validated positions.

2. In 1970, the General Accounting Office published a report critical of the services, charging mismanagement of graduate education programs. There have since been several reports by other agencies which have addressed similar shortcomings, namely, the Army's validation process and utilization rates of graduate educated officers. These shortcomings are the result of both a narrow definition of requirements (e.g., by individual position) and defining "payback" as utilization in an individual validated position. RETO found that because of such constraints we "have defined ourselves into a position of appearing to be poor managers."

3. Management of the current ACS system is not the issue, especially in view of recent development by MILPERCEN of the Civil Schools Management Information System. The issue rests with how the Army meets its requirements and the philosophical basis for why the Army needs officers with advanced civil schooling.

4. Since the first AERB in 1963, the scope of validation has been restricted to individual positions. In fact, only those positions requested for validation or re-validation by the field are even considered by the board. Such a process of basing requirements on individual authorizations and then on only a select few cannot establish total Army requirements. The 1983 AERB was tasked to identify total Army requirements but at best only eight percent of OPMS authorizations were validated. However, much evidence exists showing that many positions worthy of validation are

not—because they are never submitted for board consideration. Reasons for this vary, but center primarily on field misconceptions of validation criteria, oversight, or commander's hesitancy to tie his authorizations to extraordinary management constraints. On the other hand, some positions are submitted for the wrong reasons—quality cut aspects and an increase in the unit's Officer Distribution Plan (ODP) allowance. The focal point of the requirements identification dilemma obviously rests with the scope. Pressuring the current system to "work better" is not a solution. We have tried that since 1963. An alternative process with broader scope is needed.

5. The worth of ACS has historically been measured in functional terms. That is, an officer is educated in an academic discipline which supports one of his specialties and then is "properly utilized" only when he works in a validated position requiring his grade, specialty and functional skill obtained through graduate education. A functionally competent officer corps is essential to the Army. We need in-depth experts in a variety of areas. However, the worth of a challenging advanced civil schooling experience cannot be measured exclusively in terms of functional preparation. The schooling experience is a broadening experience which raises one's frame of reference and thereby stimulates vision.

6. Under current policy, officers may attend full-time ACS at any accredited college or university which offers study in a directed academic discipline. Considering the cost of full-time programs, especially fully funded, we must identify those schools which provide the best education for the investment. In so doing, however, we must ensure that a sufficient variety of schools are identified to provide necessary diversity. Major concern in doing this is that not all graduate schools offer programs of equal quality and some schools are noted for particular fields of study. Accreditation does not indicate quality but rather attainment of minimum institutional standards. Additionally, programs of study within the same academic discipline vary significantly between schools. They vary by content, subject matter, quantity of classroom hours, thesis or project requirements and standards. The graduate education experience must be a challenge which allows reflection, research and inquiry.

7. The manpower investment in full-time ACS programs exceeded 900 man years in FY 84 and by 1988 fully-funded tuition costs will exceed \$16 million. Although ACS has valuable broadening aspects for officers, as discussed earlier, the

Army must make maximum use of officer talents, especially those talents of a functional nature. This is accomplished by assigning this inventory of validated units, organizations and positions for normal tours as soon as possible subsequent to schooling and, as appropriate, thereafter throughout a career.

8. PDOS-recommended base policies which are relevant to Advanced Civil Schooling and have been approved in concept by the CSA are: Army full-time Advanced Civil Schooling (ACS) programs will be designed to meet Army requirements and goals.

a. Requirements and goals will be based on current and future unit, organization or position needs.

b. The scope of ACS will include the need for officer broad-based knowledge and cognitive skills as well as meet functional requirements.

c. Criteria will be established for identifying educational institutions which meet ACS requirements and goals and Army full-time students will attend only those institutions.

d. ACS graduates will serve a normal tour in a unit, organization or position requiring increased knowledge and skills.

9. For a further detailed discussion on Advanced Civil Schooling, refer to Annex S, Advanced Civil Schooling.

## **Section 7. Impact On The Individual And Families.**

1. PDOS recognized that the impact of recommended policies on an officer's family had to be considered. In addition, the aggregation of policies and their resulting impact needed to be analyzed both in the near and far term.

2. For a discussion of this impact refer to Annex T, Impact on Officers and Families.

## **Section 8. Implication For Women Officers.**

1. The study group considered the unique needs of women officers throughout all phases of study. We conclude that PDOS recommended policies contain no unfair sexual bias.

2. The underlying themes of the system-wide issues of Warrior Spirit and the Art and Science of War carry the connotation of direct involvement in the conduct of violence associated with the profession. Current policy prohibits women

from "front line" positions which raises the question of a possible dichotomy. However, when fully thought through, it is clear that the concept of the Warrior Spirit that focuses on success in combat as the ultimate reason for existence of the Army, applies equally well to all officers, regardless of branch or sex. Familiarity with those aspects of warfare is necessary to all especially in view of the potential for conflict anywhere in a future war and not just on the front line. The Art and Science of War encompasses expertise in actions of those who support and sustain the effort and this again applies to all officers including women.

3. Since all officers must be knowledgeable in their branch and/or functional area, they must be appropriately trained and given the assignments necessary to develop professional competence and expertise in their chosen field(s). Every officer is expected to possess a common core of knowledge. Women officers will be expected to possess the same knowledge and skills as men in the same branch and/or functional area. They must be given the same schooling and assignment opportunities as men if they are to be competitive. Thus, the professional development system constructed in this study is equally applicable to women.

4. For further detailed discussion see Annex U, Implications for Women.

#### **Section 9. Control And Coordination Of Officer Professional Development.**

1. The 5 November 1984 PDOS briefing to the Chief of Staff, Army identified as a system weakness that no one single individual is in charge of professional development and many players in the system (are) not fitted together.

2. There is a self-evident need to pin down responsibility for oversight of professional development to ensure coherence of the system. There are many players who currently can and do take unilateral actions to further their aims and goals. However well reasoned and intended these actions are, they represent sub-optimizations due to the limitations inherent in the relatively lower perspective of these decision makers below DA level. In the aggregate, these actions are not coherently coordinated and do not constitute a system.

3. ODCSPER and ODCSOPS both have critical and at times overlapping roles in the development process. The 1978 Long Study recommended that all military training be consolidated under DCSOPS and that DCSPER responsibility

be continued for loading the training base, professional development, career management, civil education and pre-commissioning training. Army Regulation 10-5, *Organization and Functions*, assigns DCSOPS the responsibility for unit and individual training policies, program directorship for Program 8 (training) resourcing and supervision and control over certain institutional schools. DCSPER has the responsibility for military personnel management and associated functions and management systems (OPMS), pre-commissioning training and leadership development. Finally, the 1984 Haldane Study noted that training responsibilities within current DA regulations are unclear and fragmented and day-to-day responsibilities preclude the full participation in training oversight by CSA and VCSA. This study recommended that ODCSOPS be assigned as a proponent for Learning Centers; that the Army Continuing Education System (ACES) be transferred from ODCSPER to ODCSOPS; that ODCSOPS reorganize to establish an ADCSOPS for Training and Education; and that ODCSPER continue its current role in leadership training.

4. Retention of the current status quo in professional development on the Army Staff will detract from the PDOS aim to provide for an agency on the Army General Staff to function in a long-term oversight capacity so as to monitor implementation of approved PDOS recommendations. Consequently, the following steps should be taken to enhance efforts to coordinate officer professional development:

a. Create a fourth objective to the Leadership Goal entitled "Professional Development" so as to monitor professional development through the Performance Management, Army process in consonance with DA Memo 5-10. This additional objective would be stated as: "Professional Development. The preparation of officers and noncommissioned officers to effectively lead the Army and efficiently manage its resources." The supporting objectives of the Leadership Goal suggest a natural framework for ODCSPER to centrally monitor professional development and oversee the realization of PDOS aims and major thrusts. This action specifically tasks DCSPER with monitoring officer professional and leadership development.

b. Create a PDOS cell in ODCSOPS to coordinate implementation of approved PDOS education and training policies and programs as they are approved. Additionally, they will ensure that effective coordination occurs between CGSC and

AWC. Placement of this cell in ODCSOPS is necessary because revised TRADOC policies and accompanying resource matters are central to many recommendations.

5. PDOS-recommended base policies which are relevant to control and coordination and have been approved in concept by the CSA are:

a. ODCSPER oversee professional development under the Leadership Goal.

(1) Coordinate approved education and training policies related to management of officers and to other related studies (OPMS, TWOS, EPMS, ROTC, etc.).

(2) Add a fourth objective to the Leadership Goal: "Professional Development. The preparation of officers and noncommissioned officers to effectively lead the Army and efficiently manage its resources."

b. ODCSOPS create a PDOS cell to coordinate approved PDOS education and training policies related to Army schools and individual and unit training (staffed initially with three field grade officers, directed military overstrength).

6. For further discussion refer to Annex W, Control And Coordination.



## Chapter VIII

### Chief of Staff, Army Decisions and Implementation Strategy

#### Section 1. Introduction.

1. *Background.* On 21 December 1984 the Chief of Staff, Army received a decision briefing from the Director, Professional Development of Officers Study on the results of the six month study effort. This briefing presented the aims, major thrusts and base policies required to implement the desired officer professional and leadership development system.

2. *Overview.* Presented in this chapter is a brief review of the comments provided by major Army commanders, a recapitulation of all the base policies presented to the Chief of Staff for approval and a discussion of the implementation plans for the study recommendations as they are approved. Additionally, challenges associated with this implementation strategy are discussed to include implications for the future. Finally, a brief summary of the study effort and conclusions as to the nature of the study's impact on the Army are detailed.

#### Section 2. Summary Of MACOM Commanders Comments.

1. PDOS briefings to various MACOM commanders prior to the 21 December presentation to the Chief of Staff elicited the following positions:

a. Concurrence. MACOM commanders generally concur with and strongly support:

(1) The Fundamental Principles of Officer Professional and Leadership Development.

(2) The concepts of Mentorship and Warrior Spirit (but caution that these issues must be carefully articulated to avoid misunderstanding).

(3) The distribution of officers so as to achieve balanced cells of quality across the Army from captain through lieutenant colonel (one

commander did not fully support the recommendation as stated, but rather encouraged a compromise position that minimized designated units for quality. See Section 4 for CSA remarks).

(4) The assignment of more experienced officers as instructors to provide for more expertise in the schools.

b. Concerns. Commanders expressed reservations about the following areas:

(1) CAS3. The CAS3 graduate performs well however:

(a) The time spent by officers away from units while attending the course represents time away from units.

(b) The amount of time captains have available to them to finish the correspondence phase of the course is limited by job demands.

(c) The expense to the system associated with the requirement that most CAS3 instructors be former battalion commanders is high.

(2) The company grade years may be crowded with too many schools.

(3) The Army loses too many good officers who feel they are not successful if they are not selected for command or SSC.

2. For additional details, refer to Annex II, MACOM Commander Comments.

#### Section 3. CSA Approved Base Policies.

1. *General.* This section lists those policies briefed to and approved in concept by the Chief of Staff. They are presented in the same order as discussed in the previous chapters of this report. The detailed supporting policies associated with each base policy are contained in the fold-out at Annex A (these policies will be implemented as they are approved) and the aims and major thrusts of these base policies are discussed in

Chapters V, VI and VII and in their respective annexes.

### *2. Development Period: Pre-Commissioning.*

a. Commissioning standards will be tightened and tied to an assessment program (e.g., military skills, physical standards, PMS evaluation, ROTC Basic/Advanced Course).

b. Minimum standards for entry into all pre-commissioning programs will be uniform, based on commissioning standards and tied to the individual assessment program.

c. Branch selection procedures will consider the qualifications of each individual measured against an established set of standards required by each branch.

d. Assignment of cadre will be based in part on the branch production mission of the institution with the aim of assisting in the recruiting effort by providing a role model and mentor.

e. All ROTC cadre will attend a formal training course prior to assuming duties.

f. For further information refer to Annex A, System Spread Sheets and Annex AA, Development Period: Pre-Commissioning.

### *3. Development Period: Lieutenant.*

a. OBC will be a resident experience for all officers upon entry into commissioned service. The purpose of OBC is to:

(1) Set core foundation for officer values.

(2) Provide branch training/knowledge.

(3) Provide initial professional development guidance and materials.

b. Goal: The first assignment after OBC for all lieutenants will be to a branch material position, preferably with troops.

c. TRADOC develop and implement Common Core curriculum across all OBCs.

d. DCSPER and TRADOC develop and publish professional development material (professional development document, notebook, journal).

e. For further information refer to Annex A, System Spread Sheets and Annex BB, Development Period: Lieutenant.

### *4. Development Period: Captain.*

a. Goal: All officers attend OAC upon promotion to captain and prior to company command.

b. TRADOC evaluate OAC in light of OAC mission and CAS3 to ensure that there exists no unnecessary duplication between the two schools; design modules into OAC which support preparation for follow-on attendance to CAS3.

c. Company level branch qualification occurs prior to assignment to other than branch material position (e.g., functional area, civil schooling).

d. All OPMD captains will attend CAS3 by eighth year of AFCS.

(1) Ramp to 2,400 in FY 86.

(2) Ramp to 4,500 in FY 87.

e. Assign some former battalion and brigade commanders to school faculty.

f. For further information refer to Annex A, System Spread Sheets and Annex CC, Development Period: Captain.

### *5. Development Period: Major and Lieutenant Colonel.*

a. All active component officers will complete a resident or non-resident command and staff level course prior to selection to lieutenant colonel. This course will include a command and staff level land warfighting and support doctrine core.

b. A small number of MEL 4 graduates will be provided opportunities for an Advanced Military Studies Program (AMSP) emphasizing the integration of the Art and Science of War at the operational level, in joint and combined operations and across the full spectrum of conflict. Actions related to AMSP include:

(1) Maintain enrollment at 48 students. Evaluate student, cost and benefit tradeoffs, then make decision on future course enrollment.

(2) Publish a DA circular which formalizes the selection process.

(3) Commander, TRADOC determine correct branch and skill mix for course attendees.

c. Publish an Army Regulation which will define pre-command course policies, purposes and responsibilities.

d. Develop a pre-command course tailored to the needs of RC lieutenant colonel commanders.

e. For further information refer to Annex A, System Spread Sheets and Annex DD, Development Period: Major And Lieutenant Colonel.

*6. Development Period: Colonel.*

a. All active component (OPMD) promotable lieutenant colonels and colonels will receive an opportunity to attain MEL 1 level education (resident, non-resident or other).

b. All officers awarded MEL 1 will complete two courses: "Warfighting (echelons above corps)" and "How the Army Runs" to be offered and conducted by AWC (resident, non-resident or other).

c. The AWC will remain a FOA of ODC-SOPS; ODCSOPS develop a formal curriculum coordination procedure between TRADOC and AWC.

d. Develop a pre-command course tailored to the needs of RC colonel commanders.

e. Publish an Army Regulation which will define pre-command course policies, purposes and responsibilities.

f. For further information refer to Annex A, System Spread Sheets and Annex EE, Development Period: Colonel.

*7. Development Period: Brigadier and Major General.*

a. Transform brigadier general orientation into a formal transition program with up to six weeks in length distributed in segments across time and with the following course context:

- (1) Self-development course.
- (2) Land warfare and policy impact analysis exercises.
- (3) Force integration training.
- (4) DA staff briefings.
- (5) Tailored assignment preparation.

b. Expand interassignment, developmental and orientational programs.

(1) Increase participation in executive development programs and DA and MACOM seminars.

(2) Seek JCS approval to double the capstone course frequency.

(3) Develop GO information management and public affairs courses.

c. Consolidate responsibility for GO development and assessment programs under one executive development organization (as recommended by SLCC).

d. For further information refer to Annex A, System Spread Sheets and Annex FF, Development Period: Brigadier And Major General.

*8. Development Period: Senior General Officer.*  
Upon selection to lieutenant general (and between assignments thereafter) senior general officers will be provided opportunities for specific executive development and individualized assignment preparation. For further information refer to Annex A, System Spread Sheets and Annex GG, Development Period: Senior General Officer.

*9. Warrior Spirit.* Officers will develop an understanding of the Warrior Spirit concept early in their career and will reinforce it continuously. For example:

a. Common Core curricula will include blocks of instruction and readings relevant to Professionalism and Warrior Spirit.

b. Schools will systematically and progressively stress confidence and competence in basic tactics, current doctrine and weapons employment.

c. Officers will be provided the opportunity to participate in challenging and stressful training experiences (e.g., Air Assault, Airborne, Ranger).

d. Officers will continue semi-annual physical fitness readiness testing (APFRT).

e. Ideally, annual weapons firing will be phased-in for all.

f. For further information refer to Annex A, System Spread Sheets and Annex J, Warrior Spirit.

*10. Professional Values.*

a. ODCSPER periodically assess the status of professional values and ethics of the officer corps with feedback to:

- (1) Army Policy Council.
- (2) TRADOC (Center for Army Leadership).
- (3) MACOM Commanders.

b. TRADOC continue to stress professional values and ethics in the core curricula of Army institutional schools; provide appropriate materials for commanders to use for officer professional development.

c. For further information refer to Annex A, System Spread Sheets.

### *11. Art And Science Of War.*

a. There will be a Common Core curricula component to provide officers the knowledge and skills to progressively master the Art and Science of War.

b. The core skills related to the Art and Science of War will include as a minimum:

(1) Appropriate theoretical knowledge and a set of practical skills and proficiencies at each level of responsibility oriented on "how the Army fights" and "how the Army runs."

(2) The knowledge of the human dimension of combat.

(3) An historical perspective of war.

(4) The ability to envision future war.

c. The Common Core component related to the Art and Science of War will be the basis which the primary Army schools will use to support the development period experience. This Common Core will be used to support training and professional development at units and organizations.

d. For further information refer to Annex A, System Spread Sheets and Annex L, Art And Science Of War.

*12. Decision Making:* ODCSPER design phased plan to assist in developing and using professional executive ability in the Army. As a minimum, this program will include:

a. At CGSC—assisted self-assessment for professional development.

b. At SSC—in-depth assessment to check professional growth and assist in structuring development program for future assignments.

c. Upon selection to GO—evaluate to provide completed profiles for possible use in assignment or systematic transition training prior to assignment.

d. For further information refer to Annex A, System Spread Sheets and Annex G, Decision Making And Cognitive Complexity.

### *13. Common Shared Operational Language.*

a. Doctrine, standardized terms and frames of reference to support a common shared operational language will continue to be developed and refined by TRADOC.

(1) Emphasize the development of common frames of reference and shared operational language at each level throughout formal development systems.

(2) Emphasize common understanding and use of estimates of the situation, operational plans and orders and operational terms and graphics that enable the commander to clearly and quickly express his intent.

(3) Common shared operational language will be integrated with the Joint Operation Planning and Execution System to facilitate joint operations.

(4) Proficiency testing in the Art and Science of War will be done in terms of the common shared operational language.

b. New tools will be developed to exploit the use of latest technology in automated systems to enhance communications and decision making in terms of a common shared operational language.

c. For further information refer to Annex A, System Spread Sheets and Annex N, Common Shared Operational Language.

### *14. Self-Development.*

a. Professional Development Program.

(1) Develop and publish a periodical dedicated to professional development (include as a minimum sections on branch and functional area, policy changes and changes in the Common Core).

(2) Develop and publish a professional development document which outlines the professional development system and identifies:

(a) Responsibilities of the individual.

(b) Roles of schools, units and organizations.

(c) Individual assessment and evaluation programs.

(d) Branch and functional area development.

(3) Develop and publish notebooks on individual professional development with sections for self-assessment, self-certification of MQS tasks and comment by rater and mentor.

b. Military Qualification Standards (MQS).

(1) Continue to test, validate and field MQS I, II and III.

(2) Expand MQS to majors (MQS IV) and lieutenant colonels (MQS V).

c. For further information refer to Annex A, System Spread Sheets and Annex H, Self-Development And Individual Assessment Program.

*15. Individual Assessment And Evaluation Program.*

a. Develop, validate and implement an individual assessment program for officers, cadets and officer candidates to provide feedback for professional development.

(1) Establish individual assessment control mechanisms.

(2) Develop and define the core skills, knowledge and proficiencies required of all officers, cadets and candidates.

(3) Select the initial assessment instruments to be used to provide feedback to the individual officer at each professional development level.

(4) Implement the individual assessment program.

b. Evaluation program: develop, validate and implement an individual knowledge and skills evaluation program.

(1) Determine which of the core skills, knowledge requirements and standards will be evaluated.

(2) Verify or develop assessment or evaluation instruments and procedures to be used.

(3) Select institutions to participate in the individual evaluation program test.

(4) Implement initial individual evaluation program.

c. For further information refer to Annex A, System Spread Sheets, Annex H, Self-Development And Individual Assessment Program and to paragraph 12 (Decision Making) of this section.

*16. Mentor and Teacher.*

a. TRADOC Commander and DA DCSPER review service school authorizations for experience level appropriate for a "mentoring" faculty.

(1) Report to Chief of Staff, Army on recommended upgrades and seek congressional approval for increased field grade authorizations as necessary.

(2) Modify staffing guides to support this mentorship-based school system strategy.

b. Emphasize leader's role in development of subordinates through doctrinal material.

c. Continue to develop, teach and export applied team building skills.

d. For further information refer to Annex A, System Spread Sheets and Annex I, Mentorship Strategy.

*17. Common Core.*

a. TRADOC develop and define content of the Common Core curricula for each level of schooling and identify those attributes, skills, knowledge and proficiencies which provide for what an officer must BE, should KNOW and should be able to DO across all development levels

(1) Incorporate the fundamental principles, identify elements for Common Core curriculum and determine what should be contained in the individual assessment program.

(2) Incorporate in a systematic and progressive fashion the appropriate Common Core curriculum level of schooling from pre-commissioning through SSC. Designate a proponent office to monitor continuity between courses—Pre-Commissioning, OBC, OAC, CAS3, CGSOC, SSC.

(3) Provide documentation to serve as a guide for what an officer must BE, should KNOW and should be able to DO across each career development period.

b. For further information refer to Annex A, System Spread Sheets and Annex O, Common Core.

*18. Education and Training Methods.*

a. TRADOC accelerate development of computer based instruction (CCBI) technologies for use in schools, units and organizations and by individual officers so as to:

(1) Capitalize on educational advantages of emerging technologies.

(2) Provide decision aids to increase the tempo of prudent sound decision-making under stress.

b. HQDA approve resources to accomplish approved CCBI related policies, to include:

(1) Task and fund Construction Engineer Research Laboratory (CERL) to: evaluate the most cost effective ways to apply CCBI technologies, identify applications of CCBI to other populations and mission areas and identify the overlap with other information management systems. Report to DAMO-TR within six months from project initiation.

(2) Authorize DAMO-TR one space (directed military overstrength) to coordinate CCBI

expansion program. (Note: Resource estimates are based on addition of CCBI directorate within an existing TRADOC structure).

c. Send five field grade officers to obtain post-masters level education in intelligent educational systems for eventual assignment to TRADOC, USMA, ARI and the Army Staff.

d. OCSA sponsor (for at least the next five years) a Senior Service College Army Research Associate to monitor institutionalization of PDOS CCBI and other major PDOS initiatives.

e. Incorporate a two day strategic planning and future policy impact exercise for new brigadier generals with officer professional development as a theme; use exercise insights to assist in navigation to desired PDOS system state.

f. Further develop and apply the PDOS Futures process as a strategic planning and policy impact analysis model to anticipate long-term professional development needs and assist in senior leader development.

g. For further information refer to Annex A, System Spread Sheets and Annex P, Education And Training Methods.

#### *19. Reserve Components.*

a. Full-time support officers will be professionally developed in accordance with AC counterparts.

b. Expedite the process by which RC officers may change branches. Develop a system of assessments and courses designed to meet additional skill or training proficiency requirements.

c. Develop education and training methods to support the professional development strategy which is aligned with the Active Component. Modalities will assist the individual in self-development and will require minimum in-resident schooling.

d. Non-resident instruction programs will be developed simultaneously with the in-resident programs and updated as required.

e. Determine the average amount of time that the typical RC officer can be expected to devote to professional development during each professional development period.

f. Develop and implement a new Army correspondence "Staff Development Course" with no more than two weeks in residence as an alternative for RC officers who cannot attend CAS3. The minimum education requirement for promotion to lieutenant colonel is a "Staff Development Course" which will be completed not later

than the end of the third year as a major. Successful completion of CAS3 may be substituted for promotion purposes.

g. Update and implement the RC lieutenant colonel and colonel pre-command course that was pilot tested in 1983.

h. Evaluate the feasibility of providing appropriate compensation for RC officers who pursue professional development through programs of non-resident instruction.

i. For further information refer to Annex HH, Reserve Components.

#### *20. Functional Education and Training.*

a. Company level branch qualification will precede functional area development.

b. Develop or revise, as needed, courses and/or modules to support all areas of concentration and functional areas.

c. Officers will be eligible for assignment to positions coded with area of concentration, functional area or applicable skill codes after completion of military course or equivalent experience.

d. For further information refer to Annex Q, Functional Education And Training.

#### *21. Advanced Civil Schooling.*

a. Army full-time Advanced Civil Schooling (ACS) programs will be designed to meet Army requirements and goals.

(1) Requirements and goals will be based on current and future unit, organization or position needs.

(2) The scope of ACS will include the need for officer broad-based knowledge and cognitive skills as well as meet functional requirements.

(3) Criteria will be established for identifying educational institutions which meet ACS requirements and goals and Army full time students will attend only those institutions.

(4) ACS graduates will serve a normal tour in a unit, organization or position requiring increased knowledge and skills.

b. For further information refer to Annex A, System Spread Sheets and Annex S, Advanced Civil Schooling.

#### *22. Control and Coordination.*

a. ODCSPER oversee Professional Development under the Leadership Goal.

(1) Coordinate approved education and training policies related to management of officers and to other related studies (OPMS, TWOS, EPMS, ROTC, etc.).

(2) Add a fourth objective to Leadership Goal entitled, "Professional Development. The preparation of officers and noncommissioned officers to effectively lead the Army and efficiently manage its resources."

b. ODCSOPS create a PDOS cell to coordinate approved PDOS education and training policies related to Army schools and individual and unit training (staffed initially with three field grade officers as directed military overstrength).

c. For further information refer to Annex A, System Spread Sheets and Annex W, Control And Coordination and Section 5 of this chapter.

#### **Section 4. CSA Modified Base Policies.**

1. *General.* This section presents those base policies that were either not approved or were approved with modifications by the Chief of Staff.

##### **2. Development Period: Captain.**

a. One base policy recommends, "With full implementation of CAS3, officers will only attend OAC of 'their' own branch." The Chief of Staff, Army desires that some selected officers be provided an opportunity to attend an OAC of a different branch for cross-fertilization purposes.

b. Another base policy recommends, "Some CAS3 seminar instructors should be former battalion commanders, however, all will have demonstrated proficiency at the brigade and division staff level." The Chief of Staff, Army desires that the policy be restated to allow that "most" CAS3 seminar instructors should be former battalion commanders (the Chief of Staff later clarified "most" to mean 40 to 50 percent).

3. *Development Period: Major and Lieutenant Colonel.* A portion base policy which suggests, "Promotion boards selecting majors will select officers for resident command and staff level schooling", is not approved as stated. The Chief of Staff, Army desires two separate boards, one for selection to major and one for school selection. Additionally, the current CSC resident selection process over a four year eligibility period will remain intact.

4. *Development Period: Colonel.* Similar to Development Period: Major and Lieutenant Colonel, a base policy states, "The promotion board

selecting colonels will identify resident SSC attendees." This policy is not approved by the Chief of Staff, Army. The CSA also disapproved the concept that only promotable lieutenant colonels and colonels will attend SSC or equivalent level schooling. Regarding the policy that all promotable lieutenant colonels and colonels will receive an opportunity to attain MEL 1 level education (resident, non-resident or other) must be studied further by the DA Staff to determine feasibility.

5. *Balanced Cells Of Quality.* A major thrust of the study group was to distribute officers throughout the Army so as to provide balanced cells of quality. Specifically, the recommendation is that: ODCSPER distribute non-promotion risk officers throughout the Army so as to provide balanced cells of quality (no Army activity will be designated to receive higher officer quality than any other). The thrust is to eliminate all designated units for quality, assign officers based upon their qualification and maintain balance by promotion potential from captain through lieutenant colonel across all MACOMs and activities. The Chief of Staff, Army directs that further study be conducted in this area and that the VC-SA and DCSPER look at paring down the number of currently excepted designated activities. For further information on balanced cells of quality refer to Annex X.

#### **Section 5. Implementation Plan.**

1. *General.* This section discusses the nature of the plans developed by the study group to implement specific policies as they are approved. Key components include the identification of those actions necessary to execute the PDOS strategies, the procedures and data associated with the phasing and resourcing of these actions and a program for disseminating information. Refer to Annex E, Implementation Plan for detailed information and data.

##### **2. Action Plans.**

a. The action plans each list:

- (1) Base policies.
- (2) The supporting actions necessary to implement the recommended base policies.
- (3) Those agencies involved in the implementation to include designation of lead and supporting agents.
- (4) Targeted completion dates.

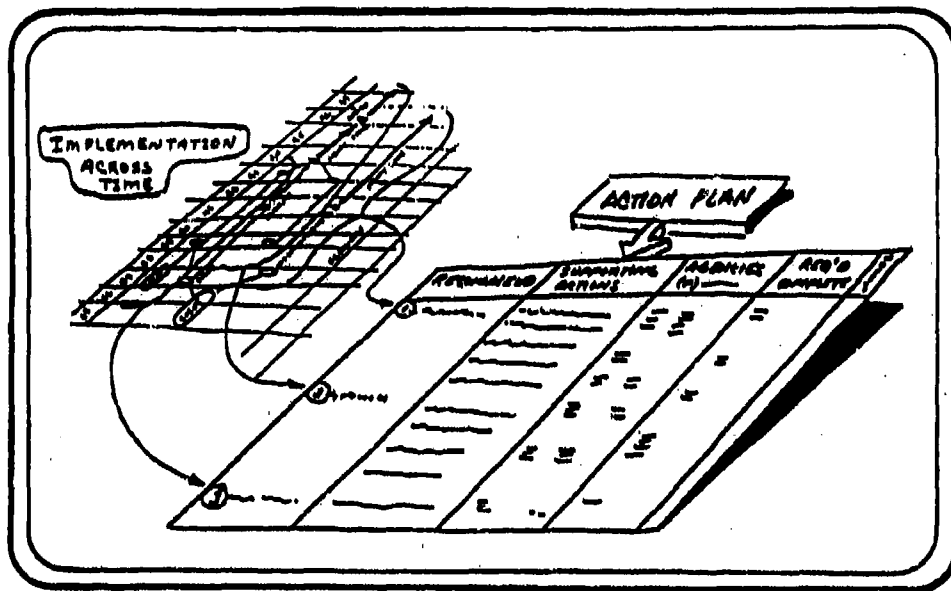


Figure VIII-1: The Action Plan.

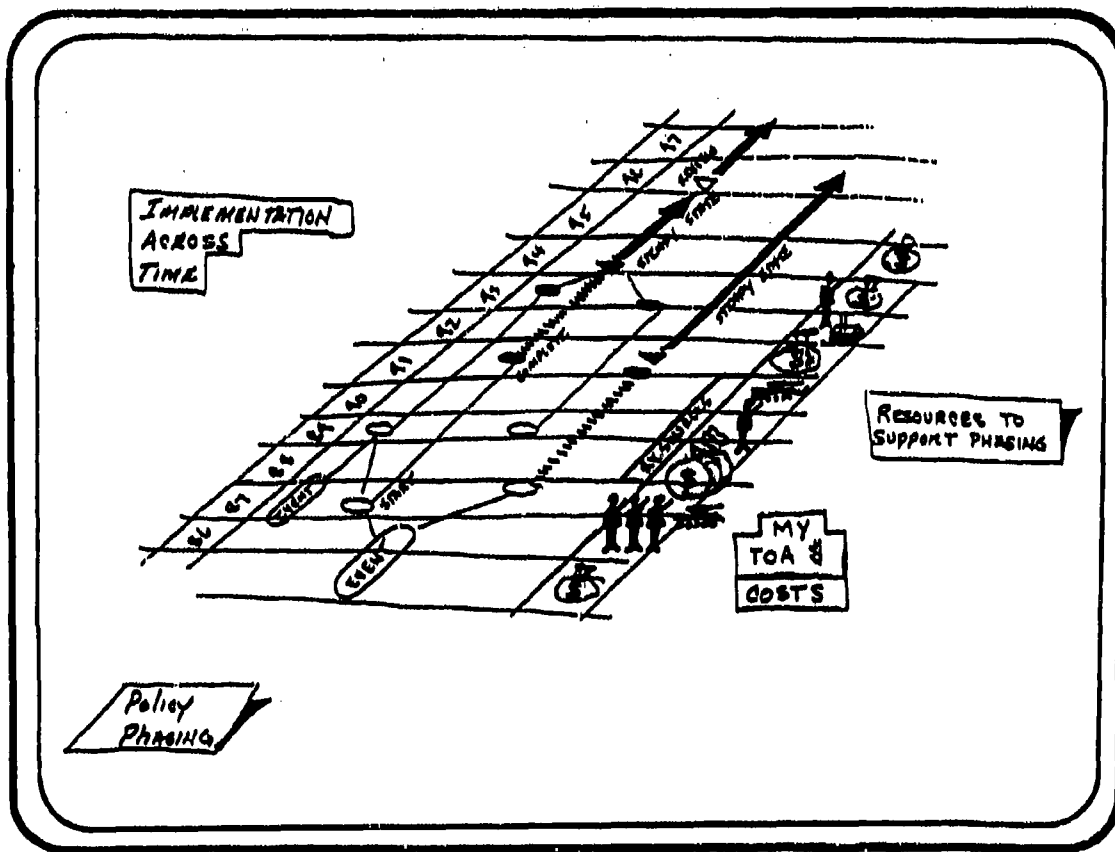


Figure VIII-2: The Phasing And Resourcing Plan.



b. FIGURE VIII-1 shows a sample action plan.

### 3. Phasing Plans.

a. Phasing plans were developed to portray schematically the phased implementation of PDOS policies across time (see Figure VIII-2).

b. These plans contain the following data:

(1) Summed required resources by year in terms of:

(a) Increased student man-years per year.

(b) Increased staff and faculty man-years per year.

(c) Total Obligation Authority (TOA) changes in the POM per year in millions of dollars.

(2) Schematic portrayal of linked implementation events over time.

c. The following near term-cost analysis assumptions were made in developing the worksheets.

(1) Constant FY 85 dollars are used for comparative cost analysis.

(2) Congress will not alter the 20 year retirement system in the near future.

(3) End strength will remain constant during the POM years.

(4) There will be no significant gain in the commissioned officer percentage of the total force end strength.

(5) Reserve Components continue to be a major element of the Total Army.

### 4. Public Affairs Plan.

a. The success of the PDOS recommended system for officer profession and leadership development hinges on its adequate understanding, acceptance and support by many audiences. This plan, geared to the action, phasing and resourcing plans, is included at Appendix 3, Public Affairs Plan, to Annex E, Implementation Plan.

b. The objectives of the public affairs plan are to:

(1) Provide for the dissemination of critical information in a timely manner.

(2) Initiate an active short-range public affairs program to ensure continued understanding and support of the PDOS officer development system as approved.

(3) Enhance understanding of the officer professional development system.

(4) Inform the public both of the PDOS strategies that are approved in concept by the Chief of Staff and the policies as approved for implementation.

c. Figure VIII-3 shows a Sample Information Plan.

### Section 6. Managing Uncertainty.

1. The INTERAX process described in Chapter II provided one of the strategic planning tools used by the study group to analyze the impact of PDOS-recommended policies through the year 2025. Additionally, it became evident early in the

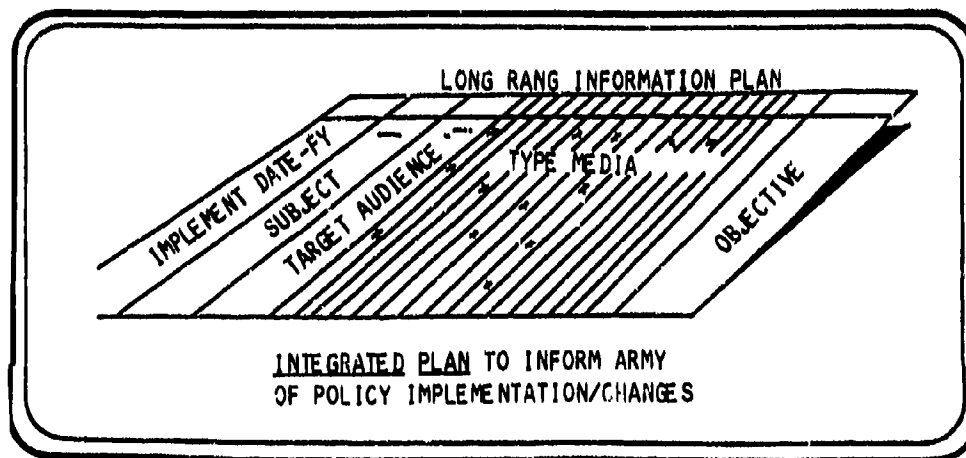


Figure VIII-3: Sample Information Plan.

study that this technology could be used by senior Army leaders to help them navigate the officer professional development system toward the desired end condition.

2. As an example of the potential utility of the process, the study group ran computer simulations against which recommended policies were "tested" so as to determine their long-term viability and robustness across and within four specific environments.

a. World-With-Wars (a variety of forms of conflict were permitted to occur at specific times into the future).

b. Domestic-Internal Control (the Army received a variety of "protection" or "police" missions at specific times into the future).

c. International-Domestic Tranquillity (the Army had no war nor domestic control missions).

d. Free-Play (all possible events were allowed to occur at random).

3. Two multiple scenarios (i.e., 25 scenarios each) were run against each of the four environments depicted above. One of these scenarios was *without* PDOS-recommended policies and the other was run *with* PDOS-recommended policies. A series of graphs which show these effects is in Appendix 4 to Annex B, Future Environment/Policy Impact Analysis. Figure VIII-4 is one of these graphs and is presented here to assist the reader in visualizing what an effect looks like and to provide a flavor of the INTERAX product.

a. Art And Science Of War. This system-wide issue is the centerpiece of the entire study. The data indicate that when the Art and Science of War is left to "grow and mature" under current policies and in the absence of PDOS-recommended policies the trend will gradually improve in the "free-play" world; will improve only as a result of war in the "world-with-wars" environment; and will experience a decline from its present status in the "internal control" and "tranquillity" environments. When PDOS-recommended policies are added to the computer simulations, the improvements in the trend are dramatic and in all cases experience a steady improvement. Figure VIII-4 shows the results of the simulations for Art and Science of War. The upper series of graphs shows the four worlds without policies and the lower series shows the four worlds with policies.

(1) Along the y-axis of a given graph is the relative level of the trend with "1.00" being the value for 1985.

(2) Along the x-axis are the years of the simulation (1985-2025).

(3) The upper line is the line of maximum values throughout the simulations (note: no single scenario traces any one of the lines—this is a line of "peaks" for all scenarios).

(4) The middle line is the line of average values throughout the simulations.

(5) The bottom line is the line of minimum values throughout the simulations.

b. Warrior Spirit. This trend or system-wide issue receives very limited impact in the absence of PDOS-recommended policies. This seems to track correctly with the current state of the nature of the warrior spirit concept. The initiation of the PDOS-recommended policies on warrior spirit sees worlds with the greatest impact being felt during times of conflict.

c. Self-Development. This trend sees the institution of a professional value of professional development throughout the officer corps. In the absence of PDOS-recommended policies, this "officer corps-wide" value is virtually unknown. With the initiation of PDOS-recommended policies, self-development is allowed to become an "officer corps-wide" value. The effect of this cluster of policies is positive throughout all simulated worlds.

d. Leader-Mentor. This trend deals with the amount of time available for leaders to develop their subordinates under the philosophy associated with this system-wide issue. In the absence of PDOS-recommended policies, there is little movement from its present state. The only time positive fluctuation occurs is in the presence of armed conflict—and then, only slightly. In the presence of PDOS-recommended policies, this trend experiences dramatic shifts during times of conflict and only slight improvement during the "internal control" and the "tranquillity" worlds.

e. Expert-Integrator. This trend is closely associated with the Art and Science of War in that the policies cross-impacting both are quite similar. The events which cross-impact these two trends are nearly identical, with some exceptions. The results with PDOS-recommended policies are also similar.

f. Decision-Making Skills. This system-wide issue is dependent, predominantly, on technological advances which are forecast to become available after the year 2000. In fact, in the absence of PDOS-recommended policies, no improvement worth discussing is evident. With the implementation of PDOS-recommended policies, dramatic

# ART AND SCIENCE OF WAR

--Level of officer adherence to the principles of and knowledge of the art and science of war which includes:

- Theoretical knowledge and practical skills/proficiencies for each Transition Period.
- Knowledge of the human dimension of combat.
- An historical perspective of war.
- The ability to envision the future war.

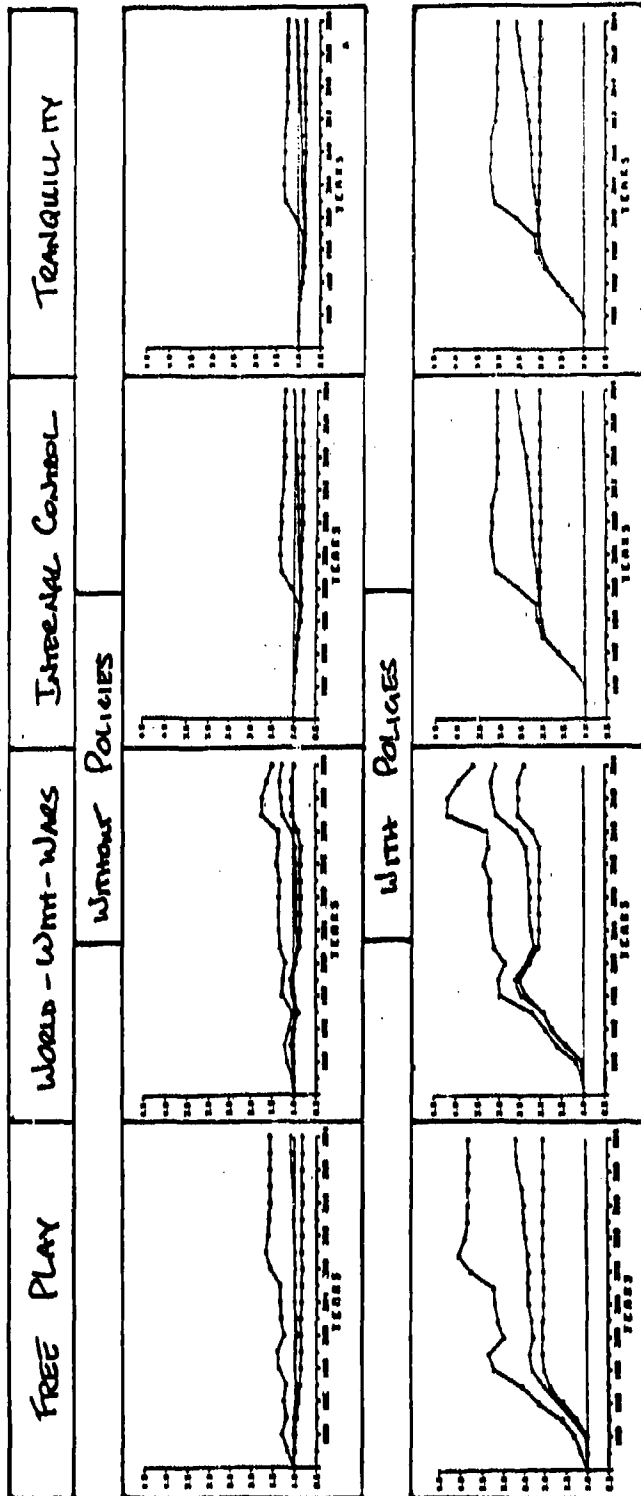


Figure VIII-4: Art and Science of War.

improvement in this trend is "felt" almost immediately.

g. Common Shared Operational Language. This trend has no current policies which cause it to fluxuate. In fact, in the absence of PDOS-recommended policies, there is a steady decline over all simulated worlds with only slight improvement during times of conflict. Once conflict is over, the trend returns to its depressed state. In the presence of PDOS-recommended policies, the trend does improve, with significant improvement during armed conflict.

h. Professional Values. This trend sees virtually no improvement nor decline in any of the "without policy" simulations. With the implementation of PDOS-recommended policies, this trend experiences immediate and dramatic improvement which lasts throughout the simulation—to 2025.

4. The results of this futures modeling suggest that PDOS policies cause improvement and once installed, they need to be continuously monitored. Accordingly, throughout the recommended system a number of policies were designed to assist in the management of the uncertainty associated with changing the way we educate and train officers. These policies ensure that coherence exists throughout the system and are mentioned here so as to highlight their criticality to the overall implementation strategy.

a. ODCSPER will explicitly overwatch officer professional development as part of the Leadership Goal and ODCSOPS will be provided a small cell to exercise those system functions inherent in the responsibility for individual and unit training.

b. A three day strategic planning and futures policy impact analysis exercise will be included in the evolving educational program for new brigadier generals.

c. To accelerate the introduction and use of Communication Computer-Based Instruction (CCBI) technologies, a CCBI Directorate will be established TRADOC.

d. The Director of the Army Staff will sponsor a Senior Service College Army Research Associate to continue to look for ways to institutionalize major PDOS thrusts and initiatives.

## **Section 7. Summary and Conclusions.**

### **1. Summary.**

a. After a review of the current system and identification of strengths and weaknesses, the

study group determined that a common and explicitly stated aim for education and training officers was lacking, sub-optimum decisions often took place and a coherent system did not exist. Accordingly, the study group proceeded to articulate the essence of officership through the Fundamental Principles of Officer Professional and Leadership Development. These principles served as a bedrock bench mark on which to anchor Strategic Goals and ultimately, policies and programs attuned to the pressures of the future.

b. Consistent with this approach, considerable research of fundamental works on long-range planning under uncertainty, organization theory, motivation, and the learning cycle provided the foundation for what would evolve to become the model for officer professional development. This model allowed for articulation of development issues (both vertical and horizontal) across seven discrete development periods from pre-commissioning through general. From this vision of the desired system evolved base policies to transition the Officer Professional Development System and, following a cost and trade-off analysis, a detailed Implementation Plan.

c. The desired system is based on the understanding that there are discrete transitions in an officer's career which require major adjustments on the part of the officer. The proper frame of reference of the next development period must be acquired so the officer can understand the changing nature of work and different roles that must be played during that period. Additionally, the officer must internalize the capability to rise to the levels of behavior and performance required by the expanded functions associated with the next development period.

d. To assist in making each of these development period transitions, an in-resident school experience is required upon commissioning and upon selection for promotion or promotion to captain, major, colonel and brigadier general. A tailored preparation is also seen as necessary at the significant transition to senior general officer. This focus on the need to provide the necessary training, education or other developmental experience to all who need it prior to the time when the expertise is required means that these transitional schooling opportunities will be given in some fashion to all and not just to a select few.

e. To make the current system accommodate these requirements calls for some adjustments in the timing and focus of OBC, OAC, CSC, SSC and formalization of the brigadier general orientation course. Most captains will attend CAS3

enroute to an assignment requiring it out of OAC (all by the eighth year of service) and AMSP will be continued with a more formalized selection process. Not everyone may attend a fully-resident CSC and SSC; however all officers will receive a warfighting common core of skills and knowledge and achieve the appropriate military education level by multiple routes appropriate to their branch or functional area. Additionally, the study group recommended that selection for CSC and SSC be done concurrently with selection for promotion to major and colonel, respectively. This is consistent with the need to attend resident schooling in time to be of use. The Chief of Staff decided to continue separate boards, multiple considerations and to continue to allow lieutenant colonels (not in a promotion status) to attend SSC. Specific recommendations were made to adapt the system to the special needs of the Reserve Component officer and were approved in concept by the CSA.

f. New roles are required of everyone to implement the desired system. This means that instructors must be more than subject matter experts or information conduits. To appropriately guide, coach and assist students in development, they must be more experienced and senior than is the case today. A number of each service school's faculty should have been battalion and brigade commanders. Accordingly, the study group recommended the elimination of excepted organizations for quality distribution and a plan to balance the distribution of officers based on

promotion potential. The Chief of Staff decided to minimize excepted organizations and requested a review of TRADOC's needs for former battalion commanders.

g. To assist officers in self-development and farther ramp-up officer competence, feedback will be provided by extending the MQS system to major and lieutenant colonel and implement the individual assessment program in each professional development period. Self-development will be further enhanced as the school system moves further into the practical application aspects of the learning cycle via case studies, small work groups; and will assume greater responsibility in providing assistance to leaders and units in the field in developing subordinates. This requires the development of a single integrated data base with officers becoming increasingly adept at using electronic aids. An office to champion the introduction of computer communication-based instruction (CCBI) will assist in the rapid introduction and maturation of artificial intelligence and other decision-making tools.

h. The study group derived a new methodology to generate a range of feasible future scenarios to test the impacts of policies under consideration. This tool proved to be valuable for gaining insights into the strategic planning process and has been developed into a policy impact analysis exercise for use in the brigadier general transition course. This will both educate participants and provide feedback to the Chief of Staff about both the currency of officer professional development

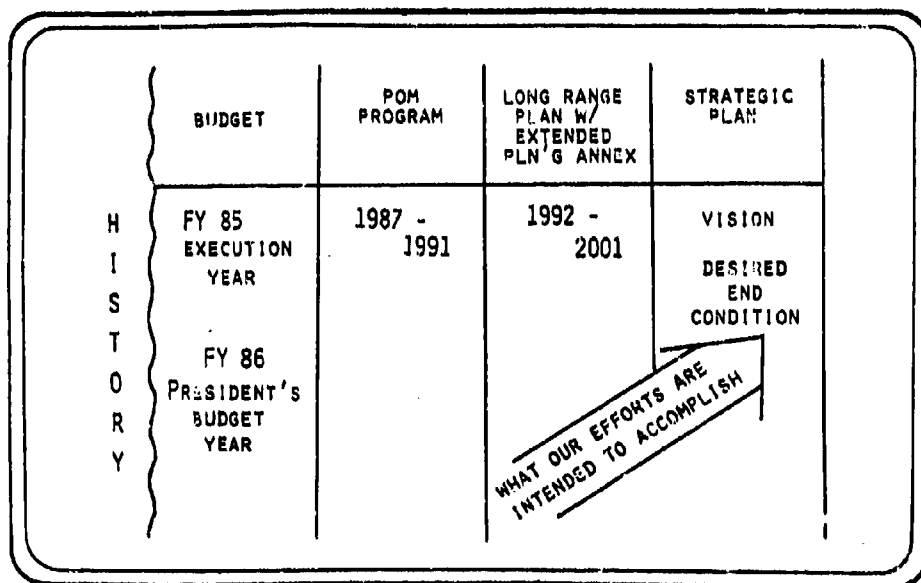


Figure VIII-5: Focus on Outyear Desired System

policies and the status of the transition toward the desired system.

i. To ensure control, coherence and coordination of officer professional development, the study group recommended that ODCSPER be given explicit oversight responsibility for the system and that the ODCSOPS establish a small cell to exercise those system functions inherent in his responsibility for individual and unit training.

j. The study group recommendations were approved in concept on 21 December 1984 by the Chief of Staff for implementation with the minor modifications noted above.

## **2. Conclusions.**

a. The efforts of the study group have provided the Army with a set of fundamental principles for developing officers and the description of a coherent system for officer education and training which incorporates a theoretical base and the capabilities of emerging technology while retaining the strong points of the current system.

b. The PDOS policy recommendations and implementation plans will allow the Army to

evolve toward a system which provides officers with an appropriate frame of reference early in each development period. Accordingly, officers will be better prepared to make the critical decisions required at each level.

c. The individual officer is now recognized as having a far greater role and stake in the system—both as an individual concerned with self-development and as a leader responsible for the mentorship and development of subordinates.

d. The PDOS study group designed a desired end-state condition for officers (see Chapter 4 and 5). Also, it developed a methodology to generate alternative futures and manage the uncertainty associated with complex projects intended to survive (with modifications) for a number of decades. In short, the study group filled in the need for a strategic officer professional development plan to aim the Army through and beyond the programmed years (see FIGURE VIII-5).

e. In the words of the Chief of Staff, the costs associated with implementation of PDOS recommendations are "peanuts when contrasted with the increased professionalism of the officer corps that is sure to result."

# Annex A

## System Spread Sheets

1. *Overview.* This annex contains two types of system spread sheets. One contains a summary of each development period, and the other contains a summary of each system-wide issue. For specific details of each subject, refer to the appropriate annex.

2. *Development Period Spread Sheets.* There are two sheets for each Development Period, providing a useful reference to understand each of the seven development periods in an officer's career. These spread sheets contain the following:

a. List officer attributes for the applicable development period.

b. List the specific policies for the development period which move the Army toward the desired Officer Professional Development System.

c. Show how this system develops the required officer attributes during the particular period by:

(1) Assigning professional development roles.

(2) Recommending specific education and training methods.

(3) Describing the current and near-term future environment for officers.

3. *How To Read The Development Period Spread Sheets.* Figure A-1 shows samples of the two spread sheets used to summarize each development period. The parts marked on the figure are keyed to the following discussion.

a. Part 1: Development period title.

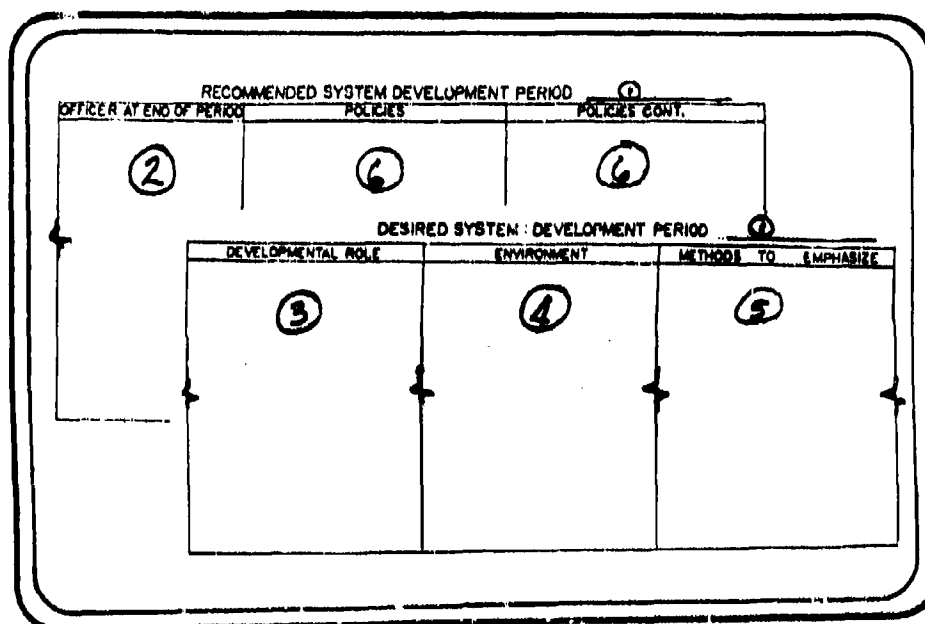


Figure A-1: Explanation of the two Development Period Spread Sheets.

b. Part 2: Officer attributes at the end of the development period in terms of the BE-KNOW-DO concept.

c. Part 3: Development roles. FIGURE A-2 displays these roles pictorially. People acquire conceptual understanding more rapidly and richly through interaction with instructors and peers, whereas facts and detailed procedures can be learned by the individual alone with some assistance. Therefore, individuals can be more responsible for the acquisition of data and information, while service schools should concentrate on the conceptual and contextual aspects. This allows the schools to provide a more vicarious experience via case studies, small group methodologies and simulations. In addition, schools provide support for the professional development needs and programs of both individuals and units and organizations in the field.

d. Part 4: Environment summarizes the personnel management event that is happening to the officer corps during a particular period.

e. Part 5: Methods to Emphasize refers to education and training methods.

(1) An implication resulting from the changed focus of the schools in that the role of

the instructor likewise changes. Rather than being merely a conduit for information, he becomes a role model whose responsibility is to guide students to a better and more rapid understanding of the fundamental concepts and context in which their future functions are to be performed. Consequently, it is not sufficient that instructors be subject-matter experts. More important to this new role is the impact of instructor maturity and past experience in the application of the concepts being taught.

(2) Electronic technologies are matched to each development period to assist in individual self-development and on-the-job learning. These electronic technologies are useful in providing:

(a) Simulation packages to teach, practice, and hone decision-making skills.

(b) Teaching assistance packages to units.

(c) Instructional packages for in-depth, refresher or familiarization needs.

(d) A common electronic data base.

f. Part 6: Development Period Policies move the Army toward the desired Officer Professional Development System.

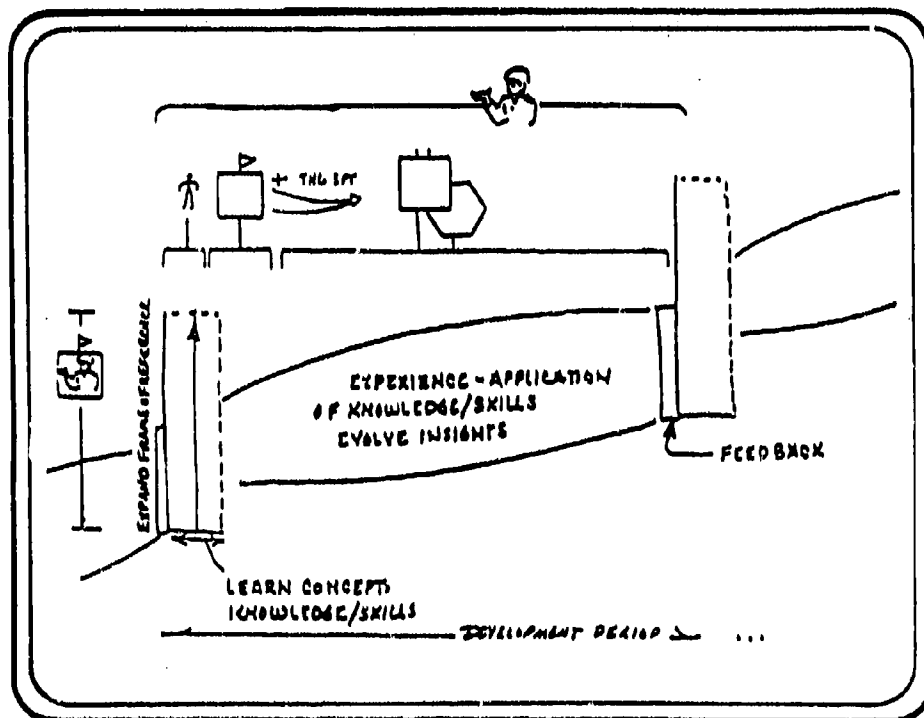


Figure A-2: Pictorial Display of the Development Roles During a Typical Development Period.



- a. Define the particular issue.
- b. Discuss the issue, as appropriate.
- c. List the specific policies the study developed to move the Army toward the desired Officer Professional Development System.

RECOMMENDED SYSTEM		
DEFINITION	POLICIES	POLICIES (CONT)
DEFINITION		

# RECOMMENDED SYSTEM DEVELOPMENT PERIOD ——— PRE-COMMISSIONING

OFFICER AT END OF PERIOD	POLICIES
<p><b>"BE"</b> AS A LEADER AT THE END OF PROFESSIONAL DEVELOPMENT PERIOD: PRE-COMMISSIONING, EACH CADET OR OFFICER CANDIDATE MUST:</p> <ol style="list-style-type: none"> <li>1. BE COMMITTED TO THE PROFESSIONAL ARMY ETHIC: 1-01 ACCEPTS OFFICER VALUES OF INTEGRITY, SELFLESSNESS, HONESTY, SPECIAL TRUST, LOYALTY AND CARE FOR SOLDIERS. 1-02 ACCEPTS RESPONSIBILITY FOR PROTECTING THE NATION.</li> <li>2. POSSESS PROFESSIONAL CHARACTER TRAITS: 2-01 IS PHYSICALLY FIT AND ABLE TO PERFORM UNDER STRESSFUL CONDITIONS.</li> </ol> <p><b>"KNOW"</b> AS A LEADER AT THE END OF PROFESSIONAL DEVELOPMENT PERIOD: PRE-COMMISSIONING, EACH CADET AND OFFICER CANDIDATE MUST:</p> <ol style="list-style-type: none"> <li>3. KNOW THE FACTORS OF LEADERSHIP AND HOW THEY AFFECT EACH OTHER: 3-01 RELATIONSHIP OF OFFICER BEHAVIOR TO PROFESSIONAL VALUES. 3-02 LIMITED PREPAREDNESS TO LEAD SMALL UNITS IN COMBAT.</li> <li>4. KNOW HIMSELF: 4-01 BASIC EDUCATIONAL SKILLS. 4-02 PRINCIPLES OF INDIVIDUAL RESPONSIBILITY RELATING TO THE REQUIREMENTS FOR OFFICER SELF-DEVELOPMENT. 4-03 FAMILIAR WITH "PROFESSIONAL DEVELOPMENT (PD) ROADMAP". 4-04 FAMILIAR WITH OFFICER CAREER INDIVIDUAL ASSESSMENT PROGRAM.</li> <li>5. KNOW HUMAN NATURE: 5-01 BASIC MILITARY LEADERSHIP AND COMMUNICATION SKILLS. 5-02 HUMAN NEEDS AND EMOTIONS.</li> <li>6. KNOW HIS JOB: 6-01 MOS I TASKS. 6-02 PRACTICAL APPROACHES TO MILITARY PROBLEM SOLVING. 6-03 INTRODUCTION TO MILITARY HISTORY. 6-04 INTRODUCTION TO PROFESSIONAL MILITARY LITERATURE PERTAINING TO EXPERIENCES AT INDIVIDUAL AND SMALL UNIT LEVEL. 6-05 GENERAL CONCEPT OF THE "THREAT". 6-06 HOW TO USE A MAP AND COMPASS TO NAVIGATE CROSS-COUNTRY. 6-07 FUNDAMENTALS OF INFANTRY TACTICS, WEAPONS AND CAMOUFLAGE AT INDIVIDUAL, SQUAD, AND PLATOON LEVEL. 6-08 HOW TO MAINTAIN A PERSONAL WEAPON AND EQUIPMENT. 6-09 HOW TO FIRE INDIVIDUAL WEAPONS (RIFLE OR PISTOL, PREFERABLY BOTH).</li> <li>7. KNOW HIS UNIT: 7-01 IMPORTANCE OF DISCIPLINE AND ESPRIT TO UNIT PERFORMANCE.</li> </ol>	<ol style="list-style-type: none"> <li>01. COMMISSIONING STANDARDS WILL BE TIGHTENED AND TIED TO AN ASSESSMENT PROGRAM.</li> <li>0 EXAMINE CURRENT COMMISSIONING STANDARDS AND ADJUST TO MEET PROJECTED ARMY REQUIREMENTS (E.G., MILITARY SKILLS, PHYSICAL STANDARD, PMS STUDENT EVALUATION, ROTC BASIC/ADVANCED CAMP), (4Q FY 85)</li> <li>0 DEVELOP INTERIM COMMISSIONING STANDARDS, AS REQUIRED, IN ADDITION TO CURRENT STANDARDS, TO INSURE THAT STANDARDS EXIST FOR ALL ASSESSMENT CATEGORIES TO BE MEASURED UNDER THE NEW INDIVIDUAL ASSESSMENT PROGRAM (E.G., JR'S, BASIC COMPUTER SKILLS, FOREIGN LANGUAGE) AND FOR ALL SKILL, KNOWLEDGE AND PROFICIENCY REQUIREMENTS, (2Q FY 85)</li> <li>0 DEVELOP AN INDIVIDUAL ASSESSMENT PROGRAM WHICH PROVIDES FEEDBACK TO THE INDIVIDUAL AND A MECHANISM FOR VALIDATING PRE-COMMISSIONING AND COMMISSIONING STANDARDS AND DETERMINING HOW WELL THE STANDARDS ARE BEING ACHIEVED, (2Q FY 85)</li> <li>02. MINIMUM STANDARDS FOR ENTRY INTO ALL PRECOMMISSIONING PROGRAMS WILL BE UNIFORM, BASED ON COMMISSIONING STANDARDS AND TIED TO THE INDIVIDUAL ASSESSMENT PROGRAM.</li> <li>0 EXAMINE CURRENT PRE-COMMISSIONING STANDARDS FOR ROTC, USMA, OCS AND ADJUST THEIR STANDARDS WHERE APPLICABLE TO MEET STANDARDS FOR PRE-COMMISSIONING, (2Q FY 86)</li> <li>0 DEVELOP INDIVIDUAL PRE-COMMISSIONING ASSESSMENT PROGRAM WHICH PROVIDES FEEDBACK TO THE INDIVIDUAL, ASSISTS IN EVALUATING HIS QUALIFICATIONS, AND PROVIDES THE SYSTEM A MECHANISM FOR DEVELOPING REMEDIAL TRAINING PROGRAM, (2Q FY 86)</li> <li>03. BRANCHING SELECTION PROCEDURES WILL CONSIDER THE QUALIFICATIONS OF EACH INDIVIDUAL MEASURED AGAINST AN ESTABLISHED SET OF STANDARDS REQUIRED BY EACH BRANCH.</li> <li>0 DEVELOP A SET OF BRANCH-SPECIFIC COMMISSIONING STANDARDS FOR EACH BRANCH WHICH ARE COMPATIBLE WITH BASIC COMMISSIONING STANDARDS, (1Q FY 86)</li> <li>04. ASSIGNMENT OF CADRE TO INSTITUTIONS WILL BE BASED, IN PART, ON THE BRANCH PRODUCTION MISSION OF THE INSTITUTION.</li> <li>0 BRANCH MIX OF CADRE AT EACH INSTITUTION WILL BE BASED, IN PART, ON THE BRANCH PRODUCTION MISSION OF THE INSTITUTION WITH THE AIM OF ASSISTING IN THE RECRUITING EFFORT BY PROVIDING A ROLE MODEL AND MENTOR, (4Q FY 85)</li> <li>05. ALL ROTC CADRE WILL ATTEND A FORMAL TRAINING COURSE PRIOR TO ASSUMING DUTIES.</li> <li>0 OBJECTIVES FOR THE TRAINING OF ROTC CADRE WILL BE COMPATIBLE WITH USMA AND OCS TRAINING GOALS, (4Q FY 85)</li> </ol>
<p><b>"DO"</b> AS A LEADER AT THE END OF PROFESSIONAL DEVELOPMENT PERIOD: PRE-COMMISSIONING, EACH CADET AND OFFICER CANDIDATE MUST:</p> <ol style="list-style-type: none"> <li>8. PROVIDE DIRECTION: 8-01 APPLIES ELEMENTARY DECISION-MAKING TECHNIQUES.</li> <li>9. IMPLEMENT: 9-01 USES COMMON OPERATIONAL LANGUAGE TO DIRECT ACTIONS AND CONDUCT PLANNING IN SMALL UNIT OPERATIONS.</li> <li>10. MOTIVATE: 10-01 PRACTICES PEER LEADERSHIP.</li> </ol>	

# COMMENDED SYSTEM PERIOD ——— PRE-COMMISSIONING

2

POLICIES	POLICIES CONT.
<p>STANDARDS WILL BE TIGHTENED AND TIED TO AN ASSESSMENT</p> <p>COMMISSIONING STANDARDS AND ADJUST TO MEET PROJECTED ARMY        EQ., MILITARY SKILLS, PHYSICAL STANDARD, PMS STUDENT        TO BASIC/ADVANCED CAMP). (40 FY 85)</p> <p>COMMISSIONING STANDARDS, AS REQUIRED, IN ADDITION TO        RDS, TO INSURE THAT STANDARDS EXIST FOR ALL ASSESSMENT        BE MEASURED UNDER THE NEW INDIVIDUAL ASSESSMENT PROGRAM        BASIC COMPUTER SKILLS, FOREIGN LANGUAGE) AND FOR ALL SKILL,        PROFICIENCY REQUIREMENTS. (20 FY 86)</p> <p>INDIVIDUAL ASSESSMENT PROGRAM WHICH PROVIDES FEEDBACK TO THE        A MECHANISM FOR VALIDATING PRE-COMMISSIONING AND        STANDARDS AND DETERMINING HOW WELL THE STANDARDS ARE BEING        (FY 86)</p> <p>RDS FOR ENTRY INTO ALL PRECOMMISSIONING PROGRAMS WILL BE        ON COMMISSIONING STANDARDS AND TIED TO THE INDIVIDUAL        GRAM.</p> <p>PRE-COMMISSIONING STANDARDS FOR ROTC, USMA, OCS AND        STANDARDS WHERE APPLICABLE TO MEET STANDARDS FOR        ING. (20 FY 86)</p> <p>DUAL PRE-COMMISSIONING ASSESSMENT PROGRAM WHICH PROVIDES        INDIVIDUAL, ASSISTS IN EVALUATING HIS QUALIFICATIONS,        HE SYSTEM A MECHANISM FOR DEVELOPING REMEDIAL TRAINING        (FY 86)</p> <p>CTION PROCEDURES WILL CONSIDER THE QUALIFICATIONS OF EACH        SUMED AGAINST AN ESTABLISHED SET OF STANDARDS REQUIRED BY</p> <p>OF BRANCH-SPECIFIC COMMISSIONING STANDARDS FOR EACH BRANCH        ATIBLE WITH BASIC COMMISSIONING STANDARDS. (10 FY 86)</p> <p>CADRE TO INSTITUTIONS WILL BE BASED, IN PART, ON THE BRANCH        SION OF THE INSTITUTION.</p> <p>CADRE AT EACH INSTITUTION WILL BE BASED, IN PART, ON THE        ION MISSION OF THE INSTITUTION WITH THE AIM OF ASSISTING IN        EFFORT BY PROVIDING A ROLE MODEL AND MENTOR. (40 FY 85)</p> <p>WILL ATTEND A FORMAL TRAINING COURSE PRIOR TO ASSUMING</p> <p>THE TRAINING OF ROTC CADRE WILL BE COMPATIBLE WITH USMA        NO GOALS. (40 FY 85)</p>	

# DESIRED SYSTEM

## DEVELOPMENT PERIOD — PRE-COMMISS

DEVELOPMENTAL ROLE	ENVIRONMENT	
<p>INDIVIDUAL</p> <ul style="list-style-type: none"> <li>o RESPONSIBLE TO LEARN/DEVELOP</li> <li>o PROACTIVE IN SEEKING INFORMATION</li> <li>o IDENTIFY OWN WEAKNESSES (TESTING)</li> <li>o MQS 1 VALIDATED</li> </ul> <p>MENTOR</p> <ul style="list-style-type: none"> <li>o INSTRUCTOR IN CLASSROOM <ul style="list-style-type: none"> <li>oo EXEMPLIFIES ARMY VALUES</li> <li>oo INTRODUCES CANDIDATE/CADET TO ARMY CULTURE</li> <li>oo TEACHES MQS 1 REQUIREMENTS</li> </ul> </li> <li>o PARENTS/FAMILY ENVIRONMENT</li> <li>o ADVANCE CAMP EXPERIENCE</li> </ul> <p>SCHOOLS</p> <ul style="list-style-type: none"> <li>o PROVIDE BASIC TECHNICAL/TACTICAL AND GENERAL MILITARY KNOWLEDGE</li> <li>o TEACHES/CERTIFICATION MQS 1</li> <li>o PROVIDE BASE TO START FROM</li> <li>o FOCUS ON COMPETENCY ENHANCEMENT</li> <li>o 3R'S DEVELOPMENT</li> <li>o DEVELOP MILITARY BASIC SKILLS AND OFFICERS VALUES</li> <li>o COMPUTER LITERACY</li> </ul>	<ul style="list-style-type: none"> <li>o THERE ARE 316 SENIOR ROTC DETACHMENTS, PLUS USMA AND OCS.</li> <li>o THERE ARE 6300 AC ACCESSIONS, PLUS A SIMILAR NUMBER OF RC ACCESSIONS ANNUALLY.</li> <li>o PRECOMMISSIONING GOALS: 30% BUSINESS/ 20% ENGINEERING/ 20% PHYSICAL SCIENCES/ 20% SOCIAL SCIENCES/ 10% OTHERS.</li> <li>o THERE ARE 300 WOMEN ACCESSIONED.</li> <li>o INITIAL CHOICES REGARDING COMPONENTS OF THE LIFE STRUCTURE (OCCUPATION, MARRIAGE--FAMILY, PEER RELATIONSHIPS, AND COMMITMENTS).</li> <li>o MQS 1 CERTIFICATION.</li> <li>o COMMITS HIMSELF OR HERSELF TO SERVE AS AN OFFICER AT LEAST THROUGH AN INITIAL ENTRY TOUR.</li> <li>o AC/RC DECISION.</li> <li>o BRANCHING.</li> </ul>	<p>INDI</p> <p>o P</p> <p>o P</p> <p>o C</p> <p>MENT</p> <p>o U</p> <p>o I</p> <p>o F</p> <p>SCIO</p> <p>o U</p> <p>o C</p>

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# DESIRED SYSTEM

## PERIOD — PRE-COMMISSIONING

ENVIRONMENT	METHODS TO EMPHASIZE
<p>316 SENIOR ROTC DETACHMENTS, PLUS USMA AND OCS.</p> <p>6300 AG ACCESSIONS, PLUS A SIMILAR NUMBER OF RC ACCESSIONS</p> <p>LEARNING GOALS: 30% BUSINESS; 20% ENGINEERING; 20% PHYSICAL SOCIAL SCIENCES; 10% OTHERS.</p> <p>100 WOMEN ACCESSIONS.</p> <p>DECISIONS REGARDING COMPONENTS OF THE LIFE STRUCTURE (OCCUPATION, FAMILY, PEER RELATIONSHIPS, AND COMMITMENTS).</p> <p>IDENTIFICATION.</p> <p>EMPOWER OR HERSELF TO SERVE AS AN OFFICER AT LEAST THROUGH AN AM TOUR.</p> <p>MISSION.</p>	<p>INDIVIDUAL:</p> <ul style="list-style-type: none"> <li>o FACTUAL LEARNING</li> <li>o PROGRAMMED INSTRUCTION</li> <li>o COMPUTER AIDED LEARNING</li> </ul> <p>MENTOR:</p> <ul style="list-style-type: none"> <li>o GUIDANCE</li> <li>o INTERACTION WITH LOW STUDENT TO FACULTY RATIO</li> <li>o FIELD EXPERIENCE</li> </ul> <p>SCHOOLS:</p> <ul style="list-style-type: none"> <li>o EDUCATIONAL FOUNDATION</li> <li>o COURSEWARE TO MATCH LEARNING VEHICLE TO INDIVIDUAL'S DOMINANT MODALITY</li> </ul>

# RECOMMENDED SYSTEM DEVELOPMENT PERIOD — LIEUTENANT

OFFICER AT END OF PERIOD	OFFICER AT END OF PERIOD	
<p><b>"BE"</b> AS A LEADER AT THE END OF PROFESSIONAL DEVELOPMENT PERIOD: LIEUTENANT, EACH OFFICER MUST:</p> <ol style="list-style-type: none"> <li>BE COMMITTED TO THE PROFESSIONAL ARMY ETHIC:           <ol style="list-style-type: none"> <li>EXHIBITS INTEGRITY, SELFLESSNESS, HONESTY, SPECIAL TRUST, LOYALTY, CARE FOR SOLDIERS AND FAMILIES</li> <li>ACCEPTS EXCELLENCE IN PERFORMANCE OF ALL DUTIES AS HIS OR HER PART OF EXECUTING THE ARMY MISSION OF PROTECTING THE NATION</li> </ol> </li> <li>POSSESS PROFESSIONAL CHARACTER TRAITS:           <ol style="list-style-type: none"> <li>IS PHYSICALLY FIT AND PERFORMS WELL UNDER STRESSFUL CONDITIONS</li> <li>IS A ROLE MODEL AND COACH FOR SUBORDINATES AND PEERS</li> <li>HAS SINGLE-MINDED TENACITY TO ACCOMPLISH THE MISSION AND THE FLEXIBILITY TO CHANGE WHEN NECESSARY</li> </ol> </li> </ol> <p><b>"KNOW"</b> AS A LEADER AT THE END OF PROFESSIONAL DEVELOPMENT PERIOD: LIEUTENANT, EACH OFFICER MUST:</p> <ol style="list-style-type: none"> <li>KNOW THE FACTORS OF LEADERSHIP AND HOW THEY AFFECT EACH OTHER:           <ol style="list-style-type: none"> <li>RELATIONSHIP OF OFFICER BEHAVIOR TO PROFESSIONAL VALUES</li> <li>BASIC LEADERSHIP DOCTRINE, REINFORCED BY PRACTICAL EXPERIENCE</li> <li>BASIC MILITARY WRITING AND COMMUNICATION SKILLS</li> </ol> </li> <li>KNOW HIMSELF:           <ol style="list-style-type: none"> <li>PD ROADMAP AND ITS IMPORTANCE AND ROLE IN SELF-DEVELOPMENT</li> <li>HOW TO USE ASSESSMENT SYSTEM FEEDBACK RESULTS (E.G., PT, DIAGNOSTIC, ACHIEVEMENT, (MOS) TO GUIDE SELF-DEVELOPMENT</li> </ol> </li> <li>KNOW HUMAN NATURE:           <ol style="list-style-type: none"> <li>HUMAN DIMENSIONS OF UNITS AND ORGANIZATIONS AND IMPACT OF OWN DECISIONS ON SOLDIERS AND FAMILIES</li> </ol> </li> <li>KNOW HIS JOB:           <ol style="list-style-type: none"> <li>IN-DEPTH EXPERT IN BRANCH SKILLS AT PLATOON OR EQUIVALENT LEVEL AND BELOW</li> <li>FUNDAMENTALS OF ARMY ORGANIZATION AND DOCTRINE APPROPRIATE TO HIS BRANCH AND LEVEL, REINFORCED THROUGH PRACTICAL EXPERIENCE</li> <li>HOW TO USE APPLICATION SOFTWARE PROGRAMS ON COMPUTERS</li> <li>PROFESSIONAL READING PROGRAM THAT EMPHASIZES GENERAL MILITARY HISTORY, INCLUDING READINGS AT THE PLATOON, AND COMPANY LEVEL</li> <li>PRACTICAL TERRAIN APPRECIATION - ANALYZES TERRAIN</li> <li>FUNDAMENTALS OF EMPLOYING MACHINE GUNS, ANTI-TANK WEAPONS, MANEUVER, AND FIRE SUPPORT, HOW TO INTEGRATE WITH TERRAIN IN A DEFENSIVE ROLE</li> </ol> </li> <li>KNOW HIS UNIT:           <ol style="list-style-type: none"> <li>NEED FOR INDIVIDUAL AND SMALL UNIT PHYSICAL CONDITIONING</li> <li>BASIC TEACHING SKILLS</li> <li>TACTICAL THREAT STRENGTHS AND VULNERABILITIES IMPACTING ON HIS UNIT AND HOW TO PREPARE COUNTERMEASURES (E.G., PHYSICAL SECURITY AND COUNTERATTACK PLANS AND EXERCISES) TO COUNTERACT THE THREAT</li> <li>HOW TO BUILD DISCIPLINE AND ESPRIT IN SMALL UNITS.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>IMPLEMENT:           <ol style="list-style-type: none"> <li>WORKS DIRECTLY WITH SOLDIERS</li> <li>INTEGRATES WEAPON SYSTEMS, OTHER EQUIPMENT OR INFORMATION RELATING TO SMALL UNIT ACTIVITIES AND OPERATIONS.</li> <li>COORDINATES AND SUPERVISES WITHIN A STAFF SECTION</li> <li>USES JUDGEMENT AND COMMON SENSE IN PRACTICAL PROBLEM SOLVING</li> <li>INSPECTS PERSONNEL AND EQUIPMENT</li> <li>CONDUCTS DRILLS AND CEREMONIES</li> <li>TRAINS PLATOON LEVEL ORGANIZATIONS IN DEFENSIVE TACTICS</li> <li>SUPERVISES PLATOON/SECTION LEVEL MAINTENANCE</li> <li>USES THE COMMON OPERATIONAL LANGUAGE TO DIRECT ACTIONS AND CONDUCT PLANNING IN SMALL UNIT OPERATIONS</li> <li>USES COMPANY ORDERS AND ISSUES PATROL/PLATOON ORDERS AND ESTIMATES OF THE SITUATION</li> <li>DRAFTS MILITARY CORRESPONDENCE</li> <li>WRITES INFORMATION AND DECISION PAPERS AND AFTER-ACTION REPORTS</li> <li>CONDUCTS BRIEFINGS</li> </ol> </li> <li>MOTIVATE:           <ol style="list-style-type: none"> <li>EXHIBITS BASIC LEADERSHIP SKILLS</li> <li>BUILDS AND SUSTAINS TEAMS</li> <li>DEVELOPS SUBORDINATES</li> </ol> </li> </ol>	<p>710 THE ENTRY II AND SKI DEVELOP COMITE</p> <p>00 AR</p> <p>00 PRE</p> <p>00</p> <p>00 - L</p> <p>00 THA REG TAR</p> <p>00 ADV</p> <p>00 TND IMP</p> <p>711 THE TO A AAA THURE SC</p> <p>00 BBA MDP</p> <p>00 MOW PLA STA KOLI</p> <p>00 OFF</p> <p>00 ANI BPAI</p>
<p><b>"DO"</b> AS A LEADER AT THE END OF PROFESSIONAL DEVELOPMENT PERIOD: LIEUTENANT, EACH OFFICER MUST:</p> <ol style="list-style-type: none"> <li>PROVIDE DIRECTION:           <ol style="list-style-type: none"> <li>APPLIES ANALYTICAL DECISION-MAKING TOOLS AND TECHNIQUES</li> <li>LEADS AND INSTRUCTS PLATOON-LEVEL ORGANIZATIONS</li> <li>TAKES BOLD, DECISIVE ACTION</li> <li>MAINTAINS PERSONAL WEAPON AND EQUIPMENT</li> </ol> </li> </ol>		

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# D SYSTEM

## D ———— LIEUTENANT

OF PERIOD	POLICIES
<p>EQUIPMENT OR INFORMATION RELATING TIONS. A STAFF SECTION PRACTICAL PROBLEM SOLVING</p> <p>IN DEFENSIVE TACTICS MAINTENANCE GE TO DIRECT ACTIONS AND CONDUCT ROU/PLATOON ORDERS AND ESTIMATES</p> <p>PERS AND AFTER-ACTION REPORTS</p>	<p>III THE OBC WILL BE A RESIDENT EXPERIENCE FOR ALL OFFICERS (AC AND RC) UPON ENTRY INTO COMMISSIONED SERVICE TO SET THE CORE FOUNDATION FOR OFFICER VALUES AND SKILLS. PROVIDE BRANCH TRAINING/KNOWLEDGE AND PROVIDE INITIAL PROFESSIONAL DEVELOPMENT GUIDANCE. IT WILL ALSO ASSIST IN THE VALIDATION PROCESS FOR COMMISSIONING STANDARDS.</p> <p>OO ODCSPER DIRECT THAT ALL NEWLY COMMISSIONED OFFICERS MUST ATTEND THEIR BRANCH OBC PRIOR TO FIRST ASSIGNMENT - 40FY86.</p> <p>OO TRADOC REVIEW CURRENT OBC POI AND LENGTH OF COURSE TO ENSURE THAT PROPERLY TRAINED LT'S ARE SENT TO THE FIELD - 40FY87.</p> <p>OO TRADOC IMPLEMENT MGS II - 40FY86.</p> <p>OO TRADOC ISSUE INITIAL SET OF PROFESSIONAL DEVELOPMENT SUPPORT MATERIAL - 40FY86.</p> <p>OO TRADOC DEVELOP AND IMPLEMENT A COMMON CORE IN ALL BRANCH SCHOOL POI'S THAT IS COMPATIBLE WITH THE COMMON SKILLS, PROFICIENCIES AND KNOWLEDGE REQUIRED OF ALL OFFICERS (E.G., BASIC WARFIGHTING, CRITICAL COMMON MGS TASKS, PROFESSIONAL VALUES) 40FY87.</p> <p>OO TRADOC REVIEW THE PLATOON TRAINER/PLATOON FAC CONCEPT TO INCORPORATE ADVANTAGES IN ALL OBC'S - 40FY88.</p> <p>OO PROMPTON PROVIDE INSTRUCTION ON PD SYSTEM TO INCLUDE EXPLANATION OF INDIVIDUAL ASSESSMENT PROGRAM, PD ROADMAP AND PD NOTEBOOK, AND THEIR IMPORTANCE AND ROLE IN SELF-DEVELOPMENT - 40FY88.</p> <p>III THE FIRST ASSIGNMENT AFTER ATTENDANCE A OBC FOR ALL LIEUTENANTS WILL BE TO A BRANCH MATERIAL POSITION, PREFERABLY WITH TROOPS, WITH THE EXCEPTION OF THOSE SELECTED TO PURSUE SPECIALIZED EDUCATION OR ASSIGNMENTS.</p> <p>OO TRADOC DETERMINE THOSE POSITIONS AUTHORIZED FOR LIEUTENANTS THAT ARE BRANCH MATERIAL AND SUPPORT THE DEVELOPMENT OF THE NEW LIEUTENANT - 40FY88.</p> <p>OO ODCSPER ESTABLISH A GOAL THAT EACH LT BE A PLATOON LEADER FOR 18 MONTHS. (FOR THOSE BRANCHES WITHOUT PLATOONS, OR WITH INSUFFICIENT PLATOONS, DUTY SHOULD BE IN COMPANY-LEVEL UNITS OR AS LOW AS POSSIBLE IN STAFF POSITIONS IN TOC OR TDA UNITS INVOLVING BRANCH RELATED DUTIES WITH SOLDIERS) - 40FY87.</p> <p>OO OCAP EVALUATE IMPACT OF BRINGING ALL RESERVE FORCE DUTY (RFD) OFFICERS ON ACTIVE DUTY FOR A TWO YEAR PERIOD - 40FY89.</p> <p>OO MII/PERCEN ENSURE THAT OFFICERS WHO ARE BRANCH TRANSFERRED AT 3 YOS ARE NOT ASSIGNED IN THE NEW BRANCH UNTIL THE OFFICER HAS ATTENDED THAT BRANCH ADVANCED COURSE - 40FY87.</p>

# DESIRED SYSTEM

## DEVELOPMENT PERIOD — LIEUTENANT

DEVELOPMENTAL ROLE	ENVIRONMENT	M
<p><b>INDIVIDUAL</b></p> <p>o ASSUMES RESPONSIBILITY FOR OWN LEARNING AND DEVELOPMENT. REMAINS CURRENT IN SUBJECT AREA VIA READY ELECTRONIC ACCESS TO KNOWLEDGE BASES MAINTAINED BY THE SERVICE SCHOOLS. IS COMMITTED TO A LIFESTYLE OF PHYSICAL/MENTAL WELL-BEING AND LIFE-LONG IMPROVEMENT OF OWN EDUCATION. PROACTIVELY SEEKS INFORMATION AND IS RECEPTIVE TO CONSTRUCTIVE FEEDBACK.</p> <p><b>MENTOR</b></p> <p>o EXEMPLIFIES PROFESSIONAL VALUES. SHAPES AND HOLDS LIEUTENANT INTO ARMY CULTURE. STRESSES HANDS-ON, EXPERIENTIAL EXERCISES. HELPS LIEUTENANT KEEP CURRENT IN BRANCH SUBJECTS. ASSURES LIEUTENANTS' EXPERTISE IN CRITICAL TASKS ASSOCIATED WITH EMPLOYING WEAPONS (AND OTHER MOS II REQUIREMENTS). EXPLAINS COMPANY AND BATTALION LEVEL FRAME OF REFERENCE. FACULTY MENTOR AT LIEUTENANT LEVEL IS A CAPTAIN PLATOON TACTICAL OFFICER OR TRAINER WHO STRESSES MISSION ACCOMPLISHMENT THRU DEVELOPMENT OF SUBORDINATES.</p> <p><b>UNIT/ORG</b></p> <p>o PROVIDES DEVELOPMENTAL OPPORTUNITIES TO ENHANCE COMMAND CLIMATE CONDUCTIVE TO LEARNING, CREATIVITY, AND INITIATIVE. IN UNIT, HAS PROGRAM TO MONITOR COMPETENCY IN LEARNING HOW TO LEAD AND FIGHT A PLATOON (AND OTHER MOS II TASKS). STRESSES FIELD TRAINING THROUGH EXPERIENTIAL PHASE OF LEARNING CYCLE. REVIEWS MATERIAL ON SERVICE SCHOOLS' COMPUTER KNOWLEDGE BASES FOR RELEVANCE TO "REAL WORLD" SETTING. SUPPORTS INDIVIDUAL OFFICER'S CONTINUED USE OF KNOWLEDGE BASE TO REMAIN CURRENT AND MILITARY READING TO BROADEN THEIR PERSPECTIVE.</p> <p><b>SCHOOLS</b></p> <p>o FACULTY MENTORS MODEL PROFESSIONAL VALUES AND CONDUCT EXPERIENTIAL TRAINING DESIGNED TO PREPARE THE LIEUTENANT FOR ASSIGNMENTS AT THE HIS LEVEL. PROVIDES CONTEXT FOR LEARNING KNOWLEDGE AND SKILLS AND ENSURES OFFICER KNOWS HOW TO STUDY VARIOUS TYPE SUBJECTS. INSTRUCTS IN HOW TO USE VARIOUS REFERENCE SOURCES IN REMAINING CURRENT IN BRANCH SUBJECTS. INTRODUCES LIEUTENANT TO AIDS AVAILABLE TO SUPPORT THE TRAINING AND EDUCATION. VALIDATES APPROXIMATELY 80% OF MOS TASKS.</p>	<p>o <b>Accessions:</b> 58% COMBAT ARMS, 28% COMBAT SUPPORT, 14% COMBAT SERVICE SUPPORT.</p> <p>o OFFICERS DISTRIBUTED INTO 1 OF 15 BRANCHES, 14 FUNCTIONAL AREAS, OR 3 IMMATERIAL POSITION CODES.</p> <p>o 100% ATTEND OBC (UP TO 19 WKS, 4 DAYS).</p> <p>o 99% SELECTED FOR O2 (DECENTRALIZED).</p> <p>o ABOUT 760 (OTRA) BRANCH TRANSFERRED DURING 3d YOS.</p> <p>o THOSE NON-SELECTED FOR PROMOTION ARE CONSIDERED FOR SEPARATION.</p> <p>o 3% OF O1-O2 POSITIONS ARE BRANCH IMMATERIAL (OPMS STUDY GROUP).</p> <p>o TENTATIVE ACCEPTANCE OF MILITARY LIFESTYLE/VALUES.</p> <p>o INITIAL BRANCH TRAINING/QUALIFICATION.</p> <p>o MOS II CERTIFICATION.</p> <p>o ASSIGNMENT EXPERIENCE REINFORCES BASIC KNOWLEDGE, SKILLS AND STANDARDS LEARNED IN MOS I AND MOS II.</p> <p>o UNIT SOCIALIZATION BEGINS.</p> <p>o COMMITTE SELF TO CONTINUING ARMY SERVICE BEYOND INITIAL ENTRY FOUR.</p> <p>o 92% SELECTED FOR O3 (CENTRALIZED).</p>	<p>INDIVIDUAL</p> <p>FIELD T</p> <p>PROFESS</p> <p>MENTOR</p> <p>FIELD T</p> <p>SMALL U</p> <p>EQUAL</p> <p>HANDS-ON</p> <p>PROFESS</p> <p>UNIT/ORG</p> <p>FIELD T</p> <p>EXPERIE</p> <p>SCHOOLS</p> <p>FIELD T</p> <p>PROFESS</p> <p>FIELD T</p> <p>SMALL U</p> <p>EQUAL</p> <p>HANDS-ON</p>



ED SYSTEM

2

D — LIEUTENANT

IRONMENT	METHODS TO EMPHASIZE	
<p>ARMS, 28% COMBAT SUPPORT, 14% COMBAT SERVICE            0 1 OF 15 BRANCHES, 14 FUNCTIONAL AREAS, OR 3            9 WKS, 4 DAYS),            ENTRALIZED),            TRANSFERRED DURING 3d YOS,            PROMOTION ARE CONSIDERED FOR SEPARATION,            E. BRANCH IMMATERIAL (OPMS STUDY GROUP),            MILITARY LIFESTYLE/VALUES,            QUALIFICATION,              ENFORCES BASIC KNOWLEDGE, SKILLS AND STANDARDS            S,            NO ARMY SERVICE BEYOND INITIAL ENTRY TOUR,            THALICCO),</p>	<p>CONVENTIONAL</p> <p>INDIVIDUAL:            FIELD TRAINING            PROFESSIONAL READING</p> <p>MENTOR:            FIELD PRACTICAL EXERCISES            SMALL GROUPS (LESS THAN OR            EQUAL TO PLT)            HANDS-ON TRAINING            PROFESSIONAL READING</p> <p>UNIT/ORGANIZATION:            FIELD TRAINING            EXPERIENTIAL APPLICATION</p> <p>SCHOOLS:            FIELD TRAINING            PROFESSIONAL READING            FIELD PRACTICAL EXERCISES            SMALL GROUPS (LESS THAN OR            EQUAL TO PLT)            HANDS-ON TRAINING</p>	<p>ELECTRONIC</p> <p>COMPUTER ASSISTED INSTRUCTION (CAI) PACKAGES</p> <p>COMPUTER ASSISTED INSTRUCTION (CAI) PACKAGES</p> <p>COMPUTER ASSISTED INSTRUCTION (CAI) PACKAGES</p> <p>COMPUTER ASSISTED INSTRUCTION (CAI) PACKAGES            MAINTAINING COMPUTER KNOWLEDGE BASES</p>

# RECOMMENDED SYSTEM DEVELOPMENT PERIOD — CAPTAIN

OFFICER AT END OF PERIOD	OFFICER AT END OF PERIOD	
<p><b>"BE"</b> AS A LEADER AT THE END OF PROFESSIONAL DEVELOPMENT PERIOD: CAPTAIN, EACH OFFICER MUST:</p> <ol style="list-style-type: none"> <li>1. BE COMMITTED TO THE PROFESSIONAL ARMY ETHIC:               <ol style="list-style-type: none"> <li>1-01 INTERNALIZES MORAL, ETHICAL, AND PROFESSIONAL STANDARDS, CARES FOR SOLDIERS AND FAMILIES</li> <li>1-02 BEHAVES CONSISTENT WITH PROFESSIONAL VALUES</li> <li>1-03 APPRECIATES WHAT THE ARMY MISSION OF PROTECTING THE NATION ENTAILS FOR HIS BRANCH AND/OR FUNCTIONAL AREA</li> </ol> </li> <li>2. POSSESS PROFESSIONAL CHARACTER TRAITS:               <ol style="list-style-type: none"> <li>2-01 PREPARES PHYSICALLY AND PSYCHOLOGICALLY FOR THE RIGOR OF WAR</li> <li>2-02 IS A ROLE MODEL AND MENTOR</li> <li>2-03 HAS SINGLE-MINDED TENACITY TO ACCOMPLISH THE MISSION, AND THE FLEXIBILITY TO CHANGE AS REQUIRED BY THE SITUATION</li> <li>2-04 HAS PRACTICAL JUDGMENT AND SOLID COMMON SENSE</li> </ol> </li> </ol> <p><b>"KNOW"</b> AS A LEADER AT THE END OF PROFESSIONAL DEVELOPMENT PERIOD: CAPTAIN, EACH OFFICER MUST:</p> <ol style="list-style-type: none"> <li>3. KNOW THE FACTORS OF LEADERSHIP AND HOW THEY AFFECT EACH OTHER:               <ol style="list-style-type: none"> <li>3-01 HOW TO PLAN FOR AND MANAGE LIMITED CHANGE</li> <li>3-02 HOW OPMS/OPDS AND EPMS/EPDS FUNCTION</li> <li>3-03 MILITARY COMMUNICATIONS SKILLS</li> </ol> </li> <li>4. KNOW HIMSELF:               <ol style="list-style-type: none"> <li>4-01 PD ROADMAP AND ITS IMPORTANCE AND ROLE IN SELF-DEVELOPMENT</li> <li>4-02 HOW TO USE APPLICATION SOFTWARE ON COMPUTERS</li> </ol> </li> <li>5. KNOW HUMAN NATURE:               <ol style="list-style-type: none"> <li>5-01 HUMAN DIMENSIONS OF UNITS AND ORGANIZATIONS AND THE IMPACT OF OWN DECISIONS ON SOLDIERS, FAMILIES, OOD CIVILIANS AND LOWER LEVEL ORGANIZATIONS</li> </ol> </li> <li>6. KNOW HIS JOB:               <ol style="list-style-type: none"> <li>6-01 IN-DEPTH EXPERT IN COMPANY AND BATTALION OR EQUIVALENT LEVEL BRANCH SKILLS, PROCEDURES, DOCTRINE AND TACTICS</li> <li>6-02 INTERRELATIONS AMONG COMBAT/COMBAT SUPPORT/COMBAT SERVICE SUPPORT ARMS IN CONDUCTING COMBINED ARMS OPERATIONS</li> <li>6-03 MOS III TASKS</li> <li>6-04 HOW TO USE APPLICATION SOFTWARE ON COMPUTERS</li> <li>6-05 BRANCH QUALIFIED</li> <li>6-06 FUNDAMENTAL PROFICIENCIES ASSOCIATED WITH HIS DESIGNATED FUNCTIONAL AREA OR SKILL</li> <li>6-07 PROFESSIONAL READING PROGRAM THAT EMPHASIZES GENERAL MILITARY HISTORY TO INCLUDE READINGS AT COMPANY, BATTALION, AND BRIGADE/REGIMENTAL LEVELS</li> <li>6-08 THREAT STRENGTHS AND VULNERABILITIES AT TACTICAL LEVELS</li> <li>6-09 HOW TO VISUALIZE AND ANALYZE TERRAIN AND MAXIMIZE ITS USE TO ACCOMPLISH MISSIONS APPROPRIATE TO HIS BRANCH AND/OR FUNCTIONAL AREA</li> <li>6-10 FUNDAMENTALS OF EMPLOYING MACHINE GUNS, ANTI-TANK WEAPONS, MANUEVER, AND FIRE SUPPORT, AND HOW TO INTEGRATE WITH TERRAIN IN A DEFENSIVE ROLE</li> <li>6-11 HOW TO WORK WITH AND EVALUATE RESERVE COMPONENTS (RC) DURING THEIR ANNUAL TRAINING AND INACTIVE DUTY TRAINING PERIODS</li> </ol> </li> <li>7. KNOW HIS UNIT:               <ol style="list-style-type: none"> <li>7-01 ROLE OF PHYSICAL FITNESS IN THE ARMY</li> <li>7-02 TEACHING AND COACHING SKILLS</li> <li>7-03 PLAC (ORGANIZATIONAL LEVEL AND GEOGRAPHIC LOCATION) IN THE ARMY AND KNOWS HOW TO PREPARE COUNTERMEASURES (E.G., OPSEC, SIGSEC, PHYSICAL SECURITY AND COUNTERATTACK PLANS AND EXERCISES) TO COUNTERACT THE THREAT</li> <li>7-04 HOW TO BUILD DISCIPLINE AND ESPRIT IN COMPANY SIZE UNITS</li> </ol> </li> </ol>	<p><b>"DO"</b> AS A LEADER AT THE END OF PROFESSIONAL DEVELOPMENT PERIOD: CAPTAIN, EACH OFFICER MUST:</p> <ol style="list-style-type: none"> <li>8. PROVIDE DIRECTION               <ol style="list-style-type: none"> <li>8-01 COMMANDS AT COMPANY LEVEL (OR IN ORGANIZATIONS HEADED BY CAPTAINS)</li> <li>8-02 PUTS TOGETHER AND PROGRAMS A SERIES OF DIRECT OPERATING TASKS AT COMPANY OR EQUIVALENT LEVEL</li> <li>8-03 USES MILITARY-ORIENTED THOUGHT PROCESS: ESTABLISHES GOALS AND OBJECTIVES; IDENTIFIES PROBLEMS; DEVELOPS, EVALUATES, CHOOSES ALTERNATIVES; IMPLEMENTS THE DECISION; CONTROLS AND EVALUATES THE RESULTS</li> <li>8-04 TAKES BOLD, DECISIVE ACTION</li> </ol> </li> <li>9. IMPLEMENT:               <ol style="list-style-type: none"> <li>9-01 SUPERVISES OTHER OFFICERS AND DELEGATES AUTHORITY</li> <li>9-02 PARTICIPATES IN COMBINED ARMS AND SERVICES OPERATIONS</li> <li>9-03 INTEGRATES OPERATIONS AND ACTIVITIES OF COMPANY SIZED UNITS AND INDIVIDUAL BATTALION LEVEL STAFF ELEMENTS</li> <li>9-04 PROVIDES HIGH QUALITY INSTRUCTION IN UNITS AND WITHIN THE ARMY EDUCATION SYSTEM</li> <li>9-05 USES COMMON OPERATIONAL TERMS AND GRAPHICS</li> <li>9-06 DEVELOPS INTENT OF COMMANDER IN TERMS OF ESTIMATES AND ORDERS AT COMPANY, BATTALION AND BRIGADE LEVELS</li> <li>9-07 PERFORMS DETAILED STAFF OPERATIONS AND PROCEDURES ON COMBINED ARMS AND SERVICES, INSTALLATION AND HIGHER STAFFS</li> <li>9-08 APPLIES FUNCTIONAL AREA EXPERTISE TO MEET ARMY NEEDS</li> <li>9-09 DRAFTS, REVIEWS AND EDITS MILITARY CORRESPONDENCE</li> </ol> </li> <li>10. MOTIVATE:               <ol style="list-style-type: none"> <li>10-01 ESTABLISHES AN ORGANIZATIONAL CLIMATE WHICH PRODUCES INITIATIVE, TRUST, COACHING, SELF-DEVELOPMENT AND PHYSICAL FITNESS</li> <li>10-02 ESTABLISHES AND MAINTAINS UNIT DISCIPLINE, HEALTH AND WELFARE</li> <li>10-03 MOTIVATES SUBORDINATES TO SET COMMON PURPOSE, DIRECTION, AND COMMITMENT TO ESTABLISH RESPONSIVE CHANNELS FOR DISSEMINATING INTENT</li> <li>10-04 TEACHES AND COACHES SMALL UNIT LEADERS</li> </ol> </li> </ol>	<p>J20 EXPER UNIT, EXPER PRIOR</p> <p>J21 ON THU</p> <p>J22 BRANCH</p> <p>J23 O BRANCH</p> <p>J24 O BRANCH</p> <p>J25 O BRANCH</p> <p>J26 O BRANCH</p> <p>J27 O BRANCH</p> <p>J28 O BRANCH</p> <p>J29 O BRANCH</p> <p>J30 O BRANCH</p> <p>J31 O BRANCH</p> <p>J32 O BRANCH</p> <p>J33 O BRANCH</p> <p>J34 O BRANCH</p> <p>J35 O BRANCH</p> <p>J36 O BRANCH</p> <p>J37 O BRANCH</p> <p>J38 O BRANCH</p> <p>J39 O BRANCH</p> <p>J40 O BRANCH</p> <p>J41 O BRANCH</p> <p>J42 O BRANCH</p> <p>J43 O BRANCH</p> <p>J44 O BRANCH</p> <p>J45 O BRANCH</p> <p>J46 O BRANCH</p> <p>J47 O BRANCH</p> <p>J48 O BRANCH</p> <p>J49 O BRANCH</p> <p>J50 O BRANCH</p> <p>J51 O BRANCH</p> <p>J52 O BRANCH</p> <p>J53 O BRANCH</p> <p>J54 O BRANCH</p> <p>J55 O BRANCH</p> <p>J56 O BRANCH</p> <p>J57 O BRANCH</p> <p>J58 O BRANCH</p> <p>J59 O BRANCH</p> <p>J60 O BRANCH</p> <p>J61 O BRANCH</p> <p>J62 O BRANCH</p> <p>J63 O BRANCH</p> <p>J64 O BRANCH</p> <p>J65 O BRANCH</p> <p>J66 O BRANCH</p> <p>J67 O BRANCH</p> <p>J68 O BRANCH</p> <p>J69 O BRANCH</p> <p>J70 O BRANCH</p> <p>J71 O BRANCH</p> <p>J72 O BRANCH</p> <p>J73 O BRANCH</p> <p>J74 O BRANCH</p> <p>J75 O BRANCH</p> <p>J76 O BRANCH</p> <p>J77 O BRANCH</p> <p>J78 O BRANCH</p> <p>J79 O BRANCH</p> <p>J80 O BRANCH</p> <p>J81 O BRANCH</p> <p>J82 O BRANCH</p> <p>J83 O BRANCH</p> <p>J84 O BRANCH</p> <p>J85 O BRANCH</p> <p>J86 O BRANCH</p> <p>J87 O BRANCH</p> <p>J88 O BRANCH</p> <p>J89 O BRANCH</p> <p>J90 O BRANCH</p> <p>J91 O BRANCH</p> <p>J92 O BRANCH</p> <p>J93 O BRANCH</p> <p>J94 O BRANCH</p> <p>J95 O BRANCH</p> <p>J96 O BRANCH</p> <p>J97 O BRANCH</p> <p>J98 O BRANCH</p> <p>J99 O BRANCH</p> <p>J100 O BRANCH</p>

# RECOMMENDED SYSTEM PERIOD ——— CAPTAIN

AT END OF PERIOD	POLICIES
<p>FUNCTIONAL DEVELOPMENT PERIOD: CAPTAIN, EACH</p> <p>LEVEL (OR IN ORGANIZATIONS HEADED BY CAPTAINS) ORGANIZE A SERIES OF DIRECT OPERATING TASKS AT THE LEVEL OF THOUGHT PROCESS; ESTABLISHES GOALS AND PROBLEMS; DEVELOPS, EVALUATES, CHOOSES THE DECISION; CONTROLS AND EVALUATES THE ACTION</p> <p>OFFICERS AND DELEGATES AUTHORITY TO COMMAND ARMS AND SERVICES OPERATIONS AND ACTIVITIES OF COMPANY SIZED UNITS AND LEVEL STAFF ELEMENTS BY INSTRUCTION IN UNITS AND WITHIN THE ARMY</p> <p>TERMS AND GRAPHICS COMMANDER IN TERMS OF ESTIMATES AND ORDERS AT THE BRIGADE LEVELS</p> <p>OPERATIONS AND PROCEDURES ON COMBINED ARMS OPERATION AND HIGHER STAFF</p> <p>AREA EXPERTISE TO MEET ARMY NEEDS</p> <p>UNIT'S MILITARY CORRESPONDENCE</p> <p>ENVIRONMENTAL CLIMATE WHICH PRODUCES INITIATIVE, DEVELOPMENT AND PHYSICAL FITNESS</p> <p>MAINTAINS UNIT DISCIPLINE, HEALTH AND WELFARE</p> <p>SETS COMMON PURPOSE, DIRECTION, AND RESPONSIVE CHANNELS FOR DISSEMINATING</p> <p>SMALL UNIT LEADERS</p>	<p>J20. A GOAL FOR OFFICER EDUCATION IS THAT THE OAC WILL BE A RESIDENT EXPERIENCE UPON PROMOTION TO CPT AND PRIOR TO COMMANDING A COMPANY-SIZED UNIT. FOR THE RC OFFICER, COMPLETION OF OAC WILL GENERALLY BE A NONRESIDENT EXPERIENCE PRIOR TO THE THIRD YEAR AFTER PROMOTION TO CPT AND WHERE POSSIBLE, PRIOR TO, OR DURING, A COMPANY-LEVEL COMMAND EXPERIENCE.</p> <p>OO ODCSPER PUBLISH THAT, IN PREPARATION FOR COMPANY COMMAND, THE GOAL IS THAT NO ONE WILL COMMAND PRIOR TO ATTENDING OAC - 4QFY85.</p> <p>J21. THE CURRENT 20-WEEK (+/- WEEKS) IN LENGTH OAC WILL BE EVALUATED IN LIGHT OF THE OAC MISSION AND THE CAS3 COURSE - 4QFY87.</p> <p>OO TRADOC REVIEW CURRENT OAC, CONSIDER COME AND ESTABLISH OAC LENGTH, MISSION AND GOALS ENSURING COMPATIBILITY WITH OTHER COURSES, COMMON SKILLS, PROFICIENCIES AND KNOWLEDGE REQUIRED OF ALL OFFICERS (E.G., CRITICAL MOS TASKS, PROFESSIONAL VALUES, PHYSICAL FITNESS) - 4QFY87.</p> <p>OO TRADOC IMPLEMENT MGS III - 4QFY88.</p> <p>OO MILPERCEN REINFORCE, AS A GOAL, THE ASSIGNMENT OF OFFICERS TO OAC UPON SELECTION FOR PROMOTION TO THE GRADE OF CPT - 3QFY86.</p> <p>OO ODCSPER ESTABLISH POLICY THAT ASSIGNMENT PRIORITY FOR GRADUATES OF OAC IS TO ORGANIZATIONS WITH OPPORTUNITIES FOR COMPANY COMMAND (OR TO APPROPRIATE UTILIZATION ASSIGNMENT) FOR THOSE BRANCHES WITH MINIMAL OPPORTUNITIES FOR COMMAND - 4QFY86.</p> <p>OO CONCURRENTLY WITH FULL IMPLEMENTATION OF CAS3, MILPERCEN ESTABLISH POLICY THAT ATTENDANCE AT OAC WILL BE ONLY TO OFFICER'S BASIC BRANCH SCHOOL WITH THE EXCEPTION OF SELECT ARMOR/INFANTRY OFFICERS - 1QFY87.</p> <p>J22. REQUIREMENTS FOR COMPANY-LEVEL BRANCH QUALIFICATION WILL BE DEFINED AND BRANCH QUALIFICATION WILL NORMALLY OCCUR BEFORE BRANCH IMMATERIAL ASSIGNMENTS.</p> <p>OO PROPONENTS ESTABLISH INITIAL REQUIREMENTS FOR BRANCH QUALIFICATION FOR MEN AND WOMEN OFFICERS AND PROVIDE RECOMMENDATIONS TO TRADOC - 2QFY86.</p> <p>OO ODCSPER ESTABLISH POLICY THAT AT APPROXIMATELY 3 YOS, AND PRIOR TO ATTENDANCE AT OAC, OFFICERS WILL BE OFFERED THE OPPORTUNITY TO BRANCH TRANSFER VOLUNTARILY TO COMBAT SUPPORT AND COMBAT SERVICE SUPPORT BRANCHES THAT HAVE OPENINGS - 4QFY86.</p> <p>OO PROPONENTS ESTABLISH EDUCATION/BRANCH QUALIFICATION REQUIREMENTS FOR THOSE THAT BRANCH TRANSFER AT THE THREE AND EIGHT YOS POINTS - 1QFY88.</p> <p>OO TRADOC REVIEW AND APPROVE BRANCH QUALIFICATION REQUIREMENT - 1QFY87.</p> <p>OO MILPERCEN ESTABLISH POLICY THAT OFFICERS WILL BE BRANCH QUALIFIED PRIOR TO SELECTION FOR PROMOTION TO MAJ - 1QFY88.</p> <p>J23. ODCSPER ESTABLISH POLICY TO ASSIGN FORMER BATTALION/BRIGADE COMMANDERS TO BRANCH SCHOOLS - 4QFY87.</p> <p>OO PROPONENTS DETERMINE POSITIONS, IN PRIORITY, WHERE ASSIGNMENT OF A FORMER BATTALION OR BRIGADE COMMANDER IS DESIRED - 4QFY86.</p> <p>OO ODCSPER DETERMINE MAXIMUM NUMBER OF FORMER COMMANDERS THAT CAN BE ASSIGNED TO BRANCH SCHOOLS - 4QFY86.</p> <p>OO TRADOC APPROVE POSITIONS WHERE FORMER COMMANDERS ARE DESIRED - 1QFY87.</p> <p>OO ODCSPER ESTABLISH POLICY TO ASSIGN FORMER COMMANDERS TO DESIGNATED POSITIONS IN BRANCH SCHOOLS - 2QFY87.</p> <p>OO MILPERCEN IMPLEMENT POLICY TO ASSIGN FORMER COMMANDERS TO IDENTIFIED POSITIONS IN BRANCH SCHOOLS - 4QFY87.</p> <p>OO ODCSPER PUBLISH THROUGH ALL MEDIA RESOURCES THAT SERVICE AT BRANCH SCHOOLS IS A HIGHLY DESIRABLE ASSIGNMENT - 4QFY87.</p> <p>OO ODCSPER ENSURE SELECTION BOARDS ARE AWARE OF IMPORTANCE OF INSTRUCTOR ASSIGNMENTS - 4QFY87.</p> <p>J24. ALL OAC CPTS WILL ATTEND COMBINED ARMS AND SERVICES STAFF SCHOOL (CAS3) BY 8TH YEAR OF AFCS.</p> <p>OO OFFICERS IN OAC WITH FOLLOW-ON ASSIGNMENT TO BRIGADE LEVEL OR HIGHER STAFF (OR ASSIGNED OCONUS FROM OAC) WILL ATTEND CAS3 ENROUTE.</p> <p>OO CPTS WILL ATTEND CAS3 PRIOR TO A BRIGADE OR HIGHER LEVEL STAFF ASSIGNMENT.</p> <p>J12. OFFICERS ARE ELIGIBLE FOR FULL-TIME ADVANCED CIVIL SCHOOLING AFTER COMPANY-LEVEL BRANCH QUALIFICATION.</p> <p>J13. COMPANY-LEVEL BRANCH QUALIFICATION WILL PRECEDE FUNCTIONAL AREA DEVELOPMENT.</p> <p>J14. SPECIAL BRANCH AND RESERVE COMPONENT OFFICERS WILL ATTEND CAS3 BASED ON QUOTA AVAILABILITY AS DIRECTED BY ODCSOPS.</p> <p>J15. THE CAS3 SEMINAR INSTRUCTORS SHOULD BE FORMER BATTALION COMMANDERS; HOWEVER, ALL WILL HAVE DEMONSTRATED PROFICIENCY AT THE BRIGADE AND DIVISION STAFF LEVEL.</p> <p>J16. AN ARMY CORRESPONDENCE COURSE PROGRAM (ACCP) STAFF DEVELOPMENT COURSE WITH NO MORE THAN TWO WEEKS IN RESIDENCE WILL BE DESIGNED AND IMPLEMENTED FOR THE RESERVE COMPONENTS AS AN ALTERNATIVE FOR RC OFFICERS WHO CANNOT ATTEND THE RESIDENT OR USAR CAS3 SCHOOL.</p> <p>OO AFTER THE STAFF DEVELOPMENT COURSE IS IMPLEMENTED, IT, OR ITS EQUIVALENT, WILL BE THE MINIMUM EDUCATIONAL REQUIREMENT FOR PROMOTION TO LTC AND WILL BE COMPLETED AT COMPLETION OF THE THIRD YEAR AS A MAJOR.</p>

# DESIRED SYSTEM

## DEVELOPMENT PERIOD — CAPTAIN

DEVELOPMENTAL ROLE	ENVIRONMENT	ME
<p><b>INDIVIDUAL</b></p> <p>0. FOCUS ON CEMENTING BRANCH PROFICIENCIES, CONTINUE LIFESTYLE OF CONTINUED TRAINING AND EDUCATION. ASSESSES OWN SHORTFALLS WHILE REMAINING RECEPTIVE TO MENTOR CRITIQUE. USES CAI AND PROFESSIONAL READING TO REMAIN CURRENT IN BRANCH, FUNCTIONAL AREA OR AREAS OF CONCENTRATION.</p> <p><b>MENTOR</b></p> <p>0. CONTINUES TO EXEMPLIFY PROFESSIONAL VALUES. IF A ROLE MODEL FOR PHYSICAL FITNESS AND CONTINUED EDUCATION LIFESTYLES. ASSURES CAPTAINS HAVE DEMONSTRATED EXPERTISE IN CRITICAL SKILLS ASSOCIATED WITH FIGHTING THE IMMEDIATE BATTLE. EXPLAINS AND REINFORCES BRIGADE LEVEL FRAME OF REFERENCE. FACULTY MENTOR STRESSES COACHING AND GUIDING ASPECTS OF MENTORSHIP IN CHALLENGING SETTING. PROVIDES COURSEWARE AND DOCTRINAL INPUT TO COMPUTER KNOWLEDGE BASE WITHIN APPROPRIATE BRANCH, FUNCTIONAL AREA OR AREAS OF CONCENTRATION.</p> <p><b>UNIT/ORG</b></p> <p>0. IN UNIT, PROVIDES DEVELOPMENTAL OPPORTUNITIES, ESPECIALLY THOSE WHICH FOSTER SKILLS AT FIGHTING AND SUPPORTING A COMPANY. USES COMPUTER SIMULATIONS, CAI AND OTHER TRAINING TECHNOLOGIES INTRODUCED BY SCHOOL TO SUPPORT UNIT/ORGANIZATION PROFESSIONAL DEVELOPMENT PROGRAM AND OPERATIONAL MISSIONS. MONITORS CAPTAINS' COMPETENCY IN MOS III TASKS.</p> <p><b>SCHOOLS</b></p> <p>0. ROLE OF SCHOOL IS TO MENTOR RESIDENT AND NON-RESIDENT STUDENTS, PROVIDE TRAINING SUPPORT MATERIALS (E.G., SIMULATIONS, CAI PACKAGES, ETC.) FOR INDIVIDUAL, UNIT AND ORGANIZATIONAL USE AND DEVELOP COMPUTER KNOWLEDGE BASE FOR AC AND RC USAGE. HOLDS STUDENT RESPONSIBLE FOR FACTUAL CONTENT, ENABLING MORE EXPERIENTIAL APPLICATION EXERCISES IN THE SCHOOL SETTING. PROVIDES SELF-ASSESSMENT OPPORTUNITIES FOR INDIVIDUAL DEVELOPMENT PURPOSES.</p>	<ul style="list-style-type: none"> <li>0 92% SELECTED FOR O3 (CENTRALIZED).</li> <li>0 100% ATTEND OAC (20 + 6 WEEKS; O2(P)-O3).</li> <li>0 BRANCH TRANSFERS FROM COMBAT ARMS WILL RECEIVE NEW BRANCH TRAINING PRIOR TO INITIAL CS/CSS ASSIGNMENT.</li> <li>0 GOAL: 100% ATTEND CAS<sup>3</sup> (9 WEEKS; O3 NLT 8 YOS<sup>4</sup>).</li> <li>0 10% OF O3 ASSIGNMENTS ARE BRANCH IMATERIAL (OPMS STUDY GROUP).</li> <li>0 1% RECEIVE ADVANCED CIVIL SCHOOLING (6-8 YOS)</li> <li>0 16% SERVING OUTSIDE EITHER BRANCH OR FUNCTIONAL AREA.</li> <li>0 VOLUNTARY INDEFINITE STATUS APPLICATION BY YOS.</li> <li>0 FUNCTIONAL AREA DESIGNATION OCCURS NLT PROMOTION TO O5.</li> <li>0 TOTAL MILITARY SERVICE OBLIGATION EXPIRES: 8 YOS.</li> <li>0 ACCEPTS THE MILITARY AS A POSSIBLE CAREER WITH ITS VALUES AND NORMS.</li> <li>0 ENLARGED PERSPECTIVE OF HOW THE ARMY WORKS.</li> <li>0 OPPORTUNITY TO COMMAND COMPANY-SIZE UNITS.</li> <li>0 MOS III CERTIFICATION.</li> <li>0 REINFORCEMENT OF VALUES BY SOCIALIZATION PROCESS (I.E., PEER INPUT).</li> <li>0 FAMILY COMMITMENT TO THE ARMY.</li> <li>0 STAFF OFFICER AT BRIGADE THROUGH MACOM LEVELS CAPABLE OF APPLYING BRANCH OR FUNCTIONAL AREA EXPERTISE IN A COMBINED ARMS AND SERVICES CONTEXT.</li> <li>0 "BRANCH QUALIFIED".</li> <li>0 80% SELECTED FOR O4; PROMOTION BOARD DETERMINES RANK ORDER LIST FOR CSC.*</li> <li>0 CPT'S NON-SELECTED FOR O4 ARE SEPARATED OR SELECTIVELY CONTINUED FOR UP TO 3 YEARS.</li> <li>• (PDOS RECOMMENDATION)</li> </ul>	<p>INDIVIDUAL</p> <p>FIELD P PROFESS</p> <p>MENTOR:</p> <p>FIELD P SMALL U CASE ST PROFESS</p> <p>UNIT/ORG</p> <p>FIELD P EXPERIE EXERCIS</p> <p>SCHOOLS</p> <p>FIELD P SMALL U CASE ST PROFESS FACULTY</p>

ED SYSTEM

2

OD — CAPTAIN

IRONMENT	METHODS TO EMPHASIZE	
<p>IZED).</p> <p>S: 02(P)-03).</p> <p>ARMS WILL RECEIVE NEW BRANCH TRAINING PRIOR TO</p> <p>ERKS: 03 NLT 8 YOS*).</p> <p>ANCH IMMATERIAL (OPMS STUDY GROUP).</p> <p>SCHOOLING (6-8 YOS)</p> <p>ANCH OR FUNCTIONAL AREA.</p> <p>APPLICATION 3TH YOS.</p> <p>OCURS NLT PROMOTION TO 05.</p> <p>TION EXPIRES: 8 YOS.</p> <p>SIBLE CAREER WITH ITS VALUES AND NORMS.</p> <p>IF ARMY WORKS.</p> <p>Y-SIZE UNITS.</p> <p>GIALIZATION PROCESS (I.E., PEER INPUT).</p> <p>UGH MACOM LEVELS CAPABLE OF APPLYING BRANCH OR</p> <p>OMBINED ARMS AND SERVICES CONTEXT.</p> <p>IN BOARD DETERMINES RANK ORDER LIST FOR CSC.*</p> <p>SEPARATED OR SELECTIVELY CONTINUED FOR UP TO</p>	CONVENTIONAL	ELECTRONIC
	INDIVIDUAL:	
	FIELD TRAINING	COMPUTER ASSISTED INSTRUCTION PACKAGES
	PROFESSIONAL READING	COMPUTER SIMULATIONS (WARGAMES)
	MENTOR:	
	FIELD PRACTICAL EXERCISES	COMPUTER ASSISTED INSTRUCTION PACKAGES
	SMALL GROUPS	COMPUTER SIMULATIONS (WARGAMES)
	CASE STUDIES	
	PROFESSIONAL READING	
	UNIT/ORGANIZATION:	
	FIELD TRAINING	COMPUTER ASSISTED INSTRUCTION PACKAGES
	EXPERIENTIAL APPLICATION	COMPUTER SIMULATIONS (WARGAMES)
	EXERCISES	
	SCHOOLS:	
	FIELD PRACTICAL EXERCISES	COMPUTER ASSISTED INSTRUCTION PACKAGES
	SMALL GROUPS	COMPUTER SIMULATIONS (WARGAMES)
	CASE STUDIES	
	PROFESSIONAL READING	
	FACULTY MENTORS @ SERVICE SCHOOLS	

# RECOMMENDED SYSTEM

## DEVELOPMENT PERIOD — THE MAJOR AND LIEUTENANT COLONEL

OFFICER AT END OF PERIOD	OFFICER AT END OF PERIOD (CONT.)	
<p><b>"BE"</b> AS A LEADER AT THE END OF PROFESSIONAL DEVELOPMENT PERIOD: MAJOR AND LIEUTENANT COLONEL, EACH OFFICER MUST:</p> <ol style="list-style-type: none"> <li>1. BE COMMITTED TO THE PROFESSIONAL ARMY ETHIC: <ol style="list-style-type: none"> <li>1-01 BEHAVES CONSISTENT WITH HIGH MORAL AND ETHICAL VALUES</li> <li>1-02 APPRECIATES WHAT THE ARMY MISSION OF PROTECTING THE NATION ENTAILS FOR HIS BRANCH AND/OR FUNCTIONAL AREA</li> </ol> </li> <li>2. POSSESS PROFESSIONAL CHARACTER TRAITS: <ol style="list-style-type: none"> <li>2-01 PREPARES PHYSICALLY AND PSYCHOLOGICALLY FOR THE RIGORS OF WAR</li> <li>2-02 IS A ROLE MODEL AND MENTOR</li> <li>2-03 HAS SINGLE-MINDED TENACITY TO ACCOMPLISH MISSION AND THE FLEXIBILITY AND COURAGE TO CHANGE AS REQUIRED BY THE SITUATION</li> <li>2-04 HAS PRACTICAL JUDGMENT AND SOLID COMMON SENSE</li> </ol> </li> </ol> <p><b>"KNOW"</b> AS A LEADER AT THE END OF PROFESSIONAL DEVELOPMENT PERIOD: MAJOR AND LIEUTENANT COLONEL, EACH OFFICER MUST:</p> <ol style="list-style-type: none"> <li>3. KNOW THE FACTORS OF LEADERSHIP AND HOW THEY AFFECT EACH OTHER: <ol style="list-style-type: none"> <li>3-01 HOW OPMS/OPDS AND EPMS/EPDS FUNCTION</li> </ol> </li> <li>4. KNOW HIMSELF: <ol style="list-style-type: none"> <li>4-01 HOW TO USE PD ROADMAP FOR CONTINUED SELF-DEVELOPMENT</li> <li>4-02 HOW TO USE ASSESSMENT SYSTEM FEEDBACK RESULTS AND OTHER SOURCES TO GUIDE SELF-DEVELOPMENT</li> </ol> </li> <li>5. KNOW HUMAN NATURE: <ol style="list-style-type: none"> <li>5-01 HUMAN DIMENSIONS OF UNITS/ORGANIZATIONS AND IMPACT OF OWN DECISIONS ON SOLDIERS, FAMILIES, DOD CIVILIANS, AND ORGANIZATIONS</li> </ol> </li> <li>6. KNOW HIS JOB: <ol style="list-style-type: none"> <li>6-01 "EXPERT" IN BRANCH AND/OR FUNCTIONAL AREA: CAPABLE OF APPLYING EXPERTISE ON ARMY, JOINT OR COMBINED STAFFS</li> <li>6-02 OPERATIONS AND SUPPORT DOCTRINE AT THE CORPS LEVEL AND BELOW</li> <li>6-03 MOS IV AND V TASKS</li> <li>6-04 "HOW THE ARMY FIGHTS" INCLUDING HOW OTHER BRANCHES, FUNCTIONAL AREAS, ARMY AS A WHOLE AND OTHER SERVICES WORK TOGETHER TO MULTIPLY COMBAT POWER AND ATTAIN NATIONAL AND OPERATIONAL OBJECTIVES</li> <li>6-05 "HOW THE ARMY RUNS" FUNCTIONS: STRUCTURE, STATION, MAN EQUIP, TRAIN, MANAGE, MOBILIZE/DEPLOY, SUSTAIN, AND MANAGE INFO</li> <li>6-06 WORKING KNOWLEDGE OF PPBLS</li> <li>6-07 HOW ARMY FITS INTO CURRENT ECONOMIC AND POLITICAL ENVIRONMENT AND IMPLICATIONS OF PUBLIC INTEREST TO THE ARMY</li> <li>6-08 PROFESSIONAL READING PROGRAM EMPHASIZES THE OPERATIONAL LEVEL OF WAR AND THE IMPACT OF CS AND CSS INTEGRATION ON THE TOTAL BATTLEFIELD</li> <li>6-09 READING INCLUDES AN OVERVIEW OF THE SUBJECTS WHICH IMPACT ON THE ARMY AND POTENTIAL ARMY MISSIONS (E.G., POLITICAL AND ECONOMIC SYSTEMS; HUMAN AND ORGANIZATIONAL BEHAVIOR)</li> <li>6-10 THREAT STRENGTHS AND WEAKNESSES AT THE OPERATIONAL AND TACTICAL LEVELS</li> <li>6-11 HOW TO VISUALIZE AND ANALYZE TERRAIN AND MAXIMIZE ITS USE TO ACCOMPLISH MISSIONS APPROPRIATE TO HIS BRANCH AND/OR FUNCTIONAL AREA FOR EACH ASSIGNMENT</li> <li>6-12 FUNDAMENTALS OF EMPLOYING MACHINE GUNS, ANTI-TANK WEAPONS, MANEUVER, FIRE SUPPORT, AND AIR DEFENSE SUPPORT, AND HOW TO INTE RATE WITH TERRAIN IN A DEFENSIVE ROLE</li> <li>6-13 CIVILIAN PERSONNEL MANAGEMENT PROCEDURES</li> <li>6-14 HOW THE RESERVE COMPONENTS (RC) DIFFER FROM THE ACTIVE COMPONENT (AC) AND APPRECIATE THE DIFFERENCE BETWEEN THE TWO</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>7. KNOW HIS UNIT: <ol style="list-style-type: none"> <li>7-01 ROLE OF PHYSICAL FITNESS IN THE ARMY</li> <li>7-02 EXPERT TEACHER, COACH, AND MENTOR</li> <li>7-03 THREAT CAPABILITIES AND LIMITATIONS APPROPRIATE TO HIS TIME AND PLACE (ORGANIZATIONAL LEVEL AND GEOGRAPHIC LOCATION) IN THE ARMY AND HOW TO PREPARE COUNTERMEASURES (E.G., OPSEC, SIGSEC, PHYSICAL SECURITY, AND COUNTERATTACK PLANS AND EXERCISES) TO COUNTERACT THE THREAT</li> <li>7-04 INSTALLATION (I.E., POST, CAMP AND STATION) AND COMMUNITY OPERATIONS</li> <li>7-05 HOW TO ASSESS AND AFFECT DISCIPLINE AND ESPRIT IN BATTALION SIZE ORGANIZATIONS AND ON STAFFS</li> </ol> </li> </ol> <p><b>"DO"</b> AS A LEADER AT THE END OF PROFESSIONAL DEVELOPMENT PERIOD: MAJOR AND LIEUTENANT COLONEL, EACH OFFICER MUST:</p> <ol style="list-style-type: none"> <li>8. PROVIDE DIRECTION: <ol style="list-style-type: none"> <li>8-01 COMMANDS, LEADS, DIRECTS, ORGANIZES, AND TRAINS UNITS AND ORGANIZATIONS AT THE BATTALION OR EQUIVALENT (DA LEVEL)</li> <li>8-02 MOLDS OPERATING TASKS/METHODS INTO FUNCTIONAL SYSTEMS</li> <li>8-03 ADJUSTS SYSTEMS TO COPE WITH CHANGES IN THE ENVIRONMENT</li> <li>8-04 APPLIES QUANTITATIVE TECHNIQUES AND SOPHISTICATED ANALYTICAL SKILLS TO MILITARY PROBLEM SOLVING</li> <li>8-05 TAKES BOLD, DECISIVE ACTION</li> <li>8-06 DEVELOPS DOCTRINE AND SUPPORTS R &amp; D TO ASSIST LONG TERM GROWTH OF THE ARMY AND TO BUILD ON THE SYNERGISM OF LIGHT AND HEAVY FORCES</li> </ol> </li> <li>9. IMPLEMENT: <ol style="list-style-type: none"> <li>9-01 INTEGRATES, COORDINATES AND DIRECTS STAFF FUNCTIONS AS A PRINCIPAL OR A MEMBER IN ANY STAFF POSITION AT TACTICAL/INSTALLATION LEVEL AND ABOVE, TO INCLUDE JOINT AND COMBINED STAFF</li> <li>9-02 PROVIDES AND SUPERVISES HIGH QUALITY INSTRUCTION WITHIN THE ARMY EDUCATIONAL SYSTEM</li> <li>9-03 USES, MANAGES, AND ARTICULATES REQUIREMENTS FOR COMPUTER SYSTEMS APPLICATIONS IN MILITARY ORGANIZATIONS</li> <li>9-04 APPLIES OPERATIONAL TERMS AND GRAPHICS AS APPROPRIATE TO BOTH BRANCH AND FUNCTIONAL AREA</li> <li>9-05 WRITES PLANS, ORDERS AND ESTIMATES AT ALL LEVELS</li> <li>9-06 ARTICULATES COMMANDER'S INTENT</li> <li>9-07 TRANSLATES COMMANDER'S INTENT TO DIRECT FUNCTIONAL ACTIVITIES</li> </ol> </li> <li>10. MOTIVATE: <ol style="list-style-type: none"> <li>10-01 ESTABLISHES AN INSTITUTIONAL CLIMATE WHICH PRODUCES INITIATIVE, TRUST, COACHING, SELF-DEVELOPMENT, AND PHYSICAL FITNESS</li> <li>10-02 MOTIVATES STAFFS SUBORDINATE ECHELONS TO SET COMMON PURPOSE, DIRECTION AND COMMITMENT AND TO ESTABLISH RESPONSIVE CHANNELS FOR DISSEMINATING INTENT</li> <li>10-03 DEVELOPS COACHING SKILLS IN SUBORDINATES AND STUDENTS</li> <li>10-04 REINFORCES APPROPRIATE ROLE MODEL BEHAVIOR IN SUBORDINATES</li> </ol> </li> </ol>	<p>102 ALL ACT COMMAND AND INCLUDE A GO</p> <p>103 THERE W SCHOOL COSOC INTERATION W FIGHTING AT REMOTE SI</p> <p>104 PROMOTI COMMAND AND</p> <p>106 THERE W SUCH AS TRAI PROGRAM MANA OPPORTUNITIE ALTERNATIVE LEVEL LAND W</p> <p>107 OFFICER COMMAND AND EFFECTIVE PRO</p> <p>116 OFFICER AND STAFF LE ATTEND THE F</p> <p>110 CSC GRA STUDIES PROO WAR AT THE O SPECTRUM OF</p> <p>00 THEN REQUIREMENTS NETOS, AND O</p> <p>00 ENRO IS DEVELOPED SHOULD NOT E</p> <p>00 ALL DEMONSTRATE AND CORPS LE</p> <p>00 A DA ADVANCED MIL SELECTION RO</p> <p>508 IMPROVE</p> <p>00 THE DESIGNEE IN</p> <p>00 THE WEEKS AT GAC</p> <p>00 EMPH ESTABLISHING</p> <p>00 PUBL RESPONSIBILI</p> <p>00 DEVE COMMANDERS.</p> <p>00 FAIL DESIGNERS.</p> <p>507 LTCs WI EDUCATION TH</p>

# RECOMMENDED SYSTEM

## THE MAJOR AND LIEUTENANT COLONEL

### R AT END OF PERIOD(CONT.)

### POLICIES

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THE END OF PROFESSIONAL DEVELOPMENT PERIOD: MAJOR AND  
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MINATING INTENT  
OPS COACHING SKILLS IN SUBORDINATES AND STUDENTS  
ORLES APPROPRIATE ROLE MODEL BEHAVIOR IN SUBORDINATES

102 ALL ACTIVE COMPONENT OFFICERS WILL COMPLETE A RESIDENT OR NON-RESIDENT  
COMMAND AND STAFF LEVEL COURSE PRIOR TO SELECTION TO LTC. THIS SCHOOL WILL  
INCLUDE A COMMAND AND STAFF LEVEL LAND WARFIGHTING AND SUPPORT DOCTRINE CORE.

103 THERE WILL BE A RESIDENT PHASE IN THE CORRESPONDENCE PROGRAM AND USAR  
SCHOOL COSOC COURSE WITH A BLOCK OF TWO WEEKS IN LENGTH EMPHASIZING  
INTEGRATION OF ALL ELEMENTS IN THE CURRENT COMMAND AND STAFF LEVEL LAND  
WARFIGHTING AND SUPPORT DOCTRINE. TECHNOLOGIES MAY ALLOW THIS TO BE CONDUCTED  
AT REMOTE SITES.

104 PROMOTION BOARDS SELECTING MAJORS WILL SELECT OFFICERS FOR RESIDENT  
COMMAND AND STAFF LEVEL SCHOOLING.

106 THERE WILL BE ALTERNATIVE COMMAND AND STAFF LEVEL SCHOOLING OPPORTUNITIES  
SUCH AS TRAINING WITH INDUSTRY, LOGISTICS EXECUTIVE DEVELOPMENT COURSE,  
PROGRAM MANAGEMENT COURSE, FOR THE PURPOSE OF EXPANDING THE RESIDENT  
OPPORTUNITIES FOR COMMAND AND STAFF LEVEL SCHOOLING. OFFICERS IN THESE  
ALTERNATIVE PROGRAMS MUST ACHIEVE COMPETENCY IN THE CURRENT COMMAND AND STAFF  
LEVEL LAND WARFIGHTING AND SUPPORT DOCTRINE.

107 OFFICERS ATTENDING OTHER CSC LEVEL SCHOOLS WILL RECEIVE THE CURRENT  
COMMAND AND STAFF LEVEL LAND WARFIGHTING AND SUPPORT DOCTRINE THROUGH RESIDENT  
ELECTIVE PROGRAM (PREFERRED) OR NON-RESIDENT PROGRAM OR A COMBINATION THEREOF.

116 OFFICERS ATTENDING FOREIGN CSC LEVEL SCHOOLS WILL COMPLETE THE COMMAND  
AND STAFF LEVEL LAND WARFIGHTING AND SUPPORT DOCTRINE COURSE BEFORE THEY  
ATTEND THE FOREIGN SCHOOL.

110 CSC GRADUATES WILL BE PROVIDED OPPORTUNITIES FOR AN ADVANCED MILITARY  
STUDIES PROGRAM (AMSP) EMPHASIZING THE INTEGRATION OF THE ART AND SCIENCE OF  
WAR AT THE OPERATIONAL LEVEL, IN JOINT AND COMBINED OPERATIONS AND ACROSS THE  
SPECTRUM OF CONFLICT.

OO THERE WILL BE A FORMAL EVALUATION PROGRAM TO ASSESS THE FULL  
REQUIREMENTS FOR ADVANCED MILITARY STUDIES IN TERMS OF RESOURCE AND FACILITY  
NEEDS, AND OPTIMUM ENROLLMENT POLICIES IN TERMS OF ARMY BENEFITS.

OO ENROLLMENT WILL BE LIMITED TO 48 STUDENTS PER ACADEMIC YEAR UNTIL DATA  
IS DEVELOPED ON STUDENT/COST/BENEFIT TRADEOFFS. MAXIMUM FUTURE ENROLLMENTS  
SHOULD NOT EXCEED 96 STUDENTS.

OO ALL MAJORS ARMY-WIDE WHO HAVE COMPLETED CSC LEVEL SCHOOLING AND  
DEMONSTRATE HIGH POTENTIAL TO SERVE AS A PRINCIPAL STAFF OFFICER AT DIVISION  
AND CORPS LEVELS MAY APPLY FOR THE PROGRAM.

OO A DA CIRCULAR WHICH DEFINES THE PURPOSE, SCOPE AND METHODOLOGY FOR  
ADVANCED MILITARY STUDIES SELECTION AND ENROLLMENT WILL BE PUBLISHED. PRIMARY  
SELECTION ROLE WILL REMAIN WITH CDR, CAC.

508 IMPROVE PRE-COMMAND COURSE PROGRAM.

OO THE PURPOSE OF THE PRE-COMMAND COURSE WILL BE TO ASSIST THE COMMAND  
DESIGNEE IN PREPARATION FOR COMMAND.

OO THE LENGTH OF THE PRE-COMMAND COURSE WILL NOT EXCEED FIVE WEEKS, TWO  
WEEKS AT CAC AND UP TO THREE WEEKS AT THE BRANCH OR PROPONENT SCHOOL.

OO EMPHASIZE, IN THE "HOW TO COMMAND" POSITION, THE IMPORTANCE OF  
ESTABLISHING A POSITIVE COMMAND CLIMATE.

OO PUBLISH AN ARMY REGULATION DELINEATING PCC POLICIES AND  
RESPONSIBILITIES.

OO DEVELOP A PRE-COMMAND COURSE TAILORED TO THE NEEDS OF RC 05/06  
COMMANDERS.

OO TAILOR THE CONTENTS OF THE PHASE I PACKAGE MAILED TO ALL COMMAND  
DESIGNEES.

507 LTCS WILL BE ENCOURAGED TO CONTINUE THEIR PROFESSIONAL DEVELOPMENT  
EDUCATION THROUGH AVAILABLE SSC NON-RESIDENT PROGRAMS.

# DESIRED SYSTEM

## DEVELOPMENT PERIOD — THE MAJOR AND L

DEVELOPMENTAL ROLE	ENVIRONMENT
<p><b>INDIVIDUAL:</b></p> <p>O Focus on broadening general military education and gaining in-depth training and continued education in appropriate "track" career pattern, developing integration and synthesis skills in all activities, uses military reading program, CAI packages, School of the Air, teleconferences and war games to augment field training opportunities, continues use of assessment technology to monitor strengths and weaknesses then progresses with help of mentor, evolves insights from education and developmental opportunities in unit/organizational assignments, seek to become a mentor for junior officers in unit and school house settings, self certify MOS IV (MAJ) and V (LTC) tasks.</p> <p><b>MENTOR:</b></p> <p>O Both school and unit mentors: explain/reinforce division and installation level frame of reference, assures Majors and Lieutenant Colonels have demonstrated expertise in integration of weapons systems and support functions necessary to obtain and sustain these systems and generate maximum combat power (extensive use of computer simulations, field training and visits to National Training Center to support this task), serve as mentor/instructors in use of simulations, teleconferencing and CAI packages to enhance learning and decision making capabilities, provide assessment feedback on MOS IV and V tasks.</p> <p><b>UNIT/ORGAN:</b></p> <p>O Provide experiential developmental opportunities to relate school theories to real world, align with unit/organization missions, seminars on theory applied to specific unit/organization activity, include multiple electronic training support aids in officer development programs, provide climate for self-certification of MOS IV and V tasks.</p> <p><b>SCHOOLS:</b></p> <p>O School role remains oriented on teaching, providing training support materials for unit/organization and keeping knowledge base current for multiple users and functions, stress need for more complex integration and synthesis skills, introduce students to new tools available to enhance their operational performance and continued education plus concept of unit/organization mentoring of subordinates, continue to provide assessment opportunities, when developed, add use of educational artificial intelligence, expert systems and smart courseware to curriculum, validate MOS tasks and provide foundation for next MOS level.</p>	<p>O 80% of CPT's selected for O4, PDOS recommends promotion board determine rank order list for attendance at CSC.</p> <p>OO DOPMA authorizes a maximum of 5% of promotion list to come from below the zone.</p> <p>OO 45%-50% selected to CSC level schooling (centralized selection).</p> <p>O Officers will be developed in different career patterns through single, dual, and sequential tracking.</p> <p>OO 20% of field grade officers will, single track in their branch.</p> <p>OO Officers in branches with large requirements in field grade will single track in branch; if more required, provided by branch transfer.</p> <p>OO Currently, 25% of Majors hold a branch-related initial entry specialty as an additional specialty.</p> <p>O OTRA officers promoted to Major are automatically integrated into the RA if qualified.</p> <p>O Currently, MEL 4 distribution plan distributes 85% of the Major and Captain(P) attending CUSOC and the Air, Naval, and Marine Staff Colleges, remaining 15% are used to meet other requirements.</p> <p>O 10% of Major and Lieutenant Colonels could be coded immaterial.</p> <p>O 80% of all field grade authorizations are in TDA, 72% of Majors positions are in TDA.</p> <p>O Functional area designation, if required, occurs NLT promotion to O5.</p> <p>O 70% of O4's selected to O5.</p> <p>OO DOPMA authorizes a maximum of 10% of promotion list to come from below the zone.</p> <p>O Command opportunity about 25% for LTC's, 50%-60% LTC level command selectees chosen first-time eligible, additional 30% to 40% picked as second-time eligibles, 25% to 41% having at least one B2 promotion.</p> <p>OO New CSA policy reduces first time-considered selection for command to 10% effective for FY 86 boards.</p> <p>O Selective continuation required for all RA officers twice non-selected for promotion to LTC and within six years of retirement.</p> <p>O Mandatory retirement of Major at 21 YOS.</p> <p>O Mandatory retirement of LTC's at 28 YOS.</p> <p>O 50% of LTC are selected to O6, PDOS recommends promotion board determine rank order list for attendance at SSC.</p> <p>OO DOPMA authorizes a maximum of 10% of promotion list to come from below the zone.</p>



2

# RED SYSTEM

## THE MAJOR AND LIEUTENANT COLONEL

ENVIRONMENT	METHODS TO EMPHASIZE				
<p>OR ON. PDOS RECOMMENDS PROMOTION BOARD DETERMINE ANCE AT CSC.</p> <p>MAXIMUM OF 5% OF PROMOTION LIST TO COME FROM BELOW</p> <p>CSC LEVEL SCHOOLING (CENTRALIZED SELECTION).</p> <p>ED IN DIFFERENT CAREER PATTERNS THROUGH SINGLE, NO.</p> <p>OFFICERS WILL SINGLE TRACK IN THEIR BRANCH.</p> <p>S WITH LARGE REQUIREMENTS IN FIELD GRADE WILL MORE REQUIRED, PROVIDED BY BRANCH TRANSFER.</p> <p>MAJORS HOLD A BRANCH-RELATED INITIAL ENTRY SPECIALTY</p> <p>TO MAJOR ARE AUTOMATICALLY INTEGRATED INTO THE RA IF</p> <p>UTION PLAN DISTRIBUTES 85% OF THE MAJOR AND AND THE AIR, NAVAL, AND MARINE STAFF COLLEGES, MEET OTHER REQUIREMENTS.</p> <p>ANT COLONELS COULD BE CODED IMMATERIAL.</p> <p>AUTHORIZATIONS ARE IN IDA. 72% OF MAJORS POSITIONS</p> <p>ION. IF REQUIRED, OCCURS NLT PROMOTION TO O5.</p> <p>O5.</p> <p>MAXIMUM OF 10% OF PROMOTION LIST TO COME FROM BELOW</p> <p>T 25% FOR LTC'S. 50%-60% LTC LEVEL COMMAND ELIGIBLE. ADDITIONAL 30% TO 40% PICKED AS TO 41% HAVING AT LEAST ONE B2 PROMOTION.</p> <p>ES FIRST TIME-CONSIDERED SELECTION FOR COMMAND TO RDS.</p> <p>REQUIRED FOR ALL RA OFFICERS TWICE NON-SELECTED FOR SIX YEARS OF RETIREMENT.</p> <p>MAJOR AT 21 YOS.</p> <p>LTC'S AT 28 YOS.</p> <p>TO O6. PDOS RECOMMENDS PROMOTION BOARD DETERMINE NLT AT CSC.</p> <p>MAXIMUM OF 10% OF PROMOTION LIST TO COME FROM BELOW</p>	<table> <tr> <th>CONVENTIONAL</th><th>ELECTRONIC</th></tr> <tr> <td> <p>INDIVIDUAL:</p> <p>FIELD TRIPS</p> <p>CASE STUDIES</p> <p>PROFESSIONAL READING</p> <p>MENTOR:</p> <p>FIELD TRIPS</p> <p>CASE STUDIES</p> <p>FIELD PRACTICAL EXERCISES</p> <p>SMALL GROUPS</p> <p>PROFESSIONAL READING</p> <p>UNIT/ORGANIZATION:</p> <p>FIELD TRAINING (UNIT)</p> <p>EXPERIENTIAL APPLICATION</p> <p>EXERCISES</p> <p>SCHOOLS:</p> <p>FIELD TRIPS</p> <p>CASE STUDIES</p> <p>FIELD PRACTICAL EXERCISES</p> <p>SMALL GROUPS</p> <p>PROFESSIONAL READING</p> </td><td> <p>COMPUTER ASSISTED INSTRUCTION PACKAGES</p> <p>"SCHOOL OF THE AIR" COMPUTER</p> <p>TELECONFERENCING (VIDEO/AUDIO MODE)</p> <p>COMPUTER SIMULATIONS (WARGAMES)</p> <p>COMPUTER ASSISTED INSTRUCTION PACKAGES</p> <p>"SCHOOL OF THE AIR" COMPUTER</p> <p>TELECONFERENCING (VIDEO/AUDIO MODE)</p> <p>COMPUTER SIMULATIONS (WARGAMES)</p> <p>COMPUTER ASSISTED INSTRUCTION PACKAGES</p> <p>"SCHOOL OF THE AIR" COMPUTER</p> <p>TELECONFERENCING (VIDEO/AUDIO MODE)</p> <p>COMPUTER SIMULATIONS (WARGAMES) (UNIT)</p> <p>COMPUTER ASSISTED INSTRUCTION PACKAGES</p> <p>"SCHOOL OF THE AIR" COMPUTER</p> <p>TELECONFERENCING (VIDEO/AUDIO MODE)</p> <p>ARTIFICIAL INTELLIGENCE, EXPERT</p> <p>SYSTEMS AND "SMART COURSEWARE"</p> </td></tr> </table>	CONVENTIONAL	ELECTRONIC	<p>INDIVIDUAL:</p> <p>FIELD TRIPS</p> <p>CASE STUDIES</p> <p>PROFESSIONAL READING</p> <p>MENTOR:</p> <p>FIELD TRIPS</p> <p>CASE STUDIES</p> <p>FIELD PRACTICAL EXERCISES</p> <p>SMALL GROUPS</p> <p>PROFESSIONAL READING</p> <p>UNIT/ORGANIZATION:</p> <p>FIELD TRAINING (UNIT)</p> <p>EXPERIENTIAL APPLICATION</p> <p>EXERCISES</p> <p>SCHOOLS:</p> <p>FIELD TRIPS</p> <p>CASE STUDIES</p> <p>FIELD PRACTICAL EXERCISES</p> <p>SMALL GROUPS</p> <p>PROFESSIONAL READING</p>	<p>COMPUTER ASSISTED INSTRUCTION PACKAGES</p> <p>"SCHOOL OF THE AIR" COMPUTER</p> <p>TELECONFERENCING (VIDEO/AUDIO MODE)</p> <p>COMPUTER SIMULATIONS (WARGAMES)</p> <p>COMPUTER ASSISTED INSTRUCTION PACKAGES</p> <p>"SCHOOL OF THE AIR" COMPUTER</p> <p>TELECONFERENCING (VIDEO/AUDIO MODE)</p> <p>COMPUTER SIMULATIONS (WARGAMES)</p> <p>COMPUTER ASSISTED INSTRUCTION PACKAGES</p> <p>"SCHOOL OF THE AIR" COMPUTER</p> <p>TELECONFERENCING (VIDEO/AUDIO MODE)</p> <p>COMPUTER SIMULATIONS (WARGAMES) (UNIT)</p> <p>COMPUTER ASSISTED INSTRUCTION PACKAGES</p> <p>"SCHOOL OF THE AIR" COMPUTER</p> <p>TELECONFERENCING (VIDEO/AUDIO MODE)</p> <p>ARTIFICIAL INTELLIGENCE, EXPERT</p> <p>SYSTEMS AND "SMART COURSEWARE"</p>
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# RECOMMENDED SYSTEM DEVELOPMENT PERIOD — COLO

OFFICER AT END OF PERIOD	OFFICER AT END OF PERIOD CONT.
<p><b>"RE"</b> AS A LEADER AT THE END OF PROFESSIONAL DEVELOPMENT PERIOD: COLONEL, EACH OFFICER MUST:</p> <ol style="list-style-type: none"> <li>1. BE COMMITTED TO THE PROFESSIONAL ARMY ETHIC:             <ol style="list-style-type: none"> <li>1-01 BEHAVES CONSISTENT WITH HIGH MORAL AND ETHICAL VALUES.</li> <li>1-02 APPRECIATES WHAT THE ARMY MISSION OF PROTECTING THE NATION ENTAILS AT THE HIGHEST LEVELS OF RESPONSIBILITY IN THE ARMY.</li> </ol> </li> <li>2. POSSESS PROFESSIONAL CHARACTER TRAITS:             <ol style="list-style-type: none"> <li>2-01 PREPARES PHYSICALLY AND PSYCHOLOGICALLY FOR THE RIGORS OF WAR.</li> <li>2-02 IS A ROLE MODEL AND MENTOR.</li> <li>2-03 HAS SINGLE-MINDED TENACITY TO ACCOMPLISH THE MISSION AND THE FLEXIBILITY AND COURAGE TO CHANGE AS REQUIRED BY THE SITUATION.</li> <li>2-04 HAS PRACTICAL JUDGEMENT AND SOLID COMMON SENSE.</li> </ol> </li> </ol> <p><b>"KNOW"</b> AS A LEADER AT THE END OF PROFESSIONAL DEVELOPMENT PERIOD: COLONEL, EACH OFFICER MUST:</p> <ol style="list-style-type: none"> <li>3. KNOW THE FACTORS OF LEADERSHIP AND HOW THEY AFFECT EACH OTHER:             <ol style="list-style-type: none"> <li>3-01 HISTORICAL, PHILOSOPHICAL, SOCIOLOGICAL BASES FOR VALUE SYSTEM DEVELOPMENT.</li> <li>3-02 INTERRELATIONSHIPS AMONG CPMS/OPDS, EPMS/EPDS AND OTHER MILITARY SYSTEMS.</li> </ol> </li> <li>4. KNOW HIMSELF:             <ol style="list-style-type: none"> <li>4-01 HOW TO USE ASSESSMENT SYSTEM FEEDBACK RESULTS AND OTHER SOURCES TO DIAGNOSE STRENGTHS AND WEAKNESSES AND GUIDE SELF-DEVELOPMENT.</li> </ol> </li> <li>5. KNOW HUMAN NATURE:             <ol style="list-style-type: none"> <li>5-01 HUMAN DIMENSIONS OF UNITS AND ORGANIZATIONS AND THE IMPACT OF OWN DECISIONS ON SOLDIERS, FAMILIES, DOD CIVILIANS, ORGANIZATIONS AND SYSTEMS.</li> </ol> </li> <li>6. KNOW HIS JOB:             <ol style="list-style-type: none"> <li>6-01 ROLE AS AN INTEGRATOR AND FUNCTIONAL EXPERT IN LEADING AND STAFFING ARMY AND DEFENSE ORGANIZATIONS AT HIGH LEVELS OF RESPONSIBILITY.</li> <li>6-02 INTERRELATIONSHIPS AMONG COMBAT ARMS, COMBAT SUPPORT AND COMBAT SERVICE SUPPORT SYSTEMS ON THE CURRENT AND FUTURE BATTLEFIELDS.</li> <li>6-03 OPERATIONS AND SUPPORT DOCTRINE AT THE THEATER LEVEL AND BELOW.</li> <li>6-04 HOW ARMY AND OTHER SERVICES INTEGRATE THEIR CAPABILITIES TO ACHIEVE NATIONAL STRATEGIC OBJECTIVES.</li> <li>6-05 HOW THE ARMY RUNS IN RELATION TO SOCIETY AND THE NATIONAL DEFENSE ESTABLISHMENT.</li> <li>6-06 NATIONAL AND MILITARY (ALL SERVICES) IMPLICATIONS OF THE FULL SPECTRUM OF CONFLICT.</li> <li>6-07 WORKING KNOWLEDGE OF PPMs AND PPHs.</li> <li>6-08 PROFESSIONAL READING PROGRAM THAT EMPHASIZES THE STRATEGIC LEVEL OF WAR AND THE CHALLENGES INVOLVED IN MOBILIZING, TRAINING, DEPLOYING, SUSTAINING, AND INTEGRATING ARMY FORCES IN JOINT AND COMBINED OPERATIONS.</li> <li>6-09 READINGS INCLUDE POLITICAL, ECONOMIC, SOCIAL SYSTEMS AND MILITARY INTERRELATIONSHIPS WITH THESE SYSTEMS THROUGHOUT THE WORLD.</li> <li>6-10 THREAT MILITARY, POLITICAL, AND ECONOMIC STRENGTHS AND VULNERABILITIES AT THE STRATEGIC LEVEL AND BELOW.</li> <li>6-11 GEOGRAPHICAL VARIATIONS AMONG PROSPECTIVE THEATERS OF WAR AND THEIR MILITARY AND ECONOMIC IMPLICATIONS.</li> <li>6-12 REAR AREA DEFENSIVE TACTICS (E.G., INTEGRATING THE EMPLOYMENT OF CREW-SERVED WEAPONS, MANEUVER AND SUPPORTING FIRES WITH TERRAIN).</li> </ol> </li> <li>7. KNOW HIS UNIT:             <ol style="list-style-type: none"> <li>7-01 EXPERT TEACHER, COACH, AND MENTOR</li> <li>7-02 THREAT CAPABILITIES AND LIMITATIONS APPROPRIATE TO HIS TIME AND PLACE (ORGANIZATIONAL LEVEL AND GEOGRAPHIC LOCATION) IN THE ARMY AND HOW TO PREPARE COUNTERMEASURES (E.G., OPSEC, SIGSEC, PHYSICAL SECURITY AND COUNTERATTACK PLANS AND EXERCISES) TO COUNTERACT THE THREAT</li> <li>7-03 COMMUNITY AND INSTALLATION MANAGEMENT</li> <li>7-04 HOW TO ASSESS AND AFFECT DISCIPLINE AND ESPRIT IN BRIGADE SIZE ORGANIZATION AND ON STAFFS</li> </ol> </li> </ol>	<p><b>"DO"</b> AS A LEADER AT THE END OF PROFESSIONAL DEVELOPMENT PERIOD: COLONEL, EACH OFFICER MUST:</p> <ol style="list-style-type: none"> <li>8. PROVIDE DIRECTION:             <ol style="list-style-type: none"> <li>8-01 COMMANDS, LEADS, DIRECTS, ORGANIZES AND TRAINS BRIGADES OR EQUIVALENT LEVEL TDA ORGANIZATIONS</li> <li>8-02 SHAPES THE ENVIRONMENT FOR THE DEVELOPMENT OF PERSONAL AND UNIT VALUES CONGRUENT WITH ARMY VALUES</li> <li>8-03 MODELS OFFICER ATTRIBUTES WITHIN THE ARMED FORCES AND IN PUBLIC</li> <li>8-04 DEPLOYS AND MODIFIES INTERRELATED OPERATING SYSTEMS</li> <li>8-05 USES SYNTHESIZING AND CONCEPTUALIZING PROCESSES FOR NON-PROGRAMMED DECISION MAKING WHILE IMPROVING ANALYTIC SKILLS DEVELOPED EARLIER</li> <li>8-06 ASSESSES, ALLOCATES AND INTEGRATES FORCES REQUIRED TO EXECUTE TACTICAL AND OPERATIONAL PLANS</li> <li>8-07 SYNTHESIZES THE LESSONS OF HISTORY</li> <li>8-08 FORMULATES ARMY POLICY ON NATIONAL POLICY</li> <li>8-09 DEVELOPS DOCTRINE, AND SUPPORTS R&amp;D TO ASSIST LONG TERM GROWTH OF THE ARMY AND TO BUILD ON THE SYNERGISM OF LIGHT AND HEAVY FORCES</li> <li>8-10 TAKES BOLD, DECISIVE ACTION</li> </ol> </li> <li>9. IMPLEMENT:             <ol style="list-style-type: none"> <li>9-01 INTEGRATES, COORDINATES AND DIRECTS STAFF FUNCTIONS AS A PRINCIPAL OF A MEMBER IN ANY STAFF POSITION AT TACTICAL/INSTALLATION LEVEL AND ABOVE, TO INCLUDE JOINT AND COMBINED STAFFS</li> <li>9-02 PROVIDES AND SUPERVISES HIGH QUALITY INSTRUCTION WITHIN THE ARMY EDUCATIONAL SYSTEM</li> <li>9-03 INTEGRATES ADVANCES IN SPECIALIZED FIELDS INTO ARMY SYSTEMS AND MISSIONS</li> <li>9-04 RECOGNIZES, ANALYZES, AND ARTICULATES US POLICY IMPACT ON NATIONAL SECURITY AND OTHER COUNTRIES</li> <li>9-05 APPLIES OPERATIONAL TERMS AND GRAPHICS</li> <li>9-06 WRITES PLANS, ORDERS AND ESTIMATES AT ALL LEVELS</li> <li>9-07 ARTICULATES COMMANDER'S INTENT</li> <li>9-08 TRANSLATES COMMANDER'S INTENT TO DIRECT FUNCTIONAL ACTIVITIES</li> <li>9-09 SPEAKS PUBLICLY ON MILITARY SUBJECTS</li> </ol> </li> <li>10. MOTIVATE:             <ol style="list-style-type: none"> <li>10-01 ESTABLISHES AN ORGANIZATIONAL CLIMATE WHICH PRODUCES INITIATIVE, TRUST, COACHING, SELF-DEVELOPMENT, AND PHYSICAL FITNESS</li> </ol> </li> </ol>

# COMMENDED SYSTEM NT PERIOD — COLONEL

## AT END OF PERIOD CONT.

## POLICIES

OF PROFESSIONAL DEVELOPMENT PERIOD: COLONEL, EACH

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 LF-DEVELOPMENT, AND PHYSICAL FITNESS

501 ALL AC COL/LTC(P) WILL RECEIVE SSC/EQUIVALENT LEVEL EDUCATION (RESIDENT OR NON-RESIDENT) WHICH WILL PREPARE SENIOR FIELD GRADE OFFICERS FOR SERVICE, DURING PEACE AND WAR, IN COMMAND AND STAFF POSITIONS REQUIRING THE LEADERSHIP AND MANAGEMENT OF DIVERSE ACTIVITIES AT THE HIGHEST LEVELS OF RESPONSIBILITY WHICH REQUIRE INCREASINGLY FREQUENT INTERFACE WITH OTHER SERVICES, GOVERNMENT AGENCIES AND CIVILIAN INSTITUTIONS. THIS EDUCATION WILL BE ORIENTED ON: (1) THE STUDY OF JOINT AND COMBINED PLANS AND OPERATIONS; (2) HISTORICAL ASPECTS OF WARFARE, AND EVOLUTION OF CURRENT US HISTORICAL ASPECTS OF WARFARE, AND EVOLUTION OF CURRENT US NATIONAL AND MILITARY STRATEGY AND POLICY; (3) KNOWLEDGE OF READINESS, MOBILIZATION, MODERNIZATION, AND FUTURE TECHNOLOGY; (4) IMPROVEMENT OF EXECUTIVE LEVEL SKILLS IN LEADERSHIP, COMMAND AND MANAGEMENT TO INCLUDE STRATEGIC DECISION-MAKING, ANALYTIC AND CONCEPTUAL TECHNIQUES, PERSONNEL AND RESOURCE MANAGEMENT, COMMUNICATION AND ORGANIZATIONAL THEORY; AND (5) INCREASED RESPONSIBILITIES AS A ROLE MODEL TO ESTABLISH THE WORK ENVIRONMENT, SET THE EXAMPLE, ENFORCE STANDARDS, AND DEVELOP SUBORDINATES.

OO COLONEL PROMOTION BOARDS WILL IDENTIFY SUFFICIENT SELECTEEES, INCLUDING ALTERNATES, FOR AC ATTENDANCE AT RESIDENT SSC LEVEL SCHOOLING; REMAINDER WILL COMPLETE THE USAWCSP, OR OTHER NON-RESIDENT PROGRAM.

OO INSURE THAT OFFICERS ARE SLATED TO THE SSC/EQUIVALENT WHICH BEST MEETS THE NEEDS OF THE ARMY AND THE OFFICER'S QUALIFICATIONS AND PROTECTED UTILIZATION.

OO SELECTEEES WILL COMPLETE THE USAWCSP OR OTHER NON-RESIDENT PROGRAM WITHIN THREE YEARS OF ENROLLMENT.

OO SSC EDUCATIONAL OPPORTUNITIES (BOTH RESIDENT AND NON-RESIDENT) FOR RC OFFICERS WILL CONTINUE, AS A MINIMUM, AT CURRENT LEVELS.

502 CONTINUE TO EXPAND MEL-1 OPPORTUNITIES THROUGH FELLOWSHIPS/RESEARCH PROGRAMS/OTHER.

503 OFFICERS AWARDED MEL 1 WILL COMPLETE A WARFIGHTING/EAC AND "HOW THE ARMY RUNS" MODULE, SUPPORTED BY AWC.

OO AWC DEVELOP A WARFIGHTING/EAC MODULE OF COMMON WARFIGHTING SKILLS, INCLUDING WARGAME SIMULATION, AND INCORPORATE IT INTO THE AWC CURRICULUM, TO INCLUDE THE CORRESPONDING STUDIES PROGRAM.

OO AWC ADAPT THE RESIDENT "HOW THE ARMY RUNS" COURSE TO THE AWCCPS.

504 ESTABLISH A CURRICULUM COORDINATION PROCEDURE BETWEEN AWC AND TRADOC.

505 AWC CONDUCT A FOLLOW-UP SURVEY OF ARMY SSC GRADUATES TO VALIDATE CURRICULUM RELEVANCE AND ASSIST IN FUTURE CURRICULUM DEVELOPMENT.

506 INCLUDE IN THE GUIDANCE FOR THE TAADS POSITION REVIEW (OPMS RECOMMENDATION) THAT A PARTICULAR MEL 1 SOURCE (E.G., NATIONAL, ICAF, NAVY, AIR WAR COLLEGE) BE SPECIFIED, IF APPROPRIATE, TO MEET POSITION REQUIREMENTS.

508 IMPROVE PRE-COMMAND COURSE PROGRAM

OO THE PURPOSE OF THE PRE-COMMAND COURSE WILL BE TO ASSIST THE COMMAND DESIGNEE, IN PREPARATION FOR COMMAND.

OO THE LENGTH OF THE PRE-COMMAND COURSE WILL NOT EXCEED FIVE WEEKS, TWO WEEKS AT CAC AND UP TO THREE WEEKS AT THE BRANCH OR PROPONENT SCHOOL.

OO EMPHASIZE IN THE "HOW-TO-COMMAND" PORTION INSTRUCTION ON ESTABLISHING THE COMMAND CLIMATE.

OO PUBLISH AN ARMY REGULATION DELINEATING PCC POLICIES AND RESPONSIBILITIES.

OO DEVELOP A PRE-COMMAND COURSE TAILORED TO THE NEEDS OF RC O5/O6 COMMANDERS.

OO TAILOR THE CONTENTS OF THE PHASE 1 PACKAGE MAILED TO ALL COMMAND DESIGNEES.

509 ALL USAR OFFICERS SELECTED FOR MEL 1 SCHOOLING WILL RECEIVE PRIORITY FOR NOMINATION TO RESERVE UNIT POSITION VACANCIES AND INDIVIDUAL MOBILIZATIONAL AUGMENTEE POSITIONS.

510 COLONELS WILL BE SELECTED FOR THE ADVANCED MANAGEMENT PROGRAM BASED ON THEIR POTENTIAL FOR CONTINUED SERVICE.

# DESIRED SYSTEM

## DEVELOPMENT PERIOD — COLON

DEVELOPMENTAL ROLE	ENVIRONMENT
<p><b>INDIVIDUAL</b></p> <p>o CONTINUE FOCUS ON GAINING EDUCATION AND EXPANDED FRAME OF REFERENCE THRU CORPS AND EAC. USES MILITARY READING PROGRAM, CAI PACKAGES, ARTIFICIAL INTELLIGENCE, EXPERT SYSTEMS, "SMART COURSEWARE" (AS DEVELOPED), TELECONFERENCING AND WARGAMES TO AUGMENT FIELD TRAINING OPPORTUNITIES. CONTINUES USE OF ASSESSMENT TECHNOLOGY TO MONITOR STRENGTHS AND WEAKNESSES. EVOLVE INSIGHTS FROM EDUCATION AND DEVELOPMENTAL OPPORTUNITIES IN UNIT/ORGANIZATIONAL ASSIGNMENTS. SERVE AS A SENIOR MENTOR "EXPERT" IN AREA OF CONCENTRATION, FUNCTIONAL AREA OR BRANCH. SHIFT DECISION STYLE TO HANDLE "NON-PROGRAMMED," HIGHER-LEVEL DECISION MAKING IN ADDITION TO ANALYTICAL DECISION MAKING SKILLS USED AT LOWER LEVELS.</p> <p><b>MENTOR</b></p> <p>o BOTH SCHOOL AND UNIT MENTORS: EXPLAIN/RHINPOCK CORPS AND EAC FRAME OF REFERENCE. HAVE DEMONSTRATED EXPERTISE IN INTEGRATION OF WEAPONS SYSTEMS AND SUPPORT FUNCTIONS NECESSARY TO OBTAIN AND SUSTAIN THESE SYSTEMS (EXTENSIVE USE OF COMPUTER SIMULATIONS, FIELD TRAINING AND VISITS TO NTC TO SUPPORT THIS TASK). SERVE AS MENTOR INSTRUCTORS IN USE OF ADVANCED TECHNOLOGIES TO ENHANCE LEARNING AND DECISION MAKING CAPABILITIES. USE ASSESSMENT TECHNOLOGY AS APPROPRIATE IN INTERACTION WITH COLONELS.</p> <p><b>UNIT/ORG</b></p> <p>o PROVIDES EXPERIENTIAL DEVELOPMENTAL OPPORTUNITIES TO RELATE SCHOOL THEORIES TO REAL WORLD. INCLUDE MULTIPLE ELECTRONIC TRAINING SUPPORT AIDS IN OFFICER DEVELOPMENT PROGRAMS AND CONDUCT OF OPERATIONAL MISSIONS.</p> <p><b>SCHOOLS</b></p> <p>o SCHOOL ROLE REMAINS ORIENTED ON TEACHING THE FRAME OF REFERENCE FOR ASSIGNMENTS AS COLONELS. PROVIDING TRAINING SUPPORT MATERIALS FOR FIELD AND KEEPING KNOWLEDGE BASE CURRENT FOR MULTIPLE USERS AND FUNCTIONS. STRESS OPERATION SHIFT IN USE OF MORE COMPLEX INTEGRATION AND SYNTHESIS SKILLS. INTRODUCE STUDENTS TO USE OF NEW TOOLS TO ENHANCE THIS OPERATIONAL EFFECTIVENESS AND CONTINUE EDUCATION FROM WORK AND HOME ENVIRONMENTS. CONTINUE TO PROVIDE ASSESSMENT OPPORTUNITIES. WHEN DEVELOPED, ADD USE OF EDUCATIONAL ARTIFICIAL INTELLIGENCE, EXPERT SYSTEMS AND "SMART COURSEWARE" TO CURRICULUM.</p>	<ul style="list-style-type: none"> <li>o 50% OF LTC SELECTED FOR COL.</li> <li>o DODMA AUTHORIZES A MAXIMUM OF 10% OF PROMOTION LIST TO COME FROM B2.</li> <li>o 9.7% AVG B2 SELECTEES ON THE 1982-84 COL PROMOTION LISTS.</li> <li>o 40% OF COL POSITIONS ARE BRANCH IMMATURAL.</li> <li>o 88% OF COL POSITIONS ARE 1DA.</li> <li>o 20% OF COL WILL COMMAND.</li> <li>o 68% OF COL/LTC(P) ARE MEL 1 OR SELECTEES.</li> <li>o 85% OF SSC STUDENTS ARE CURRENTLY ASSIGNED UNDER MEL 1 DISTRIBUTION PLAN.</li> <li>o 99.7% OF AY 84/85 SSC SELECTEES ARE COL, LTC(P) OR LTC IN P2/B2 TO COL.</li> <li>o 86% OF AY 84/85 SSC SELECTEES HAD LTC COMMAND.</li> <li>o MANDATORY RETIREMENT FOR COL IS 30 YEARS AFCS.</li> <li>o 34 COL ON RECALL/RETENTION STATUS.</li> <li>o DPMO RECOMMENDED OFFICERS FOR MANAGER/KEY POSITIONS NOT BE CENTRALLY SELECTED.</li> <li>o TYPICAL ASGMTs:             <ul style="list-style-type: none"> <li>oo BDE/DISCOM COR</li> <li>oo DIV CHIEF OF STAFF</li> <li>oo CORPS PRIMARY STAFF OFFICER</li> <li>oo DIVISION CHIEF, ARMY/MACOM/JOINT STAFF</li> <li>oo PROJECT TCM</li> <li>oo CHIEF, MAAG</li> <li>oo DEPT HEADS AT ARMY SCHOOLS</li> </ul> </li> </ul>

ED SYSTEM

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PERIOD — COLONEL

IRONMENT	METHODS TO EMPHASIZE				
<p>IF 10% OF PROMOTION LIST TO COME FROM B2, 1982-84 COL PROMOTION LISTS, NCH IMMATERIAL.</p> <p>OR SELECTEDS, ENTLY ASSIGNED UNDER MEL 1 DISTRIBUTION PLAN. EES ARE COL, LTC(P) OR LTC IN PZ/BZ TO COL, S HAD LTC COMMAND, IS 30 YEARS AFCS, TATUS.</p> <p>R MANAGER/KEY POSITIONS NOT BE CENTRALLY</p> <p>ICER COM/JOINT STAFF</p> <p>OLS</p>	<table> <tr> <th data-bbox="437 619 792 674">CONVENTIONAL</th><th data-bbox="792 619 1164 674">ELECTRONIC</th></tr> <tr> <td data-bbox="437 674 792 1173"> <p>INDIVIDUAL:</p> <p>FIELD TRIPS CASE STUDIES PROFESSIONAL READING</p> <p>MENTOR:</p> <p>FIELD TRIPS SR FACULTY MENTORS CASE STUDIES AT SERVICE SCHOOLS FIELD PRACTICAL EXERCISES SMALL GROUPS PROFESSIONAL READING</p> <p>UNIT/ORGANIZATION:</p> <p>FIELD TRAINING EXPERIENTIAL APPLICATION</p> <p>SCHOOLS:</p> <p>FIELD TRIPS SR FACULTY MENTORS CASE STUDIES AT SERVICE SCHOOLS FIELD PRACTICAL EXERCISES SMALL GROUPS PROFESSIONAL READING</p> </td><td data-bbox="792 674 1164 1173"> <p>COMPUTER ASSISTED "REFRESHER" PACKAGES COMPUTER TELECONFERENCING (VIDEO/AUDIO) ARTIFICIAL INTELLIGENCE, EXPERT SYSTEMS AND "SMART COURSEWARE"</p> <p>COMPUTER ASSISTED "REFRESHER" PACKAGES COMPUTER TELECONFERENCING (VIDEO/AUDIO) ARTIFICIAL INTELLIGENCE, EXPERT SYSTEMS AND "SMART COURSEWARE"</p> <p>COMPUTER ASSISTED "REFRESHER" PACKAGES COMPUTER TELECONFERENCING (VIDEO/AUDIO) ARTIFICIAL INTELLIGENCE, EXPERT SYSTEMS AND "SMART COURSEWARE"</p> </td></tr> </table>	CONVENTIONAL	ELECTRONIC	<p>INDIVIDUAL:</p> <p>FIELD TRIPS CASE STUDIES PROFESSIONAL READING</p> <p>MENTOR:</p> <p>FIELD TRIPS SR FACULTY MENTORS CASE STUDIES AT SERVICE SCHOOLS FIELD PRACTICAL EXERCISES SMALL GROUPS PROFESSIONAL READING</p> <p>UNIT/ORGANIZATION:</p> <p>FIELD TRAINING EXPERIENTIAL APPLICATION</p> <p>SCHOOLS:</p> <p>FIELD TRIPS SR FACULTY MENTORS CASE STUDIES AT SERVICE SCHOOLS FIELD PRACTICAL EXERCISES SMALL GROUPS PROFESSIONAL READING</p>	<p>COMPUTER ASSISTED "REFRESHER" PACKAGES COMPUTER TELECONFERENCING (VIDEO/AUDIO) ARTIFICIAL INTELLIGENCE, EXPERT SYSTEMS AND "SMART COURSEWARE"</p> <p>COMPUTER ASSISTED "REFRESHER" PACKAGES COMPUTER TELECONFERENCING (VIDEO/AUDIO) ARTIFICIAL INTELLIGENCE, EXPERT SYSTEMS AND "SMART COURSEWARE"</p> <p>COMPUTER ASSISTED "REFRESHER" PACKAGES COMPUTER TELECONFERENCING (VIDEO/AUDIO) ARTIFICIAL INTELLIGENCE, EXPERT SYSTEMS AND "SMART COURSEWARE"</p>
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# RECOMMENDED SYSTEM DEVELOPMENT PERIOD — BRIGADIER AND MA

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KNOW HIMSELF:           <ol style="list-style-type: none"> <li>4-01 HOW TO USE ASSESSMENT SYSTEM FEEDBACK RESULTS AND OTHER SOURCES TO DIAGNOSE STRENGTHS AND WEAKNESSES AND GUIDE SELF-DEVELOPMENT.</li> </ol> </li> <li>5. KNOW HUMAN NATURE:           <ol style="list-style-type: none"> <li>5-01 HUMAN DIMENSIONS OF ORGANIZATIONS AND THE IMPACT OWN DECISIONS HAVE ON SOLDIERS, FAMILIES, CIVILIANS, AND THE TOTAL ARMY.</li> </ol> </li> <li>6. KNOW HIS JOB:           <ol style="list-style-type: none"> <li>6-01 HOW ARMY AND OTHER SERVICES INTEGRATE THEIR CAPABILITIES TO ACHIEVE NATIONAL STRATEGIC OBJECTIVES ACROSS THE FULL SPECTRUM OF CONFLICT, OPERATIONS AND SUPPORT DOCTRINE AT THE THEATER LEVEL AND BELOW.</li> <li>6-03 HOW TO INTEGRATE LOGISTICAL CONSTRAINTS AND OPPORTUNITIES IN WARFARE.</li> <li>6-04 ARMY/DOD ORGANIZATION AND THEIR RELATIONSHIPS WITH NAION AMERICAN INSTITUTIONS.</li> <li>6-05 IMPLICATIONS OF FORCE MODERNIZATION PLANS FOR THE FUTURE BATTLEFIELD.</li> <li>6-06 WORKING KNOWLEDGE OF PPBS AND PPBS.</li> <li>6-07 NATIONAL DEFENSE STRATEGIES.</li> <li>6-08 EVOLUTION OF US AND ADVERSARIAL ALLIANCES.</li> <li>6-09 PROFESSIONAL READING PROGRAM THAT EMPHASIZES THE STRATEGIC LEVEL OF WAR AND THE CHALLENGES INVOLVED IN MOBILIZING, TRAINING, DEPLOYING, SUSTAINING, AND RETIRING ARMY FORCES IN JOINT AND COMBINED OPERATIONS, PARTICULARLY THE NATION AT WAR.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>6-10 READINGS INCLUDE POLITICAL, ECONOMIC, AND SOCIAL SYSTEMS AND MILITARY INTERRELATIONSHIPS WITH THESE SYSTEMS THROUGHOUT THE WORLD.</li> <li>6-11 THREAT MILITARY, POLITICAL, ECONOMIC AND TECHNOLOGICAL STRENGTHS AND VULNERABILITIES AT THE STRATEGIC LEVELS.</li> <li>6-12 GEOGRAPHICAL VARIATIONS AMONG PROSPECTIVE THEATERS OF WAR AND THEIR MILITARY, POLITICAL, ECONOMIC, AND TECHNOLOGICAL IMPLICATIONS.</li> <li>6-13 REAR AREA DEFENSIVE TACTICS AND HOW TO INTEGRATE COMBAT SUPPORT AND COMBAT SERVICE SUPPORT ORGANIZATIONS WITH COMBAT ARMS FOR REAR AREA PROTECTION.</li> </ol> <ol style="list-style-type: none"> <li>7. KNOW HIS UNIT:           <ol style="list-style-type: none"> <li>7-01 EXPERT TEACHER, COACH, AND MENTOR.</li> <li>7-02 THREAT CAPABILITIES AND LIMITATIONS APPROPRIATE TO HIS TIME AND PLACE (ORGANIZATIONAL LEVEL AND GEOGRAPHIC LOCATION) IN THE ARMY AND KNOWS HOW TO PREPARE COUNTERMEASURES (E.G., OPSEC, SIGSEC, PHYSICAL SECURITY, AND COUNTERATTACK PLANS AND EXERCISES) TO COUNTERACT THE THREAT.</li> <li>7-04 COMMUNITY AND INSTALLATION MANAGEMENT.</li> <li>7-04 HOW TO ASSESS AND AFFECT THE STATE OF READINESS, DISCIPLINE, AND ESPIRIT IN LARGE ORGANIZATIONS.</li> </ol> </li> </ol> <p><b>"DO"</b> AS A LEADER AT THE END OF PROFESSIONAL DEVELOPMENT PERIOD: BRIGADIER AND MAJOR GENERAL, EACH OFFICER MUST:</p> <ol style="list-style-type: none"> <li>8. PROVIDE DIRECTION:           <ol style="list-style-type: none"> <li>8-01 COMMANDS, LEADS, DIRECTS INSTALLATIONS AND MAJOR OPERATIONAL/TACTICAL ORGANIZATIONS.</li> <li>8-02 MODELS OFFICER ATTRIBUTES NOT ONLY WITHIN THE ARMED FORCES BUT WITH THE MEDIA, OTHER GOVERNMENT ACTIVITIES, ACADEMIA, INDUSTRY AND THE PUBLIC.</li> <li>8-03 OPERATES AND MODIFIES COMPLEX SYSTEMS AND COPES WITH SECOND AND THIRD ORDER EFFECTS.</li> <li>8-04 USES COGNITIVE SYNTHESIZING PROCESSES FOR DECISION MAKING.</li> <li>8-05 USES CONCEPTUAL SKILLS TO FORMULATE POLICIES IN RESPONSE TO AND IN ANTICIPATION OF GLOBAL POLITICAL-MILITARY SITUATIONS.</li> <li>8-06 SYNTHESIZES THE LESSONS OF HISTORY.</li> <li>8-07 SUPERVISES AND DIRECTS DOCTRINE DEVELOPMENT AND R&amp;D TO SUPPORT LONG TERM GROWTH OF THE ARMY AND TO BUILD ON THE SYNERGISM OF LIGHT AND HEAVY FORCES.</li> <li>8-08 TAKES BOLD, DECISIVE ACTION.</li> </ol> </li> <li>9. IMPLEMENT:           <ol style="list-style-type: none"> <li>9-01 INTEGRATES STAFFS AND LARGE ORGANIZATIONS AND/OR COMPLEX SYSTEMS WITHIN THE COMBINED ARMS, SUPPORT AND STAFF ARENA AT MACOM THROUGH JOINT/COMBINED AND JCS LEVELS.</li> <li>9-02 SUPERVISES AND DIRECTS HIGH QUALITY INSTRUCTION WITHIN THE ARMY EDUCATIONAL SYSTEM.</li> <li>9-03 APPLIES AND ENFORCES THE USE OF OPERATIONAL TERMS AND GRAPHICS.</li> <li>9-04 SPEAKS PUBLICLY ON MILITARY SUBJECTS.</li> </ol> </li> <li>10. MOTIVATE:           <ol style="list-style-type: none"> <li>10-01 ESTABLISHES AN ORGANIZATIONAL CLIMATE WHICH PRODUCES INITIATIVE, TRUST, COACHING, SELF-DEVELOPMENT, AND PHYSICAL FITNESS.</li> <li>10-02 MOTIVATES STAFFS AND SUPERIORATE FIELDS TO SET COMMON PURPOSE, DIRECTION AND COMMITMENT AND TO ESTABLISH RESPONSIVE CHANNELS FOR DISSEMINATING INTENT.</li> </ol> </li> </ol>	<p>S31 BRI ROL PLA IN S32 DEV ULT DEV BY S33 GEN PRE S34 CIV FUND S35 AND S36 TWIC S37 PART</p>

DED SYSTEM

BRIGADIER AND MAJOR GENERAL

D OF PERIOD CONT.

POLICIES

AL, ECONOMIC, AND SOCIAL SYSTEMS AND  
PS WITH THESE SYSTEMS THROUGHOUT THE WORLD.  
AL, ECONOMIC AND TECHNOLOGICAL STRENGTHS AND  
RATEGIC LEVELS.  
MONG PROSPECTIVE THEATERS OF WAR AND THEIR  
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ES AND HOW TO INTEGRATE COMBAT SUPPORT AND  
QUANTIFICATIONS WITH COMBAT ARMS FOR NEAR AREA

ND MENTOR.  
IMITATIONS APPROPRIATE TO HIS TIME AND  
EL AND GEOGRAPHIC LOCATION) IN THE ARMY AND  
TERMEASURES (E.G., OPSEC, SIGSEC, PHYSICAL  
CK PLANS AND EXERCISES) TO COUNTERACT THE

MANAGEMENT.  
THE STATE IF READINESS, DISCIPLINE, AND  
TIONS.

ONAL DEVELOPMENT PERIOD: BRIGADIER AND

INSTALLATIONS AND MAJOR

NIZATIONS,  
NOT ONLY WITHIN THE ARMED FORCES BUT WITH  
NT ACTIVITIES, ACADEMIA, INDUSTRY AND THE

PLEX SYSTEMS AND COPER WITH SECOND AND

NC PROCESSES FOR DECISION MAKING.

FORMULATE POLICIES IN RESPONSE TO AND IN  
LITICAL-MILITARY SITUATIONS.

F HISTORY,  
CRITINE DEVELOPMENT AND R&D TO SUPPORT LONG  
ND TO BUILD ON THE SYNERGISM OF LIGHT AND

ON,

CF ORGANIZATIONS AND/OR COMPLEX SYSTEMS  
SUPPORT AND STAFF ARENA AT MACOM THROUGH  
VES.

ON QUALITY INSTRUCTION WITHIN THE ARMY

USE OF OPERATIONAL TERMS AND GRAPHICS,  
RY SUBJECTS.

IONAL CLIMATE WHICH PRODUCES INITIATIVE,  
VELOPMENT, AND PHYSICAL FITNESS.  
ORDINAL ECHELONS TO SET COMMON PURPOSE,  
AND TO ESTABLISH RESPONSIVE CHANNELS FOR

S31. DEVELOP A FORMAL BG TRANSITION PROGRAM THAT PROVIDES THE NEWLY SELECTED  
BRIGADIER GENERAL AN APPRECIATION OF: HIMSELF, GENERALSHIP AND HIS FUTURE  
ROLE; THE ARMY AND ITS MAJOR UNDERTAKINGS; NATIONAL STRATEGY, STRATEGIC  
PLANNING AND LONG-RANGE POLICY IMPLICATIONS; OPERATIONAL AND TACTICAL DOCTRINE  
IN JOINT AND COMBINED CONTEXTS; AND THE REQUIREMENTS OF HIS FIRST ASSIGNMENT.

S32. CONSOLIDATE RESPONSIBILITY FOR ALL GENERAL OFFICER PROFESSIONAL  
DEVELOPMENT PROGRAMS (INCLUDING THE BG TRANSITION PROGRAM) UNDER GOMO.  
ULTIMATELY, TRANSFER RESPONSIBILITY FOR GENERAL OFFICER PROFESSIONAL  
DEVELOPMENT PROGRAMS TO AN EXECUTIVE DEVELOPMENT ORGANIZATION, AS DETERMINED  
BY THE SENIOR LEADERSHIP COORDINATING COMMITTEE.

S33. EXPAND INTER-ASSIGNMENT TRAINING AND EDUCATION PROGRAMS AND PROVIDE EACH  
GENERAL OFFICER THE OPPORTUNITY TO INTERACT WITH HIS FUTURE SUPERIOR IN  
PREPARING FOR HIS NEXT ASSIGNMENT.

S34. INCREASE GENERAL OFFICER PARTICIPATION IN SHORT BROADENING COURSES IN  
CIVILIAN AND MILITARY INSTITUTIONS TO ENHANCE GENERAL EXECUTIVE CAPACITY OR  
FUNCTIONAL EXPERTISE.

OO DEVELOP A PUBLIC AFFAIRS COURSE TAILORED TO GENERAL OFFICER NEEDS.

OO DEVELOP INFORMATION MANAGEMENT COURSES FOR GENERAL OFFICERS WHICH  
PREPARE THEM, ACCORDING TO EXPERIENCE AND NEED, TO USE, MANAGE AND ASSESS  
COMPUTER SYSTEMS APPLICATIONS IN MILITARY ORGANIZATIONS.

OO DEVELOP A PROGRAM THAT DRAWS ON THE RESOURCES OF DA, USMA, USAWC AND  
TRADOC TO PRODUCE, IN ANNUAL INSTALLMENTS, A PERSONAL LIBRARY OF  
PROFESSIONAL READINGS AND OTHER MATERIALS FOR GENERAL OFFICERS.

S35. MAINTAIN A CONTINUING PROGRAM OF ARMY AND DOD SEMINARS, TAILORED COURSES  
AND UPDATE BRIEFINGS FOR GENERAL OFFICERS.

S36. SEEK JCS APPROVAL FOR AN INCREASE IN FREQUENCY OF THE CAPSTONE COURSE TO  
TWICE PER YEAR (ARMY PARTICIPATION AT 7 BG'S PER COURSE).

S37. REVISE GENERAL OFFICER ASSIGNMENT PROCEDURES TO FACILITATE TIMELY  
PARTICIPATION OF GENERAL OFFICERS IN PROFESSIONAL DEVELOPMENT PROGRAMS.

# DESIRED SYSTEM

## DEVELOPMENT PERIOD — BRIGADIER AI

DEVELOPMENTAL ROLE	ENVIRONMENT
<p><b>INDIVIDUAL</b></p> <p>o DETERMINES OWN DEVELOPMENT NEEDS FROM KNOWLEDGE OF RESPONSIBILITIES, COMMUNICATION WITH SUPERIORS AND OPPORTUNITIES MADE AVAILABLE BY DA. SUSTAINS A PROFESSIONAL READING PROGRAM THAT EXPANDS EXECUTIVE CAPACITY AND AN UNDERSTANDING OF POLITICO-MILITARY AFFAIRS. LEARN TO USE NEW TOOLS TO ASSIST IN THE MANAGEMENT OF INFORMATION AND DECISION MAKING PROCESS. ACTS AS A MENTOR FOR SUBORDINATES AND LEARNS ART OF INFLUENCING COMMAND CLIMATE THROUGH DIRECT AND INDIRECT ACTIONS.</p> <p><b>MENTOR</b></p> <p>o SIMILAR TO COL DEVELOPMENT PERIOD EXCEPT BROADENED FRAME OF REFERENCE TO NATIONAL LEVEL. CONCENTRATE ON DISTRIBUTED DECISION MAKING BASED ON COMMUNICATING INTENT AND CREATING A COMMAND CLIMATE WHICH IS DEMANDING YET SUPPORTIVE OF INDEPENDENT DECISION MAKING BY THE BG OR MG.</p> <p><b>UNIT/ORG</b></p> <p>o GIVES EMPHASIS TO AND TIME FOR GO PROFESSIONAL DEVELOPMENT. ACCEPTS NEED TO HAVE DEPUTIES FILL PRINCIPALS' POSITIONS FOR SHORT PERIODS OF GO TRAINING AND EDUCATION. MACOMs HOLD PERIODIC SEMINARS AND EXERCISES TO ENHANCE WARTIME DECISION MAKING SKILLS AND ACHIEVE OTHER GO DEVELOPMENT OBJECTIVES.</p> <p><b>SCHOOLS</b></p> <p>o INCLUDE SHORT POLICY IMPACT/STRATEGIC PLANNING EXERCISE DURING GO TRANSITION COURSE TO ASSIST IN DETERMINING THE LONG TERM IMPACT OF POLICIES. INCREASE AWARENESS OF HOW FRAME OF REFERENCE SHIFTS TO NATIONAL STRATEGIES, MULTIPLE SECTORS OF SOCIETY AND JOINT SERVICE. SPONSOR SHORT COURSES, SEMINAR COLLEGIUMS (AIDED BY VIDEO-AUDIO TELECONFERENCING). INCORPORATE ADDED SENIOR LEVEL DECISION SUPPORT AIDS AS DEVELOPED. PRODUCE SENIOR LEVEL "REFRESHER" CAI PACKAGES. DEVELOP AND DISTRIBUTE RECOMMENDED READINGS AND SYNOPSSES.</p>	<p>o BG SELECTION IS 24 YOS ON AVERAGE.</p> <p>o AT LEAST HALF OF ALL GOs MUST BE BGs.</p> <p>o ONLY 15% OF GOs CAN BE LTG OR GEN.</p> <p>o BG's MANDATORY RETIREMENT DATE AT 30 YOS OR 5 YIG, WHICHEVER IS LATER.</p> <p>o MG's MANDATORY RETIREMENT DATE AT 35 YOS OR 5 YIG, WHICHEVER IS LATER.</p> <p>o SERVING GOs REGULATED BY DOPMA, CURRENTLY 412.</p> <p>o APPROXIMATELY 35% OF BG POSITIONS HAVE JOINT OR JOINT AND COMBINED RESPONSIBILITIES OR INTERACTION.</p> <p>o APPROXIMATELY 55% OF MG POSITIONS HAVE JOINT OR JOINT AND COMBINED RESPONSIBILITIES OR INTERACTION.</p>



SYSTEM

# BRIGADIER AND MAJOR GENERAL

ENVIRONMENT	METHODS TO EMPHASIZE				
<p>1. 80s.</p> <p>2. 30 YOS OR 5 YIG, WHICHEVER IS LATER.</p> <p>3. 35 YOS OR 5 YIG, WHICHEVER IS LATER, CURRENTLY 412.</p> <p>4. HAVE JOINT OR JOINT AND COMBINED</p> <p>5. HAVE JOINT OR JOINT AND COMBINED</p>	<table> <tr> <th>CONVENTIONAL</th><th>ELECTRONIC</th></tr> <tr> <td> <p>INDIVIDUAL:</p> <p>COLLEGIUMS      TAILORED "PREP"</p> <p>SEMINARS      PERIOD BEFORE</p> <p>FIELD VISITS      NEW ASSIGNMENT</p> <p>PROFESSIONAL READING</p> <p>STRATEGIC PLANNING/POLICY IMPACT AID</p> <p>MENTOR:</p> <p>SEMINARS</p> <p>COLLEGIUMS</p> <p>UNIT/ORGANIZATION:</p> <p>FIELD TRAINING</p> <p>EXPERIENTIAL APPLICATION</p> <p>COMMAND CONFERENCES</p> <p>SCHOOLS:</p> <p>SHORT COURSES</p> <p>SEMINARS</p> <p>COLLEGIUMS</p> </td><td> <p>COMPUTER ASSISTED "REFRESHER" PACKAGES</p> <p>COMPUTER TELECONFERENCING (VIDEO/AUDIO)</p> <p>ARTIFICIAL INTELLIGENCE &amp; EXPERT SYSTEMS</p> <p>COMPUTER TELECONFERENCING (VIDEO/AUDIO)</p> <p>COMPUTER ASSISTED EXERCISES</p> <p>COMPUTER ASSISTED "REFRESHER" PACKAGES</p> <p>COMPUTER TELECONFERENCING (VIDEO/AUDIO)</p> <p>ARTIFICIAL INTELLIGENCE</p> <p>EXPERT SYSTEMS</p> <p>STRATEGIC PLANNING/POLICY IMPACT AID</p> </td></tr> </table>	CONVENTIONAL	ELECTRONIC	<p>INDIVIDUAL:</p> <p>COLLEGIUMS      TAILORED "PREP"</p> <p>SEMINARS      PERIOD BEFORE</p> <p>FIELD VISITS      NEW ASSIGNMENT</p> <p>PROFESSIONAL READING</p> <p>STRATEGIC PLANNING/POLICY IMPACT AID</p> <p>MENTOR:</p> <p>SEMINARS</p> <p>COLLEGIUMS</p> <p>UNIT/ORGANIZATION:</p> <p>FIELD TRAINING</p> <p>EXPERIENTIAL APPLICATION</p> <p>COMMAND CONFERENCES</p> <p>SCHOOLS:</p> <p>SHORT COURSES</p> <p>SEMINARS</p> <p>COLLEGIUMS</p>	<p>COMPUTER ASSISTED "REFRESHER" PACKAGES</p> <p>COMPUTER TELECONFERENCING (VIDEO/AUDIO)</p> <p>ARTIFICIAL INTELLIGENCE &amp; EXPERT SYSTEMS</p> <p>COMPUTER TELECONFERENCING (VIDEO/AUDIO)</p> <p>COMPUTER ASSISTED EXERCISES</p> <p>COMPUTER ASSISTED "REFRESHER" PACKAGES</p> <p>COMPUTER TELECONFERENCING (VIDEO/AUDIO)</p> <p>ARTIFICIAL INTELLIGENCE</p> <p>EXPERT SYSTEMS</p> <p>STRATEGIC PLANNING/POLICY IMPACT AID</p>
CONVENTIONAL	ELECTRONIC				
<p>INDIVIDUAL:</p> <p>COLLEGIUMS      TAILORED "PREP"</p> <p>SEMINARS      PERIOD BEFORE</p> <p>FIELD VISITS      NEW ASSIGNMENT</p> <p>PROFESSIONAL READING</p> <p>STRATEGIC PLANNING/POLICY IMPACT AID</p> <p>MENTOR:</p> <p>SEMINARS</p> <p>COLLEGIUMS</p> <p>UNIT/ORGANIZATION:</p> <p>FIELD TRAINING</p> <p>EXPERIENTIAL APPLICATION</p> <p>COMMAND CONFERENCES</p> <p>SCHOOLS:</p> <p>SHORT COURSES</p> <p>SEMINARS</p> <p>COLLEGIUMS</p>	<p>COMPUTER ASSISTED "REFRESHER" PACKAGES</p> <p>COMPUTER TELECONFERENCING (VIDEO/AUDIO)</p> <p>ARTIFICIAL INTELLIGENCE &amp; EXPERT SYSTEMS</p> <p>COMPUTER TELECONFERENCING (VIDEO/AUDIO)</p> <p>COMPUTER ASSISTED EXERCISES</p> <p>COMPUTER ASSISTED "REFRESHER" PACKAGES</p> <p>COMPUTER TELECONFERENCING (VIDEO/AUDIO)</p> <p>ARTIFICIAL INTELLIGENCE</p> <p>EXPERT SYSTEMS</p> <p>STRATEGIC PLANNING/POLICY IMPACT AID</p>				

# RECOMMENDED SYSTEM DEVELOPMENT PERIOD ——— SENIOR

OFFICER AT END OF PERIOD	OFFICER AT END OF PERIOD CONT
<p><b>"BE"</b> AS A LEADER AT THE END OF PROFESSIONAL DEVELOPMENT PERIOD: SENIOR GENERAL OFFICER, EACH OFFICER MUST:</p> <ol style="list-style-type: none"> <li>1. BE COMMITTED TO THE PROFESSIONAL ARMY ETHIC:           <ol style="list-style-type: none"> <li>1-01 EMBODIES A LIFE-LONG COMMITMENT TO THE NATION, TO ARMY VALUES, AND TO SOLDIER WELFARE</li> <li>1-02 APPRECIATES WHAT THE ARMY MISSION OF PROTECTING THE NATION ENTAILS AT THE HIGHEST LEVELS OF RESPONSIBILITY IN NATIONAL AND INTERNATIONAL AFFAIRS</li> </ol> </li> <li>2. POSSESS PROFESSIONAL CHARACTER TRAITS:           <ol style="list-style-type: none"> <li>2-01 PREPARES PHYSICALLY AND PSYCHOLOGICALLY FOR THE RIGORS OF WAR</li> <li>2-02 IS A ROLE MODEL AND MENTOR</li> <li>2-03 HAS SINGLE-MINDED TENACITY TO ACCOMPLISH MISSIONS AND THE FLEXIBILITY AND COURAGE TO CHANGE AS REQUIRED BY THE SITUATION</li> <li>2-04 HAS PRACTICAL JUDGEMENT AND SOLID COMMON SENSE</li> </ol> </li> </ol> <p><b>"KNOW"</b> AS A LEADER AT THE END OF PROFESSIONAL DEVELOPMENT PERIOD: SENIOR GENERAL OFFICER, EACH OFFICER MUST:</p> <ol style="list-style-type: none"> <li>3. KNOW THE FACTORS OF LEADERSHIP AND HOW THEY AFFECT EACH OTHER:           <ol style="list-style-type: none"> <li>3-01 HOW VALUES AND BEHAVIOR IN THE HIGHEST ECHELONS OF THE INSTITUTION AFFECT ALL OF ITS ELEMENTS</li> <li>3-02 INTERRELATIONSHIPS AMONG OPMS/OPDS, EPMS/EPDS, AND OTHER MILITARY AND SOCIETAL SYSTEMS</li> </ol> </li> <li>4. KNOW HIMSELF:           <ol style="list-style-type: none"> <li>4-01 HOW TO USE ASSESSMENT SYSTEM FEEDBACK RESULTS AND OTHER SOURCES TO DIAGNOSE STRENGTHS AND WEAKNESSES AND GUIDE SELF-DEVELOPMENT</li> </ol> </li> <li>5. KNOW HUMAN NATURE:           <ol style="list-style-type: none"> <li>5-01 HUMAN DIMENSIONS OF ORGANIZATIONS AND THE IMPACT OWN DECISIONS HAVE ON SOLDIERS, FAMILIES, CIVILIANS (GOVERNMENT AND NON-GOVERNMENT) AND THE TOTAL ARMY</li> </ol> </li> <li>6. KNOW HIS JOB:           <ol style="list-style-type: none"> <li>6-01 HOW TO ENVISION APPLICATION OF LANDPOWER IN MULTIPLE SCENARIOS WITHIN THE CONTEXT OF NATIONAL STRATEGY</li> <li>6-02 GLOBAL OPERATIONS AND SUPPORT DOCTRINE</li> <li>6-03 ARMY/DOD ORGANIZATION AND THEIR RELATIONSHIPS WITH MAJOR NATIONAL AND INTERNATIONAL INSTITUTIONS</li> <li>6-04 HOW ARMY AND OTHER SERVICES INTEGRATE THEIR CAPABILITIES TO ACHIEVE NATIONAL STRATEGIC OBJECTIVES ACROSS THE FULL SPECTRUM OF CONFLICT</li> <li>6-05 WORKING KNOWLEDGE OF PDBS AND PPBS</li> <li>6-06 PROFESSIONAL READING PROGRAM</li> <li>6-07 THREAT MILITARY, POLITICAL, ECONOMIC AND TECHNOLOGICAL STRENGTHS AND VULNERABILITIES AT THE STRATEGIC LEVEL</li> <li>6-08 GEOGRAPHICAL VARIATIONS AMONG PROSPECTIVE THEATERS OF WAR AND THEIR MILITARY, POLITICAL, ECONOMIC, AND TECHNOLOGICAL IMPLICATIONS</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>7. KNOW HIS UNIT:           <ol style="list-style-type: none"> <li>7-01 THREAT CAPABILITIES AND LIMITATIONS APPROPRIATE TO HIS TIME AND PLACE (ORGANIZATIONAL LEVEL AND GEOGRAPHIC LOCATION) IN THE ARMY AND KNOWS HOW TO INTEGRATE SYSTEMS AND PROCEDURES TO COUNTERACT THE THREAT</li> <li>7-02 HOW TO ASSESS AND AFFECT THE STATE OF ARMY-WIDE READINESS, ESPRIT, AND DISCIPLINE</li> </ol> </li> </ol> <p><b>"DO"</b> AS A LEADER AT THE END OF PROFESSIONAL DEVELOPMENT PERIOD: SENIOR GENERAL OFFICER, EACH OFFICER MUST:</p> <ol style="list-style-type: none"> <li>8. PROVIDE DIRECTION:           <ol style="list-style-type: none"> <li>8-01 COMMANDS, LEADS, DIRECTS MAJOR COMMANDS, MAJOR OPERATIONAL ORGANIZATIONS, AND HIGH LEVEL STAFFS</li> <li>8-02 DEVELOPS AND DEPLOYS A MULTITUDE OF LARGE, COMPLEX SYSTEMS</li> <li>8-03 INTEGRATES NATIONAL AND MULTINATIONAL POLICY AND DIPLOMACY WITH MILITARY, TECHNOLOGICAL AND ECONOMIC CAPABILITIES TO ACHIEVE US NATIONAL POLICY GOALS AND OBJECTIVES</li> <li>8-04 SYNTHESIZES THE LESSONS OF HISTORY</li> <li>8-05 TAKES BOLD, DECISIVE ACTION</li> </ol> </li> <li>9. IMPLEMENT:           <ol style="list-style-type: none"> <li>9-01 ACCEPTS FINAL RESPONSIBILITY FOR THE CAPABILITY OF THE ARMY TO ACCOMPLISH MISSIONS, INCLUDING SPECIFIC RESPONSIBILITIES FOR: FORCE STRUCTURE, MODERNIZATION, SUSTAINABILITY, READINESS, PERSONNEL, AND INTEGRATING FORCES TO TAKE ADVANTAGE OF THE SYNERGISM OF LIGHT AND HEAVY FORCES</li> <li>9-02 ACCEPTS FINAL RESPONSIBILITY FOR THE HONOR AND REPUTATION OF THE ARMY; TO THAT END: INSURES SELF-CORRECTING MECHANISMS ARE PRESENT AND FUNCTIONING; IDENTIFIES AND CORRECTS SYSTEM FLAWS; AND ESTABLISHES AND MAINTAINS RELATIONS WITH THE MEDIA AND PUBLIC</li> <li>9-03 COORDINATES AND INTEGRATES OPERATIONS AND SUPPORT FUNCTIONS IN MULTIPLE THEATERS</li> <li>9-04 ACTS AS SPOKESMAN FOR THE ARMY WITH CONGRESS, AMERICAN SOCIETY, OTHER SERVICES AND OTHER NATIONS</li> </ol> </li> <li>10. MOTIVATE:           <ol style="list-style-type: none"> <li>10-01 ESTABLISHES AN INSTITUTIONAL CLIMATE FOR THE DEVELOPMENT OF SUBORDINATES</li> </ol> </li> </ol>

**RECOMMENDED SYSTEM DEVELOPMENT PERIOD ——— SENIOR**

2

# RECOMMENDED SYSTEM

## PERIOD ——— SENIOR GENERAL

AT END OF PERIOD CONT.	POLICIES
<p>ILITIES AND LIMITATIONS APPROPRIATE TO HIS TIME AND (NATIONAL LEVEL AND GEOGRAPHIC LOCATION) IN THE ARMY AND INTEGRATE SYSTEMS AND PROCEDURES TO COUNTERACT THE S AND AFFECT THE STATE OF ARMY-WIDE READINESS, ESPRIT, AND OF PROFESSIONAL DEVELOPMENT PERIOD: SENIOR GENERAL MUST:</p> <p>ADS, DIRECTS MAJOR COMMANDS, MAJOR OPERATIONAL AND HIGH LEVEL STAFFS DEPLOYS A MULTITUDE OF LARGE, COMPLEX SYSTEMS NATIONAL AND MULTINATIONAL POLICY AND DIPLOMACY WITH TECHNOLOGICAL AND ECONOMIC CAPABILITIES TO ACHIEVE US POLICY GOALS AND OBJECTIVES THE LESSONS OF HISTORY DECISIVE ACTION</p> <p>RESPONSIBILITY FOR THE CAPABILITY OF THE ARMY TO MISSIONS, INCLUDING SPECIFIC RESPONSIBILITIES FOR: FORCE MODERNIZATION, SUSTAINABILITY, READINESS, PERSONNEL, AND FORCES TO TAKE ADVANTAGE OF THE SYNERGISM OF LIGHT AND</p> <p>RESPONSIBILITY FOR THE HONOR AND REPUTATION OF THE ARMY; ENSURES SELF-CORRECTING MECHANISMS ARE PRESENT AND IDENTIFIES AND CORRECTS SYSTEM FLAWS, AND MAINTAINS RELATIONS WITH THE MEDIA AND PUBLIC AND INTEGRATES OPERATIONS AND SUPPORT FUNCTIONS IN THE ARMY</p> <p>ESMAN FOR THE ARMY WITH CONGRESS, AMERICAN SOCIETY, AND OTHER NATIONS</p> <p>AN INSTITUTIONAL CLIMATE FOR THE DEVELOPMENT OF</p>	<p>S61 DEVELOP A FORMAL LTG TRANSITION PROGRAM AND FOLLOW-ON SHORT SEMINARS/COURSES THAT PROVIDE THE SENIOR GENERAL AN UNDERSTANDING OF HIS ROLES AS PUBLIC SPOKESMAN AND REPRESENTATIVE OF THE ARMY; AN UNDERSTANDING OF HIS RESPONSIBILITIES FOR THE ARMY'S OVERALL MISSION READINESS AND MORAL FIBER; EXECUTIVE DEVELOPMENT TRAINING; A REVIEW OF NATIONAL STRATEGY, DEFENSE POLICIES AND ARMY PROGRAMS; AND SPECIFIC PREPARATION, FOR EACH SUBSEQUENT ASSIGNMENT.</p>

# DESIRED SYSTEM

## DEVELOPMENT PERIOD — SENIOR GEN

DEVELOPMENTAL ROLE	ENVIRONMENT	ME
<p><b>INDIVIDUAL</b></p> <p>o SIMILAR TO BG/MG DEVELOPMENT PERIOD. ADDITIONALLY, LTG'S AND GEN'S MUST HAVE PERSONAL TALENTS OF PERSUASIVE COMMUNICATION, CONCEPTUAL THINKING AND ANTICIPATION OF EVENTS TO OPERATE EFFECTIVELY IN OVERSEEING THE ARMY AND IN RELATING TO OTHER MAJOR AMERICAN INSTITUTIONS.</p> <p><b>MENTOR</b></p> <p>o HIGHLY INDIVIDUALIZED RELATIONSHIPS WITH MORE SENIOR OR RETIRED GENERALS OR PROMINENT CIVILIANS PROVIDING PERSPECTIVE AND GUIDANCE TO LTG'S AND GEN'S. ALSO, LTG'S AND GEN'S USE EYES ONLY MESSAGE TRAFFIC AND TELECONFERENCING TO EXCHANGE INFORMATION AND ASSIST SUBORDINATES. WHEN DEVELOPED, TAILORED EXPERT SYSTEMS AND "SMART COURSEWARE" WILL ENHANCE THEIR MENTORING AND CONTINUED EDUCATION CAPABILITIES.</p> <p><b>UNIT/ORG</b></p> <p>o SIMILAR TO BG/MG DEVELOPMENT PERIOD.</p> <p><b>SCHOOLS</b></p> <p>o SIMILAR TO BG/MG DEVELOPMENT PERIOD BUT WITH MORE RELIANCE ON CIVILIAN UNIVERSITIES OR INSTITUTES FOR EXECUTIVE DEVELOPMENT PROGRAMS. ARMY/DOD SCHOOLS RESPONSIVE TO SENIOR GO NEEDS WITH DISTRIBUTED EDUCATION OR TRAINING PROGRAMS.</p>	<p>o 20-25% LTG'S CAN EXPECT PROMOTION TO GEN.</p> <p>o CONTINUED SERVICE AT DISCRETION OF SECARMY/CSA.</p> <p>o FREQUENT PROFESSIONAL/SOCIAL INTERACTION WITH CIVILIAN ELITES.</p> <p>o APPROXIMATELY 70% OF LTG POSITIONS HAVE JOINT OR JOINT AND COMBINED RESPONSIBILITIES OR INTERACTIONS.</p> <p>o ALL GEN POSITIONS HAVE JOINT OR JOINT AND COMBINED RESPONSIBILITIES.</p>	<p>CO</p> <p>INDIVIDUAL</p> <p>COLLEGIUM</p> <p>SEMINARS</p> <p>FIELD VISI</p> <p>PROFESSION</p> <p>MENTOR:</p> <p>SEMINARS</p> <p>COLLEGIUM</p> <p>UNIT/ORGAN</p> <p>FIELD TRAI</p> <p>EXPERIENCE</p> <p>COMMAND CO</p> <p>SCHOOLS:</p> <p>SHORT COUR</p> <p>SEMINARS</p> <p>COLLEGIUM</p>

SYSTEM

2

# SENIOR GENERAL

MENT	METHODS TO EMPHASIZE										
GEN. ECARMY/CSA. TION WITH CIVILIAN ELITES. AVE JOINT OR JOINT AND COMBINED Y AND COMBINED RESPONSIBILITIES.	<table><tr><th>CONVENTIONAL</th><th>ELECTRONIC</th></tr><tr><td>INDIVIDUAL: COLLEGIUMS SEMINARS FIELD VISITS PROFESSIONAL READING</td><td>INFORMATION STORAGE &amp; DECISION AIDS COMPUTER TELECONFERENCING (VIDEO/AUDIO) ARTIFICIAL INTELLIGENCE EXPERT SYSTEMS STRATEGIC PLANNING/POLICY IMPACT AID</td></tr><tr><td>MENTOR: SEMINARS COLLEGIUMS</td><td>COMPUTER TELECONFERENCING (VIDEO/AUDIO)</td></tr><tr><td>UNIT/ORGANIZATION: FIELD TRAINING EXPERIENTIAL APPLICATION COMMAND CONFERENCES</td><td>COMPUTER TELECONFERENCING (VIDEO/AUDIO) COMPUTER ASSISTED EXERCISES</td></tr><tr><td>SCHOOLS: SHORT COURSES SEMINARS COLLEGIUMS</td><td>INFORMATION STORAGE &amp; DECISION AIDS COMPUTER TELECONFERENCING (VIDEO/AUDIO) ARTIFICIAL INTELLIGENCE EXPERT SYSTEMS STRATEGIC PLANNING/POLICY IMPACT AID</td></tr></table>	CONVENTIONAL	ELECTRONIC	INDIVIDUAL: COLLEGIUMS SEMINARS FIELD VISITS PROFESSIONAL READING	INFORMATION STORAGE & DECISION AIDS COMPUTER TELECONFERENCING (VIDEO/AUDIO) ARTIFICIAL INTELLIGENCE EXPERT SYSTEMS STRATEGIC PLANNING/POLICY IMPACT AID	MENTOR: SEMINARS COLLEGIUMS	COMPUTER TELECONFERENCING (VIDEO/AUDIO)	UNIT/ORGANIZATION: FIELD TRAINING EXPERIENTIAL APPLICATION COMMAND CONFERENCES	COMPUTER TELECONFERENCING (VIDEO/AUDIO) COMPUTER ASSISTED EXERCISES	SCHOOLS: SHORT COURSES SEMINARS COLLEGIUMS	INFORMATION STORAGE & DECISION AIDS COMPUTER TELECONFERENCING (VIDEO/AUDIO) ARTIFICIAL INTELLIGENCE EXPERT SYSTEMS STRATEGIC PLANNING/POLICY IMPACT AID
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# RECOMMENDED SYSTEM WARRIOR SPIRIT

DEFINITION	POLICIES	
<p>THE STATE OF MIND AND PREPAREDNESS REQUIRED OF EACH OFFICER WHICH BLENDS ALL THE PHYSICAL, MENTAL, MORAL, AND PSYCHOLOGICAL QUALITIES ESSENTIAL FOR AN OFFICER TO SUCCESSFULLY LEAD THE ARMY IN ITS MISSION OF PROTECTING THE NATION.</p> <p>OFFICERS WITH THE WARRIOR SPIRIT ARE:</p> <ul style="list-style-type: none"> <li>o PHYSICALLY AND MENTALLY TOUGH</li> <li>o SELF-CONFIDENT</li> <li>o EAGER TO ACCEPT RESPONSIBILITY</li> <li>o ACTION-ORIENTED</li> <li>o MOTIVATED TO EXCEED STANDARDS</li> <li>o CALM AND COURAGEOUS UNDER STRESS</li> <li>o SKILLED IN THE FUNDAMENTALS OF WEAPONS, TACTICS, AND DOCTRINE</li> </ul>	<p>J80. DEVELOP A PRE-COMMISSIONING WARRIOR SPIRIT PROGRAM. (TRADOC(P)/ODCSOPS/ODCSPER, 4QFY90)</p> <p>A. CONTINUE PHYSICALLY CHALLENGING TRAINING EXPERIENCES (E.G., OBSTACLE COURSES, CONFIDENCE COURSES, AND LEADER REACTION COURSES). (ODCSPER(P), (TRADOC(P), NA)</p> <p>B. EXAMINE THE FEASIBILITY OF ALLOWING AIRBORNE AND/OR AIR ASSAULT TRAINING FOR ALL CADETS WHO VOLUNTEER AND QUALIFY FOR ENTRY. (TRADOC(P), ODCSOPS, 4QFY86)</p> <p>o STANDARDS FOR ENTRY AND GRADUATION WILL REMAIN HIGH.</p> <p>C. EXAMINE FEASIBILITY OF IMPLEMENTING OTHER CHALLENGING AND STRESSFUL TRAINING EXPERIENCES (E.G., ESCAPE AND EVASION TRAINING, MOUNTAINEERING, RAPPELING, PATROLLING, RECONO, COMBATIVES, AND COMBAT SPORTS) DURING PRE-COMMISSIONING PROGRAMS. (TRADOC(P)/ODCSOPS/ODCSOPS, 4QFY86)</p> <p>D. DEVELOP AND IMPLEMENT A COMMON BLOCK OF INSTRUCTION FOR ALL PRE-COMMISSIONING PROGRAMS WHICH DEFINES AND EMPHASIZES THE WARRIOR SPIRIT CONCEPT. (TRADOC(P)/ODCSOPS/ODCSOPS, 4QFY87)</p> <p>o ENSURE PRE-TRAINING INCLUDES INSTRUCTION ON WARRIOR SPIRIT. (TRADOC(P)/ODCSOPS, 4QFY87)</p> <p>o SELECT READINGS WHICH REFLECT THE WARRIOR SPIRIT AND ENSURE THAT THEY ARE PART OF PROFESSIONAL DEVELOPMENT READINGS. (TRADOC(P), 4QFY87)</p> <p>o INSTRUCTION WILL REFERENCE READINGS. (TRADOC(P), ODCSOPS, 4QFY87)</p> <p>o ENSURE CURRENT SERVICE SCHOOL POI INCLUDES READINGS AND INSTRUCTION ON THE "THREAT". (TRADOC(P), ODCSOPS(P), 4QFY87)</p> <p>o EXAMINE FEASIBILITY OF IMPLEMENTING FAMILIARIZATION FIRING PROGRAM WITH FOREIGN SMALL ARMS (E.G., BRIT, CZECH, SOVIET, AND CHICOM) DURING ALL PRE-COMMISSIONING PROGRAMS. (TRADOC(P)/ODCSOPS/ODCSOPS, 4QFY87)</p> <p>o TRAIN/CONTINUE TO TRAIN EACH CADET/CANDIDATE IN THE FUNDAMENTALS OF TACTICS, CAMOUFLAGE, AND THE EMPLOYMENT OF INDIVIDUAL AND CREW-SERVED WEAPONS FOR THE EXPRESS PURPOSE OF GAINING CONFIDENCE IN THEIR USE AND EMPLOYMENT. (TRADOC(P), ODCSOPS, 4QFY87)</p> <p>o TRAIN/CONTINUE TO TRAIN EACH CADET/CANDIDATE TO QUALIFY WITH A RIFLE OR PISTOL (PREFERABLY BOTH) AT LEAST ONCE PRIOR TO COMMISSIONING. (TRADOC(P)/ODCSOPS(P), 4QFY87)</p> <p>E. REVIEW ROTC POI (INCLUDING BASIC AND ADVANCED SUMMER CAMPS) TO ENSURE THAT TRAINING REINFORCES WARRIOR SPIRIT CHARACTERISTICS. (TRADOC(P), 4QFY89)</p> <p>o INTENT IS TO REVIEW STEPS OF POLICY J80-D AFTER CHANGES HAVE BEEN IN PLACE FOR ABOUT ONE YEAR TO ENSURE THE SYSTEM FITS TOGETHER WELL.</p> <p>F. REVIEW USMA AND OCS POIS TO ENSURE THAT TRAINING REINFORCES WARRIOR SPIRIT CHARACTERISTICS. (ODCSOPS(P), (TRADOC(P), 4QFY89)</p> <p>o INTENT IS TO REVIEW STEPS OF POLICY J80-D AFTER CHANGES HAVE BEEN IN PLACE FOR ABOUT ONE YEAR TO ENSURE THE SYSTEM FITS TOGETHER WELL.</p>	<p>G. BUILD AN SCHOOL EXPERIENCES (E.G., OBSTACLE COURSES, CONFIDENCE COURSES, AND LEADER REACTION COURSES). (ODCSOPS(P), (TRADOC(P), NA)</p> <p>H. EXAMINE (WITH AT LEAST ONE CADET) THE FEASIBILITY OF ALLOWING AIRBORNE AND/OR AIR ASSAULT TRAINING FOR ALL CADETS WHO VOLUNTEER AND QUALIFY FOR ENTRY. (TRADOC(P), ODCSOPS, 4QFY86)</p> <p>I. EXAMINE THE FEASIBILITY OF IMPLEMENTING OTHER CHALLENGING AND STRESSFUL TRAINING EXPERIENCES (E.G., ESCAPE AND EVASION TRAINING, MOUNTAINEERING, RAPPELING, PATROLLING, RECONO, COMBATIVES, AND COMBAT SPORTS) DURING PRE-COMMISSIONING PROGRAMS. (TRADOC(P)/ODCSOPS/ODCSOPS, 4QFY86)</p> <p>J. DEVELOP AND IMPLEMENT A COMMON BLOCK OF INSTRUCTION FOR ALL PRE-COMMISSIONING PROGRAMS WHICH DEFINES AND EMPHASIZES THE WARRIOR SPIRIT CONCEPT. (TRADOC(P)/ODCSOPS/ODCSOPS, 4QFY87)</p> <p>K. ENSURE PRE-TRAINING INCLUDES INSTRUCTION ON WARRIOR SPIRIT. (TRADOC(P)/ODCSOPS, 4QFY87)</p> <p>L. SELECT READINGS WHICH REFLECT THE WARRIOR SPIRIT AND ENSURE THAT THEY ARE PART OF PROFESSIONAL DEVELOPMENT READINGS. (TRADOC(P), 4QFY87)</p> <p>M. INSTRUCTION WILL REFERENCE READINGS. (TRADOC(P), ODCSOPS, 4QFY87)</p> <p>N. ENSURE CURRENT SERVICE SCHOOL POI INCLUDES READINGS AND INSTRUCTION ON THE "THREAT". (TRADOC(P), ODCSOPS(P), 4QFY87)</p> <p>O. EXAMINE FEASIBILITY OF IMPLEMENTING FAMILIARIZATION FIRING PROGRAM WITH FOREIGN SMALL ARMS (E.G., BRIT, CZECH, SOVIET, AND CHICOM) DURING ALL PRE-COMMISSIONING PROGRAMS. (TRADOC(P)/ODCSOPS/ODCSOPS, 4QFY87)</p> <p>P. TRAIN/CONTINUE TO TRAIN EACH CADET/CANDIDATE IN THE FUNDAMENTALS OF TACTICS, CAMOUFLAGE, AND THE EMPLOYMENT OF INDIVIDUAL AND CREW-SERVED WEAPONS FOR THE EXPRESS PURPOSE OF GAINING CONFIDENCE IN THEIR USE AND EMPLOYMENT. (TRADOC(P), ODCSOPS, 4QFY87)</p> <p>Q. TRAIN/CONTINUE TO TRAIN EACH CADET/CANDIDATE TO QUALIFY WITH A RIFLE OR PISTOL (PREFERABLY BOTH) AT LEAST ONCE PRIOR TO COMMISSIONING. (TRADOC(P)/ODCSOPS(P), 4QFY87)</p> <p>R. REVIEW ROTC POI (INCLUDING BASIC AND ADVANCED SUMMER CAMPS) TO ENSURE THAT TRAINING REINFORCES WARRIOR SPIRIT CHARACTERISTICS. (TRADOC(P), 4QFY89)</p> <p>S. INTENT IS TO REVIEW STEPS OF POLICY J80-D AFTER CHANGES HAVE BEEN IN PLACE FOR ABOUT ONE YEAR TO ENSURE THE SYSTEM FITS TOGETHER WELL.</p> <p>T. REVIEW USMA AND OCS POIS TO ENSURE THAT TRAINING REINFORCES WARRIOR SPIRIT CHARACTERISTICS. (ODCSOPS(P), (TRADOC(P), 4QFY89)</p> <p>U. INTENT IS TO REVIEW STEPS OF POLICY J80-D AFTER CHANGES HAVE BEEN IN PLACE FOR ABOUT ONE YEAR TO ENSURE THE SYSTEM FITS TOGETHER WELL.</p>
DISCUSSION		
<p>OFFICERS WITH THE WARRIOR SPIRIT ARE:</p> <ul style="list-style-type: none"> <li>o PHYSICALLY AND MENTALLY TOUGH</li> <li>o SELF-CONFIDENT</li> <li>o EAGER TO ACCEPT RESPONSIBILITY</li> <li>o ACTION-ORIENTED</li> <li>o MOTIVATED TO EXCEED STANDARDS</li> <li>o CALM AND COURAGEOUS UNDER STRESS</li> <li>o SKILLED IN THE FUNDAMENTALS OF WEAPONS, TACTICS, AND DOCTRINE</li> </ul>	<p>J81. REINFORCE THE WARRIOR SPIRIT THROUGHOUT EACH OFFICER'S CAREER. (TRADOC(P)/ODCSOPS/ODCSOPS, 4QFY90)</p> <p>A. CONTINUE SEMI-ANNUAL PHYSICAL FITNESS TESTING. (ODCSOPS(P)/MACOMs, NA)</p> <p>B. EXAMINE THE FEASIBILITY OF PERMITTING RANGERS WHO VOLUNTEER AND QUALIFY FOR AIRBORNE, AIR ASSAULT, AND/OR RANGER TO ATTEND. (TRADOC(P)/ODCSOPS, 4QFY86)</p> <p>o COURSE STANDARDS FOR ENTRY AND GRADUATION WILL REMAIN HIGH.</p> <p>C. EXAMINE THE FEASIBILITY OF IMPLEMENTING CHALLENGING AND STRESSFUL TRAINING EXPERIENCES (E.G., OBSTACLE COURSES, CONFIDENCE COURSES, LEADER REACTION COURSES, ESCAPE AND EVASION TRAINING, MOUNTAINEERING TRAINING, RAPPELING, COMBATIVES, COMBAT SPORTS, PATROLLING, AND RECONO) DURING THE RESIDENT PORTIONS OF EACH SCHOOL EXPERIENCE (OBC, OAC, CGSOC, SSC). (TRADOC(P)/ODCSOPS, 4QFY87)</p> <p>D. ENSURE THE PROFESSIONAL DEVELOPMENT READING PROGRAM (E.G., MOS) CONTAINS READINGS ON THE WARRIOR SPIRIT AND THE "THREAT". (TRADOC(P), 4QFY87)</p> <p>o READINGS SHOULD BE APPROPRIATE FOR COMBAT ARMS, COMBAT SUPPORT, AND COMBAT SERVICE SUPPORT.</p> <p>o GIVE EACH OFFICER THE BOOKS AND READINGS FOR HIS PROFESSIONAL DEVELOPMENT LEVEL.</p> <p>E. DEVELOP AND IMPLEMENT BLOCKS OF INSTRUCTION AND READINGS ON THE WARRIOR SPIRIT IN ALL SCHOOLS (OBC, OAC, CGSOC, SSC). (TRADOC(P)/ODCSOPS(P), 4QFY88)</p> <p>o INCORPORATE READINGS AND INSTRUCTION ON THE "THREAT". (TRADOC(P)/ODCSOPS(P), 4QFY88)</p> <p>o EXAMINE THE FEASIBILITY OF IMPLEMENTING FAMILIARIZATION FIRING WITH FOREIGN SMALL ARMS (E.G., BRIT, CZECH, SOVIET, AND CHICOM) AT ALL SERVICE SCHOOLS (OBC THROUGH SSC). (TRADOC(P)/ODCSOPS(P), 4QFY88)</p> <p>oo IF RESOURCE CONSTRAINTS PRECLUDE THIS, CONSIDER SELECTIVE IMPLEMENTATION (E.G., ALL INFANTRY OFFICERS DURING OBC, THEN OAC).</p> <p>F. ENSURE THAT SEMINARS AND LECTURES HIGHLIGHTING WARRIOR SPIRIT ARE INCLUDED IN SCHOOL AND UNIT/ORGANIZATIONAL PROFESSIONAL DEVELOPMENT PROGRAMS (COVER THE WAYS WARRIOR SPIRIT IS APPLICABLE TO THE OFFICERS OF EACH PARTICULAR BRANCH AND ORGANIZATION AT THEIR PARTICULAR PLACE AND TIME IN THE ARMY). (TRADOC(P)/ODCSOPS(P)/MACOMs, 4QFY88)</p> <p>o ENSURE SERVICE SCHOOL INSTRUCTOR TRAINING PROGRAMS INCLUDE INSTRUCTION ON WARRIOR SPIRIT. (TRADOC(P)/ODCSOPS(P), 4QFY88)</p> <p>o BEGIN WARRIOR SPIRIT LECTURES AND SEMINARS IN ALL SERVICE SCHOOLS. (TRADOC(P)/ODCSOPS(P), 4QFY88)</p> <p>o PREPARE WARRIOR SPIRIT DISCUSSION LEADER PACKAGES SUITABLE FOR EXPORT ARMYWIDE FOR ALL TYPE UNITS TO FACILITATE THESE DISCUSSIONS. (TRADOC(P), 4QFY88)</p> <p>o BEGIN WARRIOR SPIRIT SEMINARS IN ALL UNIT/ORGANIZATIONAL PROFESSIONAL DEVELOPMENT PROGRAMS WORLDWIDE. (MACOMs(P), 4QFY89)</p>	<p>G. BUILD AN SCHOOL EXPERIENCES (E.G., OBSTACLE COURSES, CONFIDENCE COURSES, AND LEADER REACTION COURSES). (ODCSOPS(P), (TRADOC(P), NA)</p> <p>H. EXAMINE (WITH AT LEAST ONE CADET) THE FEASIBILITY OF ALLOWING AIRBORNE AND/OR AIR ASSAULT TRAINING FOR ALL CADETS WHO VOLUNTEER AND QUALIFY FOR ENTRY. (TRADOC(P), ODCSOPS, 4QFY86)</p> <p>I. EXAMINE THE FEASIBILITY OF IMPLEMENTING OTHER CHALLENGING AND STRESSFUL TRAINING EXPERIENCES (E.G., ESCAPE AND EVASION TRAINING, MOUNTAINEERING, RAPPELING, PATROLLING, RECONO, COMBATIVES, AND COMBAT SPORTS) DURING PRE-COMMISSIONING PROGRAMS. (TRADOC(P)/ODCSOPS/ODCSOPS, 4QFY86)</p> <p>J. DEVELOP AND IMPLEMENT A COMMON BLOCK OF INSTRUCTION FOR ALL PRE-COMMISSIONING PROGRAMS WHICH DEFINES AND EMPHASIZES THE WARRIOR SPIRIT CONCEPT. (TRADOC(P)/ODCSOPS/ODCSOPS, 4QFY87)</p> <p>K. ENSURE PRE-TRAINING INCLUDES INSTRUCTION ON WARRIOR SPIRIT. (TRADOC(P)/ODCSOPS, 4QFY87)</p> <p>L. SELECT READINGS WHICH REFLECT THE WARRIOR SPIRIT AND ENSURE THAT THEY ARE PART OF PROFESSIONAL DEVELOPMENT READINGS. (TRADOC(P), 4QFY87)</p> <p>M. INSTRUCTION WILL REFERENCE READINGS. (TRADOC(P), ODCSOPS, 4QFY87)</p> <p>N. ENSURE CURRENT SERVICE SCHOOL POI INCLUDES READINGS AND INSTRUCTION ON THE "THREAT". (TRADOC(P), ODCSOPS(P), 4QFY87)</p> <p>O. EXAMINE FEASIBILITY OF IMPLEMENTING FAMILIARIZATION FIRING PROGRAM WITH FOREIGN SMALL ARMS (E.G., BRIT, CZECH, SOVIET, AND CHICOM) DURING ALL PRE-COMMISSIONING PROGRAMS. (TRADOC(P)/ODCSOPS/ODCSOPS, 4QFY87)</p> <p>P. 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# ED SYSTEM R SPIRIT

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IES	POLICIES CONT.
<p>WARRIOR SPIRIT PROGRAM.</p> <p>G. EXPERIENCES (E.G., OBSTACLE COURSE, MOUNTAIN TRAINING, COMBAT SPORTS, DURING SPER/ODCSOPS, 4QFY88).</p> <p>H. BORN AND/OR AIR ASSAULT TRAINING ENTRY. (TRADOC(P), ODCSOPS, 4QFY88).</p> <p>I. WILL REMAIN HIGH, CHALLENGING AND STRESSFUL FOR TRAINING, MOUNTAIN TRAINING, COMBAT SPORTS, DURING SPER/ODCSOPS, 4QFY88).</p> <p>J. INSTRUCTION FOR ALL OFFICERS EMPHASIZES THE WARRIOR SPIRIT.</p> <p>K. INSTRUCTION ON WARRIOR SPIRIT.</p> <p>L. WARRIOR SPIRIT AND ENSURE THAT THEY LEADERS. (TRADOC(P), 4QFY88).</p> <p>M. (TRADOC(P), ODCSOPS, 4QFY88).</p> <p>N. INCLUDES READINGS AND INSTRUCTION ON WARRIOR SPIRIT.</p> <p>O. FAMILIARIZATION FIRING PROGRAM (ZEGH, SOVIET, AND CHICOM) DURING SPER/ODCSOPS, 4QFY88).</p> <p>P. (TRADOC(P), ODCSOPS, 4QFY88).</p> <p>Q. (CANDIDATE IN THE FUNDAMENTALS OF THE INDIVIDUAL AND CREW-SERVED WEAPONS CONFIDENCE IN THEIR USE AND ABILITY).</p> <p>R. (CANDIDATE TO QUALIFY WITH A RIFLE PRIOR TO COMMISSIONING).</p> <p>S. (ADVANCED SUMMER CAMPS) TO ENSURE THAT THE WARRIOR SPIRIT IS MAINTAINED. (TRADOC(P), 4QFY88).</p> <p>T. (J80-D AFTER CHANGES HAVE BEEN IN THE SYSTEM FITS TOGETHER WELL).</p> <p>U. TRAINING REINFORCES WARRIOR SPIRIT. (TRADOC(P), 4QFY88).</p> <p>V. (J80-D AFTER CHANGES HAVE BEEN IN THE SYSTEM FITS TOGETHER WELL).</p> <p>W. OUT EACH OFFICER'S CAREER.</p> <p>X. TESTING. (ODCSOPS(P)/MACOMs, NA).</p> <p>Y. ALL OFFICERS WHO VOLUNTEER AND MANAGER TO ATTEND.</p> <p>Z. DURATION WILL REMAIN HIGH.</p> <p>AA. CHALLENGING AND STRESSFUL TRAINING COURSE COURSES, LEADER REACTION TRAINING, RAPPILING, (RECORD) DURING THE RESIDENT AC, CGSOC, SSC).</p> <p>AB. TRAINING PROGRAM (E.G., MGS) CONTAINS REACTION. (TRADOC(P), 4QFY88).</p> <p>AC. COMBAT ARMS, COMBAT SUPPORT, AND INSTRUCTIONS FOR HIS PROFESSIONAL DEVELOPMENT.</p> <p>AD. INSTRUCTIONS AND READINGS ON THE WARRIOR SPIRIT. (TRADOC(P)/ODCSOPS(P), 4QFY88).</p> <p>AE. ON THE "THREAT".</p> <p>AF. FAMILIARIZATION FIRING WITH SOVIET, AND CHICOM) AT ALL SERVICE SCHOOLS. (TRADOC(P), 4QFY88).</p> <p>AG. INCLUDE THIS, CONSIDER SELECTIVE OFFICERS DURING OBC, THEN OAC).</p> <p>AH. FIGHTING WARRIOR SPIRIT ARE INCLUDED IN THE PROFESSIONAL DEVELOPMENT PROGRAMS (COVER THE OFFICERS OF EACH PARTICULAR BRANCH AND TIME IN THE ARMY).</p> <p>AI. TRAINING PROGRAMS INCLUDE INSTRUCTION IN ALL SERVICE SCHOOLS.</p> <p>AJ. SEMINARS IN ALL SERVICE SCHOOLS.</p> <p>AK. LEADER PACKAGES SUITABLE FOR EXPORT TO THESE DISCUSSIONS. (TRADOC(P), 4QFY88).</p> <p>AL. UNIT/ORGANIZATIONAL PROFESSIONAL DEVELOPMENT. (TRADOC(P), 4QFY88).</p>	<p>G. BUILD AND REINFORCE INDIVIDUAL CONFIDENCE AND COMPETENCE DURING EACH SCHOOL EXPERIENCE THROUGH STUDY AND PRACTICAL EXERCISES INVOLVING BASIC TACTICS, CURRENT DOCTRINE, AND WEAPONS EMPLOYMENT. (TRADOC(P)/ODCSOPS, 4QFY90).</p> <p>O. DEVELOP A SERIES OF "HOW TO" BOOKS TO TEACH/REFRESH THE BASICS OF WEAPONS, TACTICS, DOCTRINE, AND ORGANIZATIONS. (TRADOC(P)/ODCSOPS, 4QFY88).</p> <p>O. DEVELOP WARGAMES FOR INDIVIDUAL AND/OR GROUP USE. (TRADOC(P)/ODCSOPS, 4QFY90).</p> <p>OO. FOR USE IN SCHOOLS AND/OR UNITS/ORGANIZATIONS.</p> <p>OO. TO REINFORCE PRINCIPLES OF DOCTRINE, ENCOURAGE EXPERIMENTATION AND INNOVATION, AND BUILD INDIVIDUAL AND TEAM SKILLS.</p> <p>H. EXAMINE FEASIBILITY OF IMPLEMENTING ANNUAL WEAPONS QUALIFICATION FIRING (WITH AT LEAST A RIFLE OR PISTOL, PREFERABLY BOTH) FOR ALL OFFICERS.</p> <p>O. EXAMINE AND IMPLEMENT IN A PHASED MANNER:</p> <p>- PHASE 1: PROVIDE THE RESOURCES TO DO THE FIRING NOW REQUIRED BY REGULATION. (ODCSOPS(P)/MACOMs, 4QFY87).</p> <p>- PHASE 2: ADD OFFICERS DURING THE RESIDENT PORTIONS OF ALL SCHOOL EXPERIENCES (OBC, OAC, CGSOC, SSC). (TRADOC(P)/ODCSOPS, 4QFY89).</p> <p>- PHASE 3: ADD ALL OFFICERS IN ALL FORWARD DEPLOYED ORGANIZATIONS. (FORWARD DEPLOYED MACOMs(P)/ODCSOPS, 4QFY91).</p> <p>- PHASE 4: ADD ALL OFFICERS IN CONUS ORGANIZATIONS. (CONUS MACOMs(P)/ODCSOPS, 4QFY93).</p> <p>-- CONSIDER ADDING RESERVE COMPONENT (RC) OFFICERS IN TROOP PROGRAM UNITS (TPUs) FOR AT LEAST FAMILIARIZATION FIRING.</p> <p>-- RC OFFICERS IN THE INDIVIDUAL READY RESERVE (IRR) WILL CONDUCT WEAPONS QUALIFICATION OR FAMILIARIZATION WHEN MOBILIZED OR WITHIN ONE YEAR AFTER ASSIGNED TO A TPU.</p> <p>- PHASE 5: ADD ALL OFFICERS WORLDWIDE IN ALL ORGANIZATIONS NOT YET INCLUDED IN THE PROGRAM. (MACOMs(P)/ODCSOPS, 4QFY95).</p> <p>*P - PRIMARY OR LEAD RESPONSIBILITY</p>

# RECOMMENDED SYSTEM PROFESSIONAL VALUES

DEFINITION	POLICIES	
<p>OFFICERS PERSONALLY ADOPT, MODEL, AND INSTILL IN THEIR SUBORDINATES THE VALUES THAT FORM THE BASIS FOR A DISTINCT LIFESTYLE AND CODE OF BEHAVIOR. THEY ARE WORTHY OF SPECIAL TRUST.</p>	<p>F10 ODCSPER PERIODICALLY ASSESS THE STATUS OF PROFESSIONAL VALUES/ETHICS OF THE OFFICER CORPS WITH FEEDBACK TO THE ARMY POLICY COUNCIL, ARMY CENTER FOR LEADERSHIP, AND MACOM COMMANDERS.</p> <p>F11 TRADOC REQUIRE PERIODIC SEMINAR UPDATES FOR GENERAL OFFICERS ON METHODS TO ASSIST SUBORDINATES IN ADOPTING ARMY VALUES AND APPLYING THEM IN THEIR LIVES.</p> <p>F12 OCSA REQUIRE SENIOR OFFICERS TO SPEAK OUT FREQUENTLY AND FORCEFULLY ON HOW VALUE SYSTEMS FORM THE BASIS FOR SOLDIER MOTIVATION AND CARE.</p> <p>F13 TRADOC INTEGRATE, INTO EVERY MAJOR BLOCK OF INSTRUCTION IN ALL SERVICE SCHOOLS, DISCUSSIONS ON THE PROFESSIONAL VALUES AND ETHICAL CONSIDERATIONS ASSOCIATED WITH THE APPLICATION OF THAT INSTRUCTION IN REAL LIFE SITUATIONS; PROVIDE APPROPRIATE MATERIALS TO COMMANDERS FOR USE IN INTEGRATING VALUES IN UNIT PROFESSIONAL DEVELOPMENT EFFORTS.</p> <p>F14 OCSA REQUIRE THE OER SUPPORT FORM BE INITIATED AND COMPLETED WITHIN THE FIRST 30 DAYS OF THE OFFICER RATING PERIOD AS THE BEGINNING POINT OF ENSURING A SHARED PROFESSIONAL VALUE SYSTEM WITHIN THE ORGANIZATION.</p>	
DISCUSSION		



# ENDED SYSTEM ONAL VALUES

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POLICIES	POLICIES CONT.
<p>STATUS OF PROFESSIONAL VALUES/ETHICS OF E ARMY POLICY COUNCIL, ARMY CENTER FOR</p> <p>UPDATES FOR GENERAL OFFICERS ON METHODS MY VALUES AND APPLYING THEM IN THEIR</p> <p>SPEAK OUT FREQUENTLY AND FORCEFULLY ON SOLDIER MOTIVATION AND CARE.</p> <p>ON BLOCK OF INSTRUCTION IN ALL SERVICE NAL VALUES AND ETHICAL CONSIDERATIONS AT INSTRUCTION IN REAL LIFE SITUATIONS; ANDERS FOR USE IN INTEGRATING VALUES IN</p> <p>IN BE INITIATED AND COMPLETED WITHIN THE ERIOD AS THE BEGINNING POINT OF ENSURING THIN THE ORGANIZATION.</p>	

# RECOMMENDED SYSTEM ART AND SCIENCE OF WAR

DEFINITION	POLICIES
<p>THE BODY OF THEORETICAL KNOWLEDGE AND A SET OF PRACTICAL SKILLS WHICH ACCOMPANY SUCH KNOWLEDGE AS IT APPLIES TO THE MILITARY PROFESSION. MASTERY OF THE ART AND SCIENCE OF WAR IS A PROGRESSIVE STATE, MOVING THROUGH TRANSITIONS IN A CAREER PATTERN REQUIRING MASTERY OF SKILLS REQUIRED AT THAT POINT. IT IS THE POSSESSION OF:</p> <ul style="list-style-type: none"> <li>- APPROPRIATE THEORETICAL KNOWLEDGE AND A SET OF PRACTICAL SKILLS/PROFICIENCIES ORIENTED ON "HOW THE ARMY FIGHTS" AND "HOW THE ARMY RUNS" AT EACH LEVEL OF RESPONSIBILITY</li> <li>- THE KNOWLEDGE OF THE HUMAN DIMENSION OF COMBAT</li> <li>- A HISTORICAL PERSPECTIVE OF WAR</li> <li>- THE ABILITY TO ENVISION FUTURE WAR</li> </ul>	<p>181 THERE WILL BE A COMMON CORE TO PROVIDE OFFICERS THE ROADMAP TO PROGRESSIVELY MASTER THE ART AND SCIENCE OF WAR. THE MAP WILL SHOW TRANSITIONS IN A CAREER PATTERN WHICH REQUIRE MASTERY OF COMMON CORE SKILLS NEEDED IN THAT PERIOD.</p> <p>OO THE CORE SKILLS WILL INCLUDE AS A MINIMUM:</p> <ul style="list-style-type: none"> <li>- APPROPRIATE THEORETICAL KNOWLEDGE AND A SET OF PRACTICAL SKILLS/PROFICIENCIES ORIENTED ON "HOW THE ARMY FIGHTS" AND "HOW THE ARMY RUNS" AT EACH LEVEL OF RESPONSIBILITY</li> <li>- THE KNOWLEDGE OF THE HUMAN DIMENSION OF COMBAT</li> <li>- A HISTORICAL PERSPECTIVE OF WAR</li> <li>- THE ABILITY TO ENVISION FUTURE WAR</li> </ul> <p>OO THE COMMON CORE WILL BE THE FOUNDATION THE PRIMARY ARMY SCHOOLS (E.G., OBC, OAC, CGSC, AWC) USE TO SUPPORT THE TRANSITION PERIOD DEVELOPMENT EXPERIENCE. THIS COMMON CORE WILL ALSO BE USED TO SUPPORT TRAINING AND PROFESSIONAL DEVELOPMENT AT UNITS AND ORGANIZATIONS.</p> <p>182 DEVELOP EXPORTABLE SIMULATIONS (WARGAMES) FOR UNITS/ORGANIZATIONS WHICH CAN BE USED DURING SMALL UNIT TRAINING OR OFF DUTY BY THE OFFICER.</p> <p>183 COMMANDERS WILL HAVE A PROGRAM OF WARFIGHTING SEMINARS AT UNITS AND IN ORGANIZATIONS FOCUSING THE OFFICER'S ATTENTION ON THE UNIT/ORGANIZATION'S MISSION IN A WARTIME SITUATION.</p> <p>184 SERVICE SCHOOL COMMANDANTS WILL HAVE A PROGRAM OF WARFIGHTING SEMINARS FOCUSING STUDENT ATTENTION ON THE BRANCH/FUNCTIONAL AREA MISSIONS IN A WARTIME SITUATION.</p> <p>185 DEVELOP OR REVISE AS NEEDED MILITARY COURSES TO SUPPORT ALL AREAS OF CONCENTRATION AND FUNCTIONAL AREAS.</p> <p>OO OPMD MANAGED OFFICERS WILL BE ELIGIBLE FOR ASSIGNMENT TO POSITIONS CODED WITH AREA OF CONCENTRATION, FUNCTIONAL AREA OR, IF APPLICABLE, SKILL CODES AFTER COMPLETION OF THE APPROPRIATE MILITARY COURSES OR EQUIVALENT EXPERIENCE.</p> <p>186 OFFICERS WHO ARE SINGLE OR SEQUENTIALLY TRACKED INTO A BRANCH OR FUNCTIONAL AREA THAT HAVE A COMPARABLE CIVILIAN PROFESSION, WILL BE AFFORDED THE OPPORTUNITY OF, AND FUNDED FOR, BIENNIAL ATTENDANCE AT A CIVILIAN SOCIETY OR ASSOCIATION NATIONAL OR INTERNATIONAL SEMINAR/MEETING SUPPORTING THE PROFESSION.</p> <p>187 RESERVE COMPONENT FULL-TIME SUPPORT OFFICERS WILL BE PROFESSIONALLY DEVELOPED IN ACCORDANCE WITH AC COUNTERPARTS.</p> <p>188 TRADOC, TOGETHER WITH NGB AND OCAR, WILL DEVELOP A SYSTEM FOR DETERMINING EDUCATION/TRAINING REQUIRED TO EXPEDITE BRANCH CHANGES FOR RESERVE COMPONENT OFFICERS AND WILL DEVELOP SPECIFIC COURSES AND/OR COMPETENCY EVALUATIONS FOR THIS PURPOSE.</p> <p>111 EACH BRANCH SCHOOL WILL PROVIDE A COURSE OF INSTRUCTION OR PACKAGE FOR FIELD GRADE OFFICERS TO REFRESH AND ACQUAINT THEM WITH THE LATEST BRANCH DOCTRINE AND NEW EQUIPMENT.</p> <p>OO ALL FIELD GRADE OPMD MANAGED OFFICERS WILL RECEIVE BRANCH REFRESHER PRIOR TO BRANCH ASSIGNMENT FROM A FUNCTIONAL AREA OR BRANCH IMMATERIAL ASSIGNMENT.</p>
DISCUSSION	
<p>THE AIM OF THE ART AND SCIENCE OF WAR PROGRAM IS TO ENSURE ALL OFFICERS ARE TECHNICALLY COMPETENT FOR THEIR GRADE AND BRANCH, AND/OR FUNCTIONAL AREA, AND UNDERSTAND THE APPLICATION OF THEIR SKILLS TO SUPPORT THE ARMY MISSION.</p> <p>THE MAJOR THRUSTS TO ACCOMPLISH THIS AIM ARE TO:</p> <ul style="list-style-type: none"> <li>O DEVELOP AN ART AND SCIENCE OF WAR COMPONENT OF THE COMMON CORE TO ENSURE IT IS PROGRESSIVE THROUGH THE SEVEN PROFESSIONAL DEVELOPMENT PERIODS AND USED TO SUPPORT UNIT TRAINING.</li> <li>O ENSURE THE ARMY CONTINUES TO FOCUS ON WARTIME MISSIONS.</li> <li>O PROVIDE REALISTIC FIGHTING SIMULATIONS/EXERCISES DESIGNED TO EXERCISE ALL COMPONENTS.</li> <li>O PROVIDE FIELD GRADE BRANCH AND/OR FUNCTIONAL AREA SKILL UPDATES.</li> </ul> <p>THE ART AND SCIENCE OF WAR SYSTEM WIDE ISSUE IS THE CENTER PIECE OF THE ENTIRE PDOS STUDY. THE DATA RESULTING FROM THE MULTIPLE FUTURE SCENARIOS CONDUCTED INDICATE THAT WHEN ART AND SCIENCE OF WAR IS LEFT TO "GROW AND MATURE" UNDER CURRENT POLICIES AND IN THE ABSENCE OF PDOS-RECOMMENDED POLICIES THE TREND WILL GRADUALLY IMPROVE. WHEN PDOS-RECOMMENDED POLICIES ARE ADDED TO THE SIMULATIONS, THE IMPROVEMENTS IN THIS TREND ARE DRASTIC AND IN ALL CASES EXPERIENCE A STEADY IMPROVEMENT.</p> <p>THE ART AND SCIENCE POLICIES ARE WOVEN THROUGHOUT THE STUDY. THEY ARE CONTAINED IN EACH DEVELOPMENT PERIOD AS PART OF THE COMMON CORE AND ARE CONTAINED IN SOME OF THE SYSTEM WIDE ISSUES. ONLY THOSE POLICIES WHICH ESTABLISH THE FRAMEWORK FOR THE ART AND SCIENCE OF WAR APPEAR ON THIS SPREAD SHEET.</p>	

# IDDED SYSTEM IENCE OF WAR

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ICIES	POLICIES CONT.
<p>                         PROVIDE OFFICERS THE ROADMAP TO                          ICE OF WAR. THE MAP WILL SHOW                          REQUIRE MASTERY OF COMMON CORE SKILLS                     </p> <p>                         AS A MINIMUM:                          DE AND A SET OF PRACTICAL                          "HOW THE ARMY FIGHTS" AND HOW THE ARMY                          BILITY                          NSION OF COMBAT                     </p> <p>                         WAR                     </p> <p>                         FOUNDATION THE PRIMARY ARMY SCHOOLS (E.G.,                          HE TRANSITION PERIOD DEVELOPMENT                          SO BE USED TO SUPPORT TRAINING AND                          ORGANIZATIONS.                     </p> <p>                         WARGAMES) FOR UNITS/ORGANIZATIONS WHICH                          G OR OFF DUTY BY THE OFFICER.                     </p> <p>                         F WARFIGHTING SEMINARS AT UNITS AND IN                          ATTENTION ON THE UNIT/ORGANIZATION'S                     </p> <p>                         HAVE A PROGRAM OF WARFIGHTING SEMINARS                          NCH/FUNCTIONAL AREA MISSIONS IN A WARTIME                     </p> <p>                         TARY COURSES TO SUPPORT ALL AREAS OF                          ELIGIBLE FOR ASSIGNMENT TO POSITIONS                          CTIONAL AREA OR, IF APPLICABLE, DRILL                          IATE MILITARY COURSES OR EQUIVALENT                     </p> <p>                         NTIALLY TRACKED INTO A BRANCH OR                          E CIVILIAN PROFESSION, WILL BE AFFORDED                          BIENNIAL ATTENDANCE AT A CIVILIAN SOCIETY                          ONAL SEMINAR/MEETING SUPPORTING THE                     </p> <p>                         PORT OFFICERS WILL BE PROFESSIONALLY                          EHPARTS.                     </p> <p>                         AR, WILL DEVELOP A SYSTEM FOR DETERMINING                          IE BRANCH CHANGES FOR RESERVE COMPONENT                          OURSES AND/OR COMPETENCY EVALUATIONS FOR                     </p> <p>                         A COURSE OF INSTRUCTION OR PACKAGE FOR                          ACQUAINT THEM WITH THE LATEST BRANCH                     </p> <p>                         OFFICERS WILL RECEIVE BRANCH REFRESHER                          CTIONAL AREA OR BRANCH IMMATERIAL                     </p>	



ED SYSTEM  
ITEGRATOR

IES POLICIES CONT.

ION ARE INCLUDED WITHIN DEVELOPMENT  
/LIEUTENANT COLONEL AND SYSTEM WIDE  
ON AND WARRIOR SPIRIT.

UNCTIONAL AREAS ARE INCLUDED WITHIN  
/LIEUTENANT COLONEL AND SYSTEM WIDE  
ENTOR AND WARRIOR SPIRIT.

F ANALYTICAL, SYNTHETIC, CONCEPTUAL,  
AN INTEGRATOR ARE INCLUDED WITH  
PIONEL, COLONEL, BRIGADIER AND MAJOR  
DE ISSUES SELF-DEVELOPMENT, ART AND  
TUAL KNOWLEDGE/SKILLS AND COMMON

FOR\*

DECISION-MAKING

FB1  
FB5  
FB9

CONTROL AND COHERENCE

094

MENTOR

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088

# RECOMMENDED SYSTEM DECISION MAKING AND ADVANCED CIVIL SCHOOLING

DEFINITION	POLICIES	
<p>THOSE ANALYTICAL AND CONCEPTUAL SKILLS NECESSARY TO ESTABLISH GOALS AND OBJECTIVES, IDENTIFY PROBLEMS, DEVELOP ALTERNATIVES, EVALUATE ALTERNATIVES, CHOOSE AN ALTERNATIVE, IMPLEMENT, CONTROL, AND EVALUATE THE DECISION.</p>	<p>152 THE AERB, COMPOSED OF BRANCH, FUNCTIONAL AREA AND SKILL PROPOONENT, ARI, AND ARMY SCIENCE BOARD REPRESENTATIVES, WILL:</p> <ul style="list-style-type: none"> <li>OO IDENTIFY WHICH UNITS, ORGANIZATIONS AND POSITIONS REQUIRE OFFICERS WITH ACS BY LEVEL (MASTERS, DOCTORATE OR TRAINING WITH INDUSTRY) BASED ON ESTABLISHED CRITERIA.</li> <li>OO IDENTIFY FUTURE ACS REQUIREMENTS BY FIELDS OF STUDY, OR PARTICULAR ACADEMIC DISCIPLINES WITH ASSISTANCE FROM MACOMS, THE ARMY SCIENCE BOARD AND ARMY RESEARCH INSTITUTE.</li> <li>OO ENSURE ALL AUTHORIZATIONS WITHIN VALIDATED UNITS, ORGANIZATIONS, AND SEPARATELY VALIDATED POSITIONS ARE CORRECTLY CODED AND GRADED.</li> <li>OO IDENTIFY THOSE PARTICULAR POSITIONS WHICH REQUIRE A SPECIFIC ACADEMIC DISCIPLINE.</li> </ul> <p>153 BASED ON AERB APPROVED RESULTS, MILPERCEN WILL ESTABLISH MASTERS, DOCTORATE, AND TRAINING WITH INDUSTRY QUOTAS FOR ALL FULL-TIME PROGRAMS. CHIEF OF CHAPLAINS AND THE JUDGE ADVOCATE GENERAL WILL ESTABLISH QUOTAS FOR THEIR BRANCHES. FACTORS THAT WILL BE CONSIDERED ARE:</p> <ul style="list-style-type: none"> <li>OO BRANCH, FUNCTIONAL AREA AND AREA OF CONCENTRATION REQUIREMENTS BY GRADE, DEGREE LEVEL, FIELDS OF STUDY, AND WHERE REQUIRED, SPECIFIC ACADEMIC DISCIPLINE.</li> <li>OO CURRENT INVENTORY BY BRANCH, FUNCTIONAL AREA AREA OF CONCENTRATION, GRADE, DEGREE LEVEL, FIELDS OF STUDY, AND WHERE REQUIRED, SPECIFIC ACADEMIC DISCIPLINE.</li> <li>OO FUTURE REQUIREMENTS BY BRANCH, FUNCTIONAL AREA, AREA OF CONCENTRATION AND FIELDS OF STUDY USING THE FUTURE ARMY REQUIREMENTS (FAR) MODEL.</li> <li>OO MANPOWER (TRANSIT, HOLDING AND STUDENT-THS ACCOUNT) AND BUDGET.</li> </ul>	<p>00 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99</p>
POLICIES		
<p>F91 ODCSPER DISTRIBUTE NON-PROMOTION RISK OFFICERS THROUGHOUT THE ARMY SO AS TO PROVIDE BALANCED CELLS OF QUALITY. (NO ARMY ACTIVITY WILL BE DESIGNATED TO RECEIVE HIGHER OFFICER QUALITY THAN ANY OTHER.)</p> <ul style="list-style-type: none"> <li>OO ELIMINATE DESIGNATED UNIT DISTRIBUTION.</li> <li>OO ASSIGN OFFICERS FROM CAPTAIN THROUGH LIEUTENANT COLONEL BASED UPON THEIR QUALIFICATION.</li> <li>OO MAINTAIN BALANCE BY PROMOTION POTENTIAL ACROSS ALL MACOMS AND ACTIVITIES.</li> </ul> <p>F92 ODCSPER CONTINUE TO EMPHASIZE COHESION AND STABILITY; IMPLEMENT THE REGIMENTAL AND BATTALION COHORT INITIATIVES.</p> <p>F95 TRADOC REINFORCE AND DEVELOP OFFICER DECISION SKILLS AT ALL LEVELS OF THE SCHOOLHOUSE AND THE UNIT/ORGANIZATION THROUGH FREQUENT USE OF SIMULATIONS, EXPERIENTIAL EXERCISES AND SMALL GROUP MODALITIES.</p> <p>F96 ODCSPER DESIGN A PHASED PLAN THAT MAY ASSIST IN DEVELOPING AND USING PROFESSIONAL EXECUTIVE ABILITY IN THE ARMY. LONG TERM COMPONENTS OF THIS SYSTEM SHOULD, AS A MINIMUM, INCLUDE:</p> <ul style="list-style-type: none"> <li>OO CSC -- ASSISTED SELF-ASSESSMENT FOR PROFESSIONAL DEVELOPMENT. PROVIDE THE OFFICER A PROFILE OF KNOWLEDGE, SKILLS, VALUES, TEMPERAMENT (IE., PERSONAL STRENGTHS AND WEAKNESSES) TO ASSIST IN OWN PROFESSIONAL GROWTH.</li> <li>OO SSC -- AN IN-DEPTH ASSESSMENT FOR PROFESSIONAL DEVELOPMENT USING ASSESSMENT INSTRUMENTS AND SIMULATIONS TO PROVIDE THE OFFICER AN UPDATED PROFILE, A CHECK ON PROFESSIONAL GROWTH AND EVENTUALLY ASSIST IN STRUCTURING A DEVELOPMENT PROGRAM FOR FUTURE ASSIGNMENTS.</li> <li>OO UPON GO SELECTION -- EVALUATE AND COMPILE DATA TO BUILD AND PROVIDE COMPLETED PROFILES (EXPERIENTIAL, DUTY PERFORMANCE, PROFESSIONAL STRENGTHS) OF THE INDIVIDUAL FOR POSSIBLE USE IN ASSIGNMENT AND SYSTEMATIC TRANSITION TRAINING PRIOR TO ASSIGNMENT.</li> </ul> <p>180 ARMY FULL-TIME AND ARMY FUNDED ADVANCED CIVIL SCHOOLING (ACS) PROGRAMS WILL BE DESIGNED TO MEET ARMY REQUIREMENTS AND GOALS.</p> <ul style="list-style-type: none"> <li>OO THE SCOPE OF ACS WILL BE EXPANDED BEYOND FUNCTIONAL REQUIREMENTS TO ALSO INCLUDE THE NEED FOR OFFICER BROAD-BASED KNOWLEDGE AND COGNITIVE SKILLS.</li> <li>OO REQUIREMENTS AND GOALS WILL BE BASED ON CURRENT AND FUTURE UNIT, ORGANIZATION OR POSITION NEEDS.</li> <li>OO CRITERIA WILL BE ESTABLISHED FOR IDENTIFYING EDUCATIONAL INSTITUTIONS WHICH MEET ACS REQUIREMENTS AND GOALS AND ARMY FULL-TIME STUDENTS WILL ATTEND ONLY THOSE INSTITUTIONS.</li> <li>OO ACS GRADUATES WILL SERVE A NORMAL TOUR IN A UNIT, ORGANIZATION OR POSITION REQUIRING INCREASED KNOWLEDGE AND SKILLS.</li> </ul> <p>150 ARMY ADVANCED CIVIL SCHOOLING (ACS) REQUIREMENTS WILL BE BASED ON UNIT, ORGANIZATION AND POSITION ECHOLON, MISSION AND IMPACT OF WORK.</p> <p>151 THE ARMY EDUCATION REQUIREMENTS BOARD (AERB) WILL IDENTIFY REQUIREMENTS BASED ON MEASURABLE CRITERIA. CRITERIA WILL ADDRESS:</p> <ul style="list-style-type: none"> <li>OO COGNITIVE AND KNOWLEDGE LEVELS REQUIRED IN WORK PRODUCED AT THE ECHOLON AND/OR MISSION OF THE UNIT, ORGANIZATION OR POSITION.</li> <li>OO SIGNIFICANT IMPACT OF WORK, ON THE NATION, DOD OR ARMY WITH REGARD TO UNIT, ORGANIZATION OR POSITION MISSION.</li> <li>OO DEGREE LEVELS.</li> <li>OO FUTURE FIELDS OR DISCIPLINES OF STUDY.</li> </ul>	<p>154 ANNUAL ACS FULL-TIME QUOTAS WILL NOT EXCEED ESTABLISHED THS LIMITS AND BUDGET.</p> <p>155 ANNUALLY, MILPERCEN WILL PUBLISH OFFICER GRADUATE EDUCATION GOALS FOR OFFICERS BY GRADE, BRANCHES, FUNCTIONAL AREAS, AREAS OF CONCENTRATION, AND DEGREE LEVELS. THE CHIEF OF CHAPLAINS, THE JUDGE ADVOCATE GENERAL AND THE SURGEON GENERAL WILL PUBLISH GOALS FOR THEIR BRANCHES.</p> <p>157 THE ODCSPER WILL ESTABLISH POLICIES AND CRITERIA FOR THE IDENTIFICATION OF COLLEGES AND UNIVERSITIES WHICH MEET ARMY ACS REQUIREMENTS IN SUPPORT OF FULL-TIME STUDY PROGRAMS. THIS CRITERIA WILL INCLUDE:</p> <ul style="list-style-type: none"> <li>OO OFFER SPECIFIC FIELDS OF STUDY WHICH MEET ARMY REQUIREMENTS TO INCLUDE:             <ol style="list-style-type: none"> <li>(1) THESIS OR RESEARCH PROJECT REQUIREMENT</li> <li>(2) QUALITY OF THE PROGRAM</li> <li>(3) MILITARY APPLICATION OF COURSES/PROGRAMS</li> <li>(4) ELECTIVES WHICH SUPPORT UNIVERSAL OFFICER PROFICIENCIES</li> <li>(5) TUITION COSTS</li> </ol> </li> <li>OO THE NUMBER OF COLLEGES AND UNIVERSITIES MUST PROVIDE SUFFICIENT DIVERSITY.</li> </ul> <p>158 CGSC AND ALMC COOPERATIVE DEGREE PROGRAMS (COOP) WILL BE EXTENDED TO A MAXIMUM OF ONE YEAR IN ORDER TO ALLOW FOR ADDITIONAL COURSEWORK AND THESIS OR PROJECT COMPLETION.</p> <p>159 MILPERCEN, WITH PROPOONENT AND MACOM ASSISTANCE, WILL ESTABLISH FIELDS OF STUDY WHICH SUPPORT BRANCHES, FUNCTIONAL AREAS, AREAS OF CONCENTRATION AND OFFICER UNIVERSAL PROFICIENCIES. FOR SUCH FIELDS OF STUDY, THEY WILL ALSO IDENTIFY SUPPORTING CORE COURSES FOR OPTIMUM MILITARY APPLICATION.</p> <ul style="list-style-type: none"> <li>OO THIS INFORMATION WILL BE PUBLISHED AND DISTRIBUTED ARMY-WIDE.</li> <li>OO OFFICERS PURSUING GRADUATE DEGREES UNDER ARMY FULL-TIME PROGRAM WILL STUDY AT ARMY RECOGNIZED COLLEGES AND UNIVERSITIES IN FIELDS OF STUDY WHICH SUPPORT ARMY REQUIREMENTS, THE INDIVIDUAL'S BRANCH, FUNCTIONAL AREA, AREA OF CONCENTRATION, OR OFFICER UNIVERSAL PROFICIENCIES; AND INDIVIDUAL EDUCATIONAL GOALS.</li> <li>OO OFFICERS PURSUING GRADUATE DEGREES UNDER THE ARMY TUITION ASSISTANCE PROGRAM MAY ATTEND FOR MULTIPLE GRADUATE DEGREES AT ANY LEVEL (MASTERS OR DOCTORATE). STUDY WILL SUPPORT ARMY REQUIREMENTS AND INDIVIDUAL EDUCATIONAL GOALS.</li> </ul> <p>150 TO SUPPLEMENT EXISTING EDUCATION PROGRAMS, THE ODCSPER WILL INVESTIGATE ESTABLISHING COOPERATIVE INTER-ARMY STUDY PROGRAMS SIMILAR TO THAT AT LEAVENWORTH. AND COMMANDER TRADOC WILL ESTABLISH POLICIES AND GUIDELINES WHICH ALLOW ROTC CADRE TO PURSUE ON-CAMPUS EDUCATIONAL OPPORTUNITIES.</p> <p>161 MILPERCEN WILL SELECT OFFICERS FOR FULL-TIME ACS TO MEET QUOTAS USING THE FOLLOWING CRITERIA:</p> <ul style="list-style-type: none"> <li>OO OFFICER HAS COMPLETED CAPTAIN LEVEL BRANCH QUALIFICATION, COMPANY LEVEL COMMAND, AS REQUIRED, AND OAC. OFFICERS WHO WILL ATTEND ACS IN SUPPORT OF THEIR BRANCH MAY, AS APPROPRIATE, ATTEND OAC FOLLOWING CIVIL SCHOOLING.</li> <li>OO OFFICER HAS A MANNER OF PERFORMANCE NECESSARY FOR TRANSITION TO FIELD GRADE (IN FORCE).</li> <li>OO OFFICER CAN BE ACCEPTED AT AN ARMY RECOGNIZED COLLEGE AND UNIVERSITY IN THE REQUIRED FIELD OF STUDY OR ACADEMIC DISCIPLINE.</li> </ul>	<p>162 OF FUNCTION FUNCTION EXPERI 163 OF UTILIZA FOLLOW BE DEFE MILPERC 164 OF SHOULD REQUIRE 165 OF HOWEVER ORGANIZ 166 CO THE LST POSITION 167 MIL ASSIGN THROUGH 168 WH DISTRIN 169 MIL ASSIGNM</p>

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# D SYSTEM CED CIVIL SCHOOLING (ACS)

IES	POLICIES CONT.
<p>AREA AND SKILL PROPONENT, ARI,</p> <p>ND POSITIONS REQUIRE OFFICERS TRAINING WITH INDUSTRY) BASED ON</p> <p>IELDS OF STUDY, OR PARTICULAR ACOMS, THE ARMY SCIENCE BOARD</p> <p>ATED UNITS, ORGANIZATIONS, AND CTLY CODED AND GRADED, WHICH REQUIRE A SPECIFIC ACADEMIC</p> <p>EN WILL ESTABLISH MASTERS, FOR ALL FULL-TIME PROGRAMS, GENERAL WILL ESTABLISH QUOTAS FOR ERED AREA</p> <p>CONCENTRATION REQUIREMENTS BY ID WHERE REQUIRED, SPECIFIC</p> <p>INAL AREA AREA OF CONCENTRATION, ID WHERE REQUIRED, SPECIFIC</p> <p>IONAL AREA, AREA OF CONCENTRATION Y REQUIREMENTS (PAR) MODEL, NT-THS ACCOUNT) AND BUDGET,</p> <p>KEEN ESTABLISHED THS LIMITS AND</p> <p>ER GRADUATE EDUCATION GOALS FOR AS, AREAS OF CONCENTRATION, AND UDGE ADVOCATE GENERAL AND THE &amp; BRANCHES,</p> <p>CRITERIA FOR THE IDENTIFICATION OF S REQUIREMENTS IN SUPPORT OF LL INCLUDE: DEPARTMENT OF EDUCATION, H MEET ARMY REQUIREMENTS TO INCLUDE: OUTREMENT</p> <p>ES/PROGRAMS RSAL OFFICER PROFICIENCIES</p> <p>TIES MUST PROVIDE SUFFICIENT</p> <p>AMS (EDOP) WILL BE EXTENDED TO A DITIONAL COURSEWORK AND THESIS OR</p> <p>STANCE, WILL ESTABLISH FIELDS OF EAS, AREAS OF CONCENTRATION AND FIELDS OF STUDY. THEY WILL ALSO MILITARY APPLICATION, AND DISTRIBUTED ARMY-WIDE, UNDER ARMY FULL-TIME PROGRAM AND UNIVERSITIES IN FIELDS OF STUDY DIVISIONAL BRANCH, FUNCTIONAL AREA, RSAL PROFICIENCIES, AND INDIVIDUAL</p> <p>UNDER THE ARMY TUITION ASSISTANCE DEGREES AT ANY LEVEL (MASTERS OR QUIREMENTS AND INDIVIDUAL</p> <p>AMS, THE DCSPER WILL INVESTIGATE PROGRAMS SIMILAR TO THAT AT FT BLTCH POLICIES AND GUIDELINES WHICH TIONAL OPPORTUNITIES.</p> <p>-TIME ACS TO MEET QUOTAS USING THE</p> <p>BRANCH QUALIFICATION, COMPANY OFFICERS WHO WILL ATTEND ACS IN DATE, ATTEND OAC FOLLOWING CIVIL</p> <p>NECESSARY FOR TRANSITION TO FIELD</p> <p>RECOGNIZED COLLEGE AND UNIVERSITY MIC DISCIPLINE.</p>	<p>DO UPON GRADUATION, OFFICER WILL BE AVAILABLE TO SERVE A NORMAL UTILIZATION TOUR WITHOUT DETRIMENT TO HIS CAREER PROGRESSION (RE-INFORCE).</p> <p>DO OFFICER CAN COMPLETE THE DEGREE REQUIREMENTS WITHIN 19 MONTHS) OR TWO YEARS FOR DOCTORATE. SELECTION WILL BE WEIGHTED TO THOSE WHO CAN COMPLETE DEGREE REQUIREMENTS IN LESS TIME (RE-INFORCE).</p> <p>DO OFFICER AGREES IN WRITING TO A SERVICE OBLIGATION THREE TIMES THE SCHOOLING PERIOD, COMPUTED IN DAYS, TO A MAXIMUM OF SIX YEARS (RE-INFORCE).</p> <p>DO OFFICER MAY ATTEND FOR DOCTORATE, MASTERS OR TWO LEVEL EDUCATION REGARDLESS OF SOURCE OF FUNDING FOR LOWER DEGREE LEVELS (PUBLICIZE AND RE-INFORCE).</p> <p>DO THE IDEAL WINDOW OF ATTENDANCE FOR MASTERS LEVEL EDUCATION WILL BE CAPTAINS BETWEEN 7-9 YEARS AFCS) TIMING FOR DOCTORAL ATTENDANCE WILL BE ESTABLISHED BASED ON FORCE STRUCTURE REQUIREMENTS.</p> <p>162 OFFICERS SELECTED FOR FULL-TIME ACS WILL ATTEND AN APPROPRIATE MILITARY FUNCTIONAL COURSE IN SUPPORT OF THE DESIGNATED AREA OF CONCENTRATION OR FUNCTIONAL AREA PRIOR TO ACS IF THE OFFICER LACKS SUFFICIENT KNOWLEDGE OR EXPERIENCE IN THE AREA.</p> <p>163 OFFICERS WHO ATTEND ACS UNDER ANY ARMY FULL-TIME PROGRAM WILL SERVE A UTILIZATION TOUR IN A VALIDATED UNIT, ORGANIZATION OF POSITION IMMEDIATELY FOLLOWING SCHOOLING OR FOLLOW-ON MILITARY SCHOOLING. INITIAL UTILIZATION WILL BE DEFERRED TO THE SECOND OPERATIONAL TOUR OR CURTAILED BY COMMANDER, MILPERCEN BASED ON ARMY AND INDIVIDUAL NEEDS.</p> <p>164 OFFICERS WHO OBTAIN ACS THROUGH OFF-DUTY STUDY OR PRIOR TO COMMISSIONING SHOULD BE UTILIZED TO THE MAXIMUM EXTENT POSSIBLE TO SATISFY VALIDATED REQUIREMENTS (REINFORCE).</p> <p>165 OFFICERS MUST BE ASSIGNED WITHIN THE OFFICER CLASSIFICATION SYSTEM, HOWEVER, FIELDS OF STUDY OR SPECIFIC ACADEMIC DISCIPLINE NEEDS OF THE UNIT, ORGANIZATION OR POSITION MUST ALSO BE CONSIDERED (REINFORCE).</p> <p>166 COMMANDERS AND DIRECTORS OF ACRB VALIDATED UNITS AND ORGANIZATIONS HAVE THE AUTHORITY TO ASSIGN THEIR OFFICERS WITH ACS (REGARDLESS OF SOURCE) TO ANY POSITION TO MEET THE COMMAND'S MISSION.</p> <p>167 MILPERCEN WILL ESTABLISH PROCEDURES TO ENSURE THAT OFFICERS WITH ACS ARE ASSIGNED TO VALIDATED UNITS, ORGANIZATIONS OR POSITIONS AT APPROPRIATE TIMES THROUGHOUT THE INDIVIDUAL'S CAREER (REINFORCE).</p> <p>168 WHEN VALIDATED REQUIREMENTS EXCEED INVENTORY, THE DCSPER WILL ESTABLISH A DISTRIBUTION PLAN.</p> <p>169 MILPERCEN IS RESPONSIBLE FOR ESTABLISHING PROCEDURES TO ENSURE THAT ASSIGNMENT AND UTILIZATION POLICIES ARE FOLLOWED (REINFORCE).</p>

# RECOMMENDED SYSTEM COMMON SHARED OPERATIONAL LANG

DEFINITION	POLICIES
<p>0. COMMON LANGUAGE IS DEFINED AS DOCTRINAL TERMS (JCS PUB 1, ARMY DICTIONARY, FM's, ETC.) AND PROCESSES SUCH AS THE ESTIMATE OF THE SITUATION, OPERATIONS PLANS AND ORDER FORMAT, AND RADIO TELEPHONE PROCEDURES, ETC., WHICH PROVIDE A CLEAR AND RAPID TRANSMISSION OF THE COMMANDER'S INTENT AND FACILITATED THOROUGH UNDERSTANDING OF ACTION AND ORDERS BY ALL CONCERNED.</p> <p>0. IT IS A TOOL OF THE PROFESSION, BY WHICH A COMMANDER, LEADER/MENTOR EXPRESSES HIS INTENT OR NEEDS IN ACTION ORIENTED TERMS TO CONDUCT THE ART AND SCIENCE OF WAR. IN DOING SO HE RELIES ON A BROAD BASE OF PROFICIENCIES, KNOWLEDGE AND EXPERTISE. THE ULTIMATE GOAL IS TO ALLOW THE COMMANDER TO EXPRESS HIS INTENT IN CLEAR TERMS TO ACHIEVE VICTORY IN BATTLE.</p>	<p>19C DOCTRINE, STANDARDIZED TERMS AND FRAMES OF REFERENCE TO SUPPORT A COMMON SHARED OPERATIONAL LANGUAGE WILL CONTINUE TO BE DEVELOPED AND REFINED BY TRADOC.</p> <p>00 EMPHASIZE THE DEVELOPMENT OF COMMON FRAMES OF REFERENCE AND SHARED OPERATIONAL LANGUAGE AT EACH LEVEL THROUGHOUT FORMAL DEVELOPMENT SYSTEMS.</p> <p>00 EMPHASIZE COMMON UNDERSTANDING AND USE OF ESTIMATES OF THE SITUATION, OPERATIONAL PLANS AND ORDERS, AND ACTION-ORIENTED OPERATIONAL TERMS AND GRAPHICS THAT ENABLE THE COMMANDER TO CLEARLY AND QUICKLY EXPRESS HIS INTENT.</p> <p>00 COMMON SHARED OPERATIONAL LANGUAGE WILL BE INTEGRATED WITH THE JOINT OPERATION PLANNING AND EXECUTION SYSTEM TO FACILITATE JOINT OPERATIONS.</p> <p>00 PROFICIENCY TESTING IN THE ART AND SCIENCE OF WAR WILL BE DONE IN TERMS OF THE COMMON SHARED OPERATIONAL LANGUAGE.</p> <p>19I NEW TOOLS WILL BE DEVELOPED TO EXPLOIT THE USE OF LATEST TECHNOLOGY IN AUTOMATED SYSTEMS TO ENHANCE COMMUNICATIONS AND DECISIONMAKING IN TERMS OF A COMMON SHARED OPERATIONAL LANGUAGE.</p>
DISCUSSION	
<p>THE AIMS OF THE COMMON SHARED OPERATIONAL LANGUAGE PROGRAM ARE TO ALLOW COMMANDERS TO ESTABLISH THE MISSION CONTEXT AND A FRAME OF REFERENCE AND TO COMMUNICATE THEIR INTENT IN CLEAR CONCISE TERMS TO ALL CONCERNED SO THAT SUBORDINATE UNITS AND INDIVIDUALS WILL KNOW AND UNDERSTAND THE CONCEPT OF OPERATION, ADJUST TO RAPIDLY CHANGING SITUATIONS AND CONTINUE PROACTIVELY IN THE ABSENCE OF FURTHER INSTRUCTIONS.</p> <p>THE MAJOR THRUSTS TO ACCOMPLISH THIS AIM ARE:</p> <ul style="list-style-type: none"> <li>0 COORDINATE DOCTRINE/TERMS/FRAMES OF REFERENCE AMONG SERVICE SCHOOLS.</li> <li>0 EMPHASIZE BASIC EDUCATION SKILLS COMPETENCY TO ACHIEVE A FIRM FOUNDATION FOR EFFECTIVE COMMUNICATION.</li> <li>0 ENSURE CONSISTENCY WITH JOINT AND COMBINED OPERATIONAL LANGUAGE.</li> </ul>	



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DED SYSTEM  
PERATIONAL LANGUAGE

CIES	POLICIES CONT.
<p>JAMES OF REFERENCE TO SUPPORT A COMMON IE TO BE DEVELOPED AND REFINED BY</p> <p>IMON FRAMES OF REFERENCE AND SHARED IGHOUT FORMAL DEVELOPMENT SYSTEMS.</p> <p>IND USE OF ESTIMATES OF THE SITUATION. I-ORIENTED OPERATIONAL TERMS AND EARLY AND QUICKLY EXPRESS HIS INTENT.</p> <p>LGE WILL BE INTEGRATED WITH THE JOINT TO FACILITATE JOINT OPERATIONS.</p> <p>IND SCIENCE OF WAR WILL BE DONE IN LANGUAGE.</p> <p>OUT THE USE OF LATEST TECHNOLOGY IN IONS AND DECISIONMAKING IN TERMS OF A</p>	

# RECOMMENDED SYSTEM SELF DEVELOPMENT

DEFINITION	POLICIES
<p>THE PROCESS BY WHICH EACH INDIVIDUAL OFFICER ACCEPTS PRIMARY PROFESSIONAL DEVELOPMENT RESPONSIBILITY TO PROGRESSIVELY GROW IN MIND, BODY AND SPIRIT TO MEET HIS/HER INDIVIDUAL POTENTIAL.</p>	<p>O DEVELOP AND IMPLEMENT A PROGRAM TO SUPPORT PROFESSIONAL SELF-DEVELOPMENT THROUGHOUT EACH OFFICER'S CAREER. (ODCSPER, 1QFY86)</p> <p>O EMPHASIZE THE ROLE OF COMMANDERS AND SUPERVISORS AT ALL LEVELS IN SUPPORTING INDIVIDUAL SELF-DEVELOPMENT IN UNITS AND ORGANIZATIONS. (ODCSPER 1QFY86)</p> <p><b>J91 PROFESSIONAL DEVELOPMENT</b></p> <p>O DEVELOP AND PUBLISH PROFESSIONAL DEVELOPMENT PUBLICATION(S) WHICH DESCRIBE THE FUNDAMENTAL PRINCIPLES AND POLICIES AND OUTLINE THE RESPONSIBILITIES OF THE INDIVIDUAL OFFICER AND THE SYSTEM FOR PROFESSIONAL DEVELOPMENT. (ODCSPER 1QFY87-1QFY88)</p> <p>O DEVELOP AND PUBLISH A PROFESSIONAL DEVELOPMENT ROADMAP (PD ROADMAP) WHICH OUTLINES AND DESCRIBES THE OFFICER PROFESSIONAL DEVELOPMENT SYSTEM. (ODCSPER 1QFY87-1QFY88)</p> <p>O DETERMINE WHICH PROFESSIONAL PUBLICATION IN ADDITION TO THE PROFESSIONAL DEVELOPMENT PERIODICAL, WILL BE FORWARDED TO EACH OFFICER AT NO COST TO THE OFFICER. (ODCSPER 1QFY87)</p> <p>O DEVELOP AND PUBLISH A PROFESSIONAL DEVELOPMENT PERIODICAL ("THE ARMY OFFICER") WHICH WILL BE MAILED TO EACH INDIVIDUAL OFFICER. THIS WILL INCLUDE SECTIONS WHICH APPLY TO THE BRANCH AND FUNCTIONAL AREA OF EACH OFFICER IN ADDITION TO NEWS AND POLICIES WHICH APPLY TO ALL OFFICERS (E.G., POLICY CHANGES, BOARD DATES AND ZONES OF CONSIDERATION, CHANGES IN THE "COMMON CORE"). (ODCSPER 1QFY88)</p> <p>O DEVELOP AND PUBLISH A PROFESSIONAL DEVELOPMENT NOTEBOOK (PD NOTEBOOK) FOR USE BY EACH OFFICER. THIS NOTEBOOK WILL INCLUDE THE FOLLOWING SECTIONS AS A MINIMUM: (TRADOC 4QFY87)</p> <ol style="list-style-type: none"> <li>1. INDEX FOR USE BY EACH OFFICER WHICH WILL REFERENCE PROFESSIONAL DEVELOPMENT ROADMAP, PROFESSIONAL DEVELOPMENT PERIODICAL AND ANY OTHER PUBLICATIONS, REFERENCES OR POLICIES THE OFFICER REQUIRES TO ASSIST IN HIS PERSONAL MANAGEMENT AND ASSESSMENT OF HIS CAREER DEVELOPMENT PROGRAM</li> <li>2. A SECTION FOR SELF-ASSESSMENT.</li> <li>3. A SECTION FOR SELF-CERTIFICATION OF MOS TASKS.</li> <li>4. A SECTION FOR COMMENTS BY RATERS AND MENTORS.</li> </ol> <p><b>J93 MILITARY QUALIFICATION STANDARDS (MQS) SYSTEM</b></p> <p>O TRADOC COMPLETE REVIEW OF OFFICER AND ENLISTED TRAINING PUBLICATIONS (E.G., MOS AND SOLDIERS MANUAL OF COMMON TASKS) AND STANDARDIZE FORMAT, TASK NUMBERING SYSTEM AND CONTENT. (TRADOC 2QFY88-1QFY90)</p> <p>O TRADOC COMPLETE REVIEW OF OFFICER AND ENLISTED INSTITUTIONAL TRAINING AND ESTABLISH PROCEDURES TO INSURE COMMON SKILLS AND TASKS ARE TAUGHT IN A UNIFORM MANNER. (TRADOC 2QFY88)</p> <p>O TRADOC, IN CONJUNCTION WITH THE REVIEW AND DEVELOPMENT OF MOS COMMON TASKS, INSURE LINKAGE AND COMPATIBILITY WITH THE DEVELOPMENT OF COMMON CORE SKILLS, KNOWLEDGE AND PROFICIENCIES THROUGH EACH PROFESSIONAL DEVELOPMENT LEVEL (ANNEX P). (E.G. VERTICAL LINKAGE BETWEEN MOS II AND III COMMON TASKS DEVELOPMENT AND CAPABILITY WITH OAC AND OBC COMMON CORE DEVELOPMENT). (TRADOC 2QFY88)</p> <p>O TRADOC DEVELOP A STANDARDIZED CERTIFICATION PROCESS FOR EACH MOS LEVEL. (TRADOC 1QFY88)</p> <p>O DEVELOP AND IMPLEMENT STANDARD BLOCK OF INSTRUCTION AND SUPPORTING MATERIALS EXPLAINING THE MOS SYSTEM FOR USE IN THE SERVICE SCHOOLS, UNITS AND ORGANIZATIONS. (TRADOC 1QFY88)</p> <p>O DEVELOP ARTICLES EXPLAINING MOS SYSTEM FOR USE IN ALL PROFESSIONAL PUBLICATIONS. (TRADOC 4QFY85-4QFY86)</p> <p>O MONITOR THE FIELDING/IMPLEMENTATION OF MOS I. (TRADOC 4QFY86)</p> <p>O PROCEED WITH THE FIELDING/IMPLEMENTATION OF MOS II. (TRADOC 4QFY86)</p> <p>O PROCEED WITH THE TESTING/FIELDING AND IMPLEMENTATION OF MOS III. (TRADOC 4QFY88)</p> <p>O DEVELOP MOS FOR FIELD GRADES (MOS IV FOR O4's AND MOS V FOR O5's). (TRADOC 1QFY92)</p> <p>O RESERVE COMPONENT MOS WILL FOCUS PRIMARILY ON FUNCTIONAL REQUIREMENTS OF MOBILIZATION DUTY POSITIONS. (TRADOC 1QFY90)</p>
DISCUSSION	

RECOMMENDATION AND EVALUATION FILLED

# AMENDED SYSTEM DEVELOPMENT

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POLICIES	POLICIES CONT.
<p>A PROGRAM TO SUPPORT PROFESSIONAL SELF-DEVELOPMENT S CAREER. (ODCSPER, 1QFY86)</p> <p>COMMANDERS AND SUPERVISORS AT ALL LEVELS IN IF-DEVELOPMENT IN UNITS AND ORGANIZATIONS. (ODCSPER</p> <p>EMENT</p> <p>SSIONAL DEVELOPMENT PUBLICATION(S) WHICH DESCRIBE THE ND POLICIES AND OUTLINE THE RESPONSIBILITIES OF THE HE SYSTEM FOR PROFESSIONAL DEVELOPMENT. (ODCSPER</p> <p>PROFESSIONAL DEVELOPMENT ROADMAP (PD ROADMAP) WHICH HE OFFICER PROFESSIONAL DEVELOPMENT SYSTEM. (ODCSPER</p> <p>SSIONAL PUBLICATIONS, IN ADDITION TO THE PROFESSIONAL WILL BE FORWARDED TO EACH OFFICER AT NO COST TO THE (7)</p> <p>PROFESSIONAL DEVELOPMENT PERIODICAL ("THE ARMY MAILED TO EACH INDIVIDUAL OFFICER. THIS WILL INCLUDE THE BRANCH AND FUNCTIONAL AREA OF EACH OFFICER IN ICIES WHICH APPLY TO ALL OFFICERS (E.G., POLICY ZONES OF CONSIDERATION, CHANGES IN THE "COMMON (7)</p> <p>PROFESSIONAL DEVELOPMENT NOTEBOOK (PD NOTEBOOK) FOR IS NOTEBOOK WILL INCLUDE THE FOLLOWING SECTIONS AS A</p> <p>Y EACH OFFICER WHICH WILL REFERENCE PROFESSIONAL PROFESSIONAL DEVELOPMENT PERIODICAL AND ANY OTHER ENCES OR POLICIES THE OFFICER REQUIRES TO ASSIST IN MENT AND ASSESSMENT OF HIS CAREER DEVELOPMENT PROGRAM SELF-ASSESSMENT.</p> <p>SELF-CERTIFICATION OF MOS TASKS. OMMENTS BY RATERS AND MENTORS. ION STANDARDS (MOS) SYSTEM</p> <p>W OF OFFICER AND ENLISTED TRAINING PUBLICATIONS (E.G., OF COMMON TASKS) AND STANDARDIZE FORMAT, TASK MENT. (TRADOC 20FY88-1QFY90)</p> <p>W OF OFFICER AND ENLISTED INSTITUTIONAL TRAINING AND INSURE COMMON SKILLS AND TASKS ARE TAUGHT IN A UNIFORM</p> <p>WITH THE REVIEW AND DEVELOPMENT OF MOS COMMON TASKS, BILITY WITH THE DEVELOPMENT OF COMMON CORE SKILLS, ES THROUGH EACH PROFESSIONAL DEVELOPMENT LEVEL (ANNEX S BETWEEN MOS II AND III COMMON TASKS DEVELOPMENT AND C COMMON CORE DEVELOPMENT). (TRADOC 20FY86)</p> <p>RDIZED CERTIFICATION PROCESS FOR EACH MOS LEVEL.</p> <p>STANDARD BLOCK OF INSTRUCTION AND SUPPORTING OS SYSTEM FOR USE IN THE SERVICE SCHOOLS, UNITS AND WY88)</p> <p>NING MOS SYSTEM FOR USE IN ALL PROFESSIONAL YBS-4QFY86)</p> <p>PLEMENTATION OF MOS I. (TRADOC 4QFY86)</p> <p>NG/IMPLEMENTATION OF MOS II. (TRADOC 4QFY86)</p> <p>Q/FIELDING AND IMPLEMENTATION OF MOS III. (TRADOC</p> <p>RADES (MOS IV FOR O4's AND MOS V FOR O5's). (TRADOC</p> <p>WILL FOCUS PRIMARILY ON FUNCTIONAL REQUIREMENTS OF S. (TRADOC 1QFY90)</p>	

# RECOMMENDED SYSTEM MENTOR

DEFINITION	POLICIES
<p>A LEADER INVOLVED IN DEVELOPING (EDUCATING, SOCIALIZING, AND TRAINING) AN INDIVIDUAL BY BEING A ROLE MODEL, A TEACHER, A COACH, AN ADVISOR, AND A GUIDE.</p>	<p>081 INCLUDE PROVISIONS ON OERs (INCLUDING "ACADEMIC EFFICIENCY REPORTS" (AERS) FOR MANDATORY COMMENTS ON PERFORMANCE AS A MENTOR AND ON POTENTIAL FOR "SCHOOL INSTRUCTOR."</p> <p>082 ADD INSTRUCTIONS TO PROMOTION BOARDS THAT STRESS PERFORMANCE AS MENTORS, FACULTY MENTORS, AND/OR INSTRUCTORS.</p> <p>083 INSURE THAT SCHOOL INSTRUCTION AT EACH LEVEL PROVIDES PROGRESSIVE TRAINING IN BEING A MENTOR.</p> <p>084 COMMIT TO A LONG-TERM "SCHOOLHOUSE" STRATEGY WHICH:</p> <ul style="list-style-type: none"> <li>O ESTABLISHES THE POSITION OF FACULTY MENTORS (TEACHER, COACH, ROLE MODEL, SMALL STUDENT GROUP LEADERS, DOCTRINE WRITER, COURSE DEVELOPER).</li> <li>O MODIFIES STAFFING GUIDES TO ACCOMMODATE THE BROADENED ROLE OF THE FACULTY MENTOR.</li> <li>O DEVELOPS A PILOT PLAN WHICH GRADUALLY TRANSITIONS CURRENT OAC FACULTY FROM MODEL BASED ON CURRENT INSTRUCTOR STAFFING STANDARDS TO ONE WITH FULL-TIME FACULTY MENTORS (WHICH TEACH ONLY ONE SMALL STUDENT GROUP AT ANY TIME) IN ADDITION TO DOCTRINE WRITING AND COURSE DEVELOPMENT RESPONSIBILITIES. PRIOR TO WIDESPREAD APPLICATION, THOROUGHLY TEST EFFECTIVENESS OF PILOT OAC WITH REVISED FACULTY ROLE.</li> <li>O REVIEWS ALLOCATION OF OFFICERS TO SERVICE SCHOOLS INSURING APPROPRIATE SENIORITY FOR A "MENTORING" FACULTY.</li> </ul>
DISCUSSION	
	<ul style="list-style-type: none"> <li>OO TRADOC COMMANDER REVIEWS SERVICE SCHOOL AUTHORIZATIONS FOR EXPERIENCE LEVEL AND REPORTS TO CSA ON RECOMMENDED UPGRADES.</li> <li>OO SEEK CONGRESSIONAL APPROVAL FOR INCREASED AUTHORIZATION.</li> </ul> <p>085 DEFINE THE FACULTY MENTOR'S ROLE AS TEACHER/COACH/ROLE MODEL/ GUIDE/DOCTRINE WRITER AND COURSE DEVELOPER.</p> <p>086 ALLOW THE TRADOC COMMANDER AND COMMANDER, AWC TO CREATE A VERY LIMITED NUMBER (NOTIONALLY 25) OF EXTENDED TOUR SENIOR FACULTY MENTOR POSITIONS AT SERVICE SCHOOLS).</p> <p>087 INSURE THAT SCHOOLS PROVIDE TECHNICAL/EXPERT ASSISTANCE IN THEIR SPECIALTY AREAS TO UNITS WORLDWIDE.</p> <p>088 INSURE INSTRUCTION/DISCUSSION OF ARMY VALUES IS INTEGRATED WITH MENTORING IN THE SCHOOLHOUSE.</p> <p>089 REQUIRE PROPER USE OF OER SUPPORT FORM AS THE BEGINNING POINT OF OFFICER COACHING.</p> <p>080 INSURE THAT ALL OFFICERS POSSESS THE FOLLOWING MINIMUM SKILLS AND KNOWLEDGE:</p> <ul style="list-style-type: none"> <li>OO CADETS OR OFFICER CANDIDATES UNDERSTAND AND CAN APPLY BASIC COMMUNICATION AND TEAM BUILDING SKILLS.</li> <li>OO BASIC MILITARY, TEAM BUILDING, AND COMMUNICATIONS SKILLS APPROPRIATE TO HIS OR HER BRANCH PRIOR TO ENTERING DEVELOPMENT PERIOD CAPTAIN.</li> <li>OO ABLE TO HOLD SMALL UNITS OR ORGANIZATIONS TOGETHER AND KEEP THEM FOCUSED ON THE MISSION PRIOR TO ENTERING DEVELOPMENT PERIOD CAPTAIN.</li> <li>OO ABLE TO MAINTAIN ORDER, ORGANIZATION, AND MISSION FOCUS AT COMPANY LEVEL (OR IN ORGANIZATIONS HEADED BY O-3's) PRIOR TO ENTERING DEVELOPMENT PERIOD THE MAJOR AND LIEUTENANT COLONEL.</li> </ul>

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# RECOMMENDED SYSTEM MENTOR

POLICIES	POLICIES CONT.
<p>RS (INCLUDING "ACADEMIC EFFICIENCY REPORTS" ON PERFORMANCE AS A MENTOR AND ON POTENTIAL FOR</p> <p>CTION BOARDS THAT SYRESS PERFORMANCE AS MENTORS, JCTORS.</p> <p>UCTION AT EACH LEVEL PROVIDES PROGRESSIVE</p> <p>CHOOLHOUSE" STRATEGY WHICH:</p> <p>ON OF FACULTY MENTORS (TEACHER, COACH, ROLE P LEADERS, DOCTRINE WRITER, COURSE DEVELOPER),</p> <p>ES TO ACCOMMODATE THE BROADENED ROLE OF THE</p> <p>WHICH GRADUALLY TRANSITIONS CURRENT OAC FACULTY NT INSTRUCTOR STAFFING STANDARDS TO ONE WITH (WHICH TEACH ONLY ONE SMALL STUDENT GROUP AT ANY RINE WRITING AND COURSE DEVELOPMENT TO WIDESPREAD APPLICATION, THOROUGHLY TEST C WITH REVISED FACULTY ROLE.</p> <p>FFICERS TO SERVICE SCHOOLS INSURING APPROPRIATE G FACULTY.</p> <p>REVIEWS SERVICE SCHOOL AUTHORIZATIONS FOR REPORTS TO CSA ON RECOMMENDED UPGRADES.</p> <p>AL APPROVAL FOR INCREASED AUTHORIZATION.</p> <p>R'S ROLE AS TEACHER/COACH/ROLE MODEL/ RSE DEVELOPER.</p> <p>ER AND COMMANDER, AWC TO CREATE A VERY LIMITED ENDED TOUR SENIOR FACULTY MENTOR POSITIONS AT</p> <p>IDE TECHNICAL/EXPERT ASSISTANCE IN THEIR DWIDE.</p> <p>SSION OF ARMY VALUES IS INTEGRATED WITH MENTORING</p> <p>R SUPPORT FORM AS THE BEGINNING POINT OF OFFICER</p> <p>POSSESS THE FOLLOWING MINIMUM SKILLS AND</p> <p>DIDATES UNDERSTAND AND CAN APPLY BASIC ILDING SKILLS.</p> <p>BUILDING, AND COMMUNICATIONS SKILLS APPROPRIATE R TO ENTERING DEVELOPMENT PERIOD CAPTAIN.</p> <p>ITS OR ORGANIZATIONS TOGETHER AND KEEP THEM IOR TO ENTERING DEVELOPMENT PERIOD CAPTAIN.</p> <p>H, ORGANIZATION, AND MISSION FOCUS AT COMPANY S HEADED BY O-3's) PRIOR TO ENTERING DEVELOPMENT TENANT COLONEL.</p>	

# RECOMMENDED SYSTEM COMMON CORE

DEFINITION	POLICIES
<p>THE SET OF OFFICER SKILLS, ATTRIBUTES, KNOWLEDGE AND PROFICIENCIES, BASED ON THE FUNDAMENTAL PRINCIPLES OF OFFICER PROFESSIONAL AND LEADERSHIP DEVELOPMENT, THAT EXTENDS THROUGH ALL LEVELS OF PROFESSIONAL DEVELOPMENT. THE COMMON CORE PROVIDES OFFICERS WITH A PROFESSIONAL DEVELOPMENT GUIDE FOR WHAT HE MUST BE, SHOULD KNOW AND SHOULD BE ABLE TO DO.</p>	<p>0 DEVELOP/DEFINE CONTENTS OF COMMON CORE IDENTIFYING THOSE ATTRIBUTES, SKILLS, KNOWLEDGE AND PROFICIENCIES WHICH PROVIDE FOR WHAT AN OFFICER MUST BE, SHOULD KNOW AND SHOULD BE ABLE TO DO ACROSS ALL DEVELOPMENT LEVELS (TRADOC, 40FY90).</p> <p>00 DESIGN COMMON CORE SO THAT IT INCORPORATES THE FUNDAMENTAL PRINCIPLES OF OFFICER PROFESSIONAL DEVELOPMENT. COMPONENTS OF THE COMMON CORE WILL INCLUDE AS A MINIMUM:</p> <ul style="list-style-type: none"> <li>-PROFESSIONAL VALUES</li> <li>-LEADERSHIP/MENTORING</li> <li>-BROAD GENERAL KNOWLEDGE</li> <li>-WARRIOR SPIRIT</li> <li>-ART AND SCIENCE OF WAR</li> <li>-ACTION ORIENTED THOUGHT PROCESS</li> </ul> <p>(TRADOC, 40FY90)</p> <p>00 DETERMINE WHICH ELEMENTS OF THE COMMON CORE WILL BE PART OF THE COMMON CORE CURRICULUM IN THE SCHOOLHOUSE AND WHICH WILL BE PART OF THE SELF-DEVELOPMENT PROGRAM (TRADOC, 10FY89).</p> <p>00 DETERMINE WHICH ELEMENTS OF THE COMMON CORE SHOULD BE INCORPORATED INTO THE INDIVIDUAL ASSESSMENT PROGRAM (TRADOC, 10FY89).</p> <p>0 INCORPORATE COMMON CORE CURRICULUM IN ALL LEVELS OF SCHOOLING FROM PRE-COMMISSIONING THROUGH SSC (TRADOC, 40FY90).</p>
DISCUSSION	
<p>0 PROVIDES MECHANISM FOR INSTITUTION OF FUNDAMENTAL PRINCIPLES.</p> <p>0 IDENTIFIES BE-KNOW-DO.</p> <p>0 INCORPORATES COMMON CORE CURRICULUM IN SCHOOL SYSTEM.</p> <p>0 PROVIDES CONTINUITY VERTICALLY AND HORIZONTALLY WITHIN SCHOOL SYSTEM.</p> <p>0 SUPPORTED BY SELF-DEVELOPMENT AND INDIVIDUAL ASSESSMENT PROGRAMS.</p>	<p>00 DESIGNATE A RESPONSIBLE STAFF AGENCY TO COORDINATE THE IMPLEMENTATION OF THE COMMON CORE INTO THE SCHOOL SYSTEM (TRADOC, 10FY87).</p> <p>00 TASK RESPONSIBLE AGENCY TO MONITOR COMMON CORE POL'S THROUGHOUT SCHOOL SYSTEM TO ENSURE CONTINUITY BETWEEN COURSES--PRECOMMISSIONING PROGRAMS, OBC, OAC, CASS, CGSOC AND SSC (TRADOC, 10FY87).</p> <p>00 DETERMINE BEST METHOD OF PRESENTING THE COMMON CORE--MODULAR, INTEGRATED OR COMBINATION OF BOTH--AND ENSURE THAT THE COMMON CORE IS PRESENTED UNIFORMLY FOR EACH COURSE LEVEL AND IS COORDINATED BETWEEN COURSE LEVELS (TRADOC, 10FY90).</p> <p>00 TASK RESPONSIBLE AGENCY TO MONITOR RELATIONSHIP OF SCHOOLHOUSE AND SELF-DEVELOPMENT COMMON CORE REQUIREMENTS TO ENSURE CONTINUITY (TRADOC, 10FY90).</p> <p>00 TASK RESPONSIBLE AGENCY TO DEVELOP AND PUBLISH METHOD BY WHICH A COMMON CORE COMPONENT CAN BE ADDED OR DELETED FROM THE COMMON CORE (TRADOC, 10FY90).</p> <p>00 INCORPORATE COMMON CORE CONCEPT IN A PROFESSIONAL DEVELOPMENT ROADMAP TO PROVIDE A GUIDE FOR WHAT AN OFFICER MUST BE, SHOULD KNOW AND SHOULD BE ABLE TO DO (TRADOC, 10FY90).</p>

# D SYSTEM CORE

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S	POLICIES CONT.
<p>IFYING THOSE ATTRIBUTES, DE FOR WHAT AN OFFICER MUST BE, DEVELOPMENT LEVELS (TRADOC,</p> <p>ATES THE FUNDAMENTAL PRINCIPLES ONENTS OF THE COMMON CORE WILL</p> <p>SPIRIT SCIENCE OF WAR ORIENTED THOUGHT PROCESS</p> <p>I CORE WILL BE PART OF THE AND WHICH WILL BE PART OF THE</p> <p>I CORE SHOULD BE INCORPORATED (ADOC, 10FY89),</p> <p>VELS OF SCHOOLING FROM</p> <p>TO COORDINATE THE IMPLEMENTATION (TRADOC, 10FY87),</p> <p>MON CORE POL'S THROUGHOUT A COURSES--PRECOMMISSIONING (TRADOC, 10FY87),</p> <p>HE COMMON CORE--MODULAR, SURE THAT THE COMMON CORE IS AND IS COORDINATED BETWEEN</p> <p>LATIONSHIP OF SCHOOLHOUSE AND TO ENSURE CONTINUITY (TRADOC,</p> <p>D PUBLISH METHOD BY WHICH A ETC) FROM THE COMMON CORE</p> <p>PROFESSIONAL DEVELOPMENT ROADMAP ST BE, SHOULD KNOW AND SHOULD BE</p>	

# RECOMMENDED SYSTEM PDOS EDUCATION AND TRAINING METH

DISCUSSION	POLICIES	
<p>FOLLOWING EACH POLICY NUMBER IS FOUND A CODE WHICH REFERS TO THE PURPOSE OF THE POLICY. THE CODES ARE:</p> <p>S - POLICY INTENDED TO SUPPORT AN EDUCATION AND TRAINING NEED, AN AREA REQUIRING ADDED EMPHASIS.</p> <p>I - POLICY INTENDED TO SUPPORT INSTITUTIONALIZATION OF PDOS CCBI (AND OTHER MAJOR THRUSTS).</p> <p>B - BASE POLICY, ONE WHICH IS ESSENTIAL FOR SUPPORTING THE NEED AND/OR IMPLEMENTATION.</p> <p>SP - SUPPORTING POLICY, ONE WHICH SUPPORTS A BASE POLICY AND REFLECTS ONLY ONE OF MANY WAYS THAT THE MAJOR THRUSTS COULD BE SUPPORTED.</p>	<p>PDOS EDUCATION AND TRAINING METHODS (WITH EMPHASIS ON ELECTRONIC TECHNOLOGIES)</p> <p><u>POLICIES</u></p> <p>F70 S/I/B (1) DIRECT TRADOC TO ACCELERATE THE INTRODUCTION AND USE OF COMPUTER-COMMUNICATION BASED INSTRUCTION (CCBI) TECHNOLOGIES, AS INDICATED FOR DEVELOPMENT PERIODS 1-6, INTO MILITARY SCHOOLS, INITIALLY, THEN INTO UNITS/ORGANIZATIONS AND ULTIMATELY FOR USE BY INDIVIDUAL OFFICERS. THE AIM IS TO USE THESE TECHNOLOGIES IN THE SCHOOL SETTING FIRST IN ORDER TO:</p> <p>(A) CAPITALIZE ON THE EDUCATIONAL ADVANTAGES OF EMERGING TECHNOLOGIES.</p> <p>(B) MAKE OFFICERS COMFORTABLE WITH ROUTINE USE OF ELECTRONIC TECHNOLOGIES.</p> <p>(C) DEVELOP OFFICER DECISION MAKING SKILLS WHICH CARRY OVER INTO OPERATIONAL APPLICATIONS.</p> <p>(D) ACCELERATE THE INTRODUCTION AND THE DEVELOPMENT OF DECISION MAKING AIDS IN THE ARMY WITH THE OVERALL AIM OF INCREASING THE TEMPO OF PRUDENT, SOUND DECISION MAKING UNDER THE STRESSES OF COMBAT.</p> <p>(2) RECOMMEND TRADOC CONSIDER ADDING A NEW CCBI DIRECTORATE UNDER THE TRADOC DEPUTY CHIEF OF STAFF FOR TRAINING AND LOCATING IT AT THE SOLDIERS' SUPPORT CENTER (SSC).</p> <p>(3) DISCUSSION:</p> <p>(A) CCBI INCLUDES ALL USES OF THE COMPUTER TO SUPPORT TRAINING AND EDUCATIONAL INSTRUCTION IN SCHOOLS, UNITS AND ORGANIZATIONS AND BY INDIVIDUAL OFFICERS. EXAMPLES ARE: KNOWLEDGE BASES, COMPUTER ASSISTED INSTRUCTION (CAI) PROGRAMS, "SCHOOL OF THE AIR" VIDEO/AUDIO TELECONFERENCING, INTERACTIVE VIDEO DISK SYSTEMS, SIMULATIONS, INFORMATION AND POLICY IMPACT ANALYSIS DECISION SUPPORT AIDS AND ARTIFICIAL INTELLIGENCE -- EXPERT SYSTEMS.</p> <p>(B) THE NEW CCBI CHARTER WOULD INTEGRATE ALL EDUCATIONAL CCBI TECHNOLOGIES. FUNDS TO PRODUCE SYSTEMS AND SUPPORT TRAINING NECESSARY FOR THEIR ACCEPTANCE AND USE WOULD BE PROVIDED SEPARATELY FROM THE TRADOC BUDGET. ACQUISITION AND PROCUREMENT AUTHORITY UNDER THE PROVISIONS OF AR 25-5 OR AR 108-2 WOULD RESIDE WITH THE CENTER/AGENCY DIRECTOR. THE CCBI DIRECTORATE WILL ACT AS THE SERVICE SCHOOLS' AGENT IN GAINING ADMINISTRATIVE APPROVALS. IT WILL ESTABLISH BONUS INCENTIVES FOR SCHOOLS TO CREATE CENTERS OF QUALITY AND EXCELLENCE IN CCBI EDUCATION. THE CCBI DIRECTORATE WILL DEVELOP TRAINING PROGRAMS TO GAIN ACCEPTANCE OF CCBI TECHNOLOGIES BY SCHOOL FACULTIES. THEIR AIM IS TO "MAKE CCBI HAPPEN IN SUPPORT OF THE FACULTY MENTOR" BY PERFORMING AS SERVICE FOR SCHOOLS AND UNITS AND ORGANIZATIONS. THE DIRECTORATE WILL INTERFACE WITH OCSOPS, TRAINING, OCSA (US ARMY FORUM), AND OACSIM; OTHER SERVICES: DOD, OTHER FEDERAL AGENCIES AND CIVILIAN HIGHER EDUCATIONAL INSTITUTIONS. COORDINATION WITH OACSIM IS VITAL TO TRACKING THE MYRIAD OF INFORMATION COMMUNICATION TECHNOLOGIES THAT IMPACT ON CCBI. EXAMPLES OF THE COMPLEXITY OF THE TECHNOLOGY ARE: DATA BASES, LASER PRINTERS, AI, MICROCHIPS, ROBOTICS, FIBER-OPTICS, GRAPHICS, MICROWAVE AND SATELLITE COMMUNICATIONS.</p> <p>(C) A LINK TO TTA AND/OR ACTO IS ALSO APPROPRIATE. FROM THE STUDY GROUP'S PERSPECTIVE, THE MISSIONS OF THE CCBI DIRECTORATE AND TTA ARE MOST COMPATIBLE. THE SSC LOCATION RECOMMENDATION IS BASED PRIMARILY ON THE ARTIFICIAL INTELLIGENCE ACTIVITIES THERE. THE MOST POTENTIALLY USEFUL TECHNOLOGIES IN THE EFFORTS TO ENHANCE OFFICER DECISION MAKING UNDER STRESS ARE FELT TO BE WARGAMES AND ARTIFICIAL INTELLIGENCE - EXPERT SYSTEMS.</p> <p>(D) UNDER THE PDOS CONCEPT, THE SERVICE SCHOOLS ARE THE PLACE WHERE NEW LEARNING TECHNOLOGIES ARE "PILOT TESTED" PRIOR TO DECISIONS TO EXPAND TO OTHER SCHOOLS OR OTHER POPULATIONS. USMA IS AN IDEAL PARTNER IN THIS DEVELOPMENT AND TESTING PROCESS AS THEIR FOCUS IS PRIMARILY ON EDUCATION AND THE COGNITIVE, DECISION MAKING PROCESSES. FOR A NUMBER OF REASONS, THEY SHOULD BE THE "ORGANIZATIONAL MENTOR" FOR "SMART COURSEWARE" EXPERIMENTATION AND WORK CLOSELY WITH THE TRADOC CCBI DIRECTORATE AND ANY PARTNERSHIPS ESTABLISHED FOR EDUCATION ORIENTED COURSEWARE DEVELOPMENT.</p> <p>F71 S/I/B MOA APPROVE THE RESOURCE AUGMENTATION NECESSARY TO ACCOMPLISH POLICY F70. AN ESTIMATE OF THE RESOURCE REQUIREMENTS IS PROVIDED WITH THE PROVISIONS FOR FURTHER ANALYSIS OF COST ESTIMATES AND OVERLAP WITH PARALLEL COMPUTER TECHNOLOGY INITIATIVES; SEE POLICY F77, BELOW.</p>	<p>F72 I/SP ALIGNMENT OF PROGRAM AND FORUM).</p> <p>F73 S/I/SP DIRECT ODC AND PROCURE NEW AR 25 MANAGEMENT AUTHORITY</p> <p>F74 S/SP (1) DIRECT AND THE FA COMPUTER TE</p> <p>(2) DISCUSS ALTER WORK RESPONSIBLY BOTH THE WO</p> <p>F75 S/SP (1) SEND TAILORED TO EDUCATIONAL</p> <p>(2) DISPER USMA AND TH</p> <p>(3) DISCUSS RECOMMENDATIONS ANTICIPATED CIVILIAN CAR</p> <p>F76 S/SP (1) DIRECT ANALYSIS W/ KNOWLEDGE/OK</p> <p>(2) PROVIDE CCBI DIRECTO</p> <p>F77 S/I/SP (1) DIRECT RESEARCH LAB COMPUTER APPLICATIONS CIVILIANS) A</p> <p>(2) PROVIDE AGENCY (TTA ACTIVITY ICA</p> <p>(3) DISCUSS JUSTIFY THEIR DELIVERABLES</p> <p>(A) POT</p> <p>(B) POT</p> <p>(C) POT</p> <p>(D) A C</p> <p>(E) A S</p> <p>F78 S/SP DIRECT TRADOC CCBI TECHNOL COMPUTER COI SHOULD BE IN</p> <p>F79 S/SP DIRECT OACSI FOR THE DEVE SYSTEMS 1-1 COMPLETION O</p>



# ENDED SYSTEM AND TRAINING METHODS

## POLICIES

### N AND TRAINING METHODS ELECTRONIC TECHNOLOGIES) POLICIES

THE INTRODUCTION AND USE OF COMPUTER- (CCBI) TECHNOLOGIES, AS INDICATED FOR MILITARY SCHOOLS, INITIALLY, THEN INFO FOR USE BY INDIVIDUAL OFFICERS. THE AIM IS TOOL SETTING FIRST IN ORDER TO:

MAJOR ADVANTAGES OF EMERGING TECHNOLOGIES.

WITH ROUTINE USE OF ELECTRONIC TECHNOLOGIES.

IN MAKING SKILLS WHICH CARRY OVER INTO

ON AND THE DEVELOPMENT OF DECISION MAKING AIM OF INCREASING THE TEMPO OF PRUDENT, ESSES OF COMBAT.

ING A NEW CCBI DIRECTORATE UNDER THE TRADOC AND LOCATING IT AT THE SOLDIERS' SUPPORT

OF THE COMPUTER TO SUPPORT TRAINING AND UNITS AND ORGANIZATIONS AND BY INDIVIDUAL BASES. COMPUTER ASSISTED INSTRUCTION (CAI) O/AUDIO TELECONFERENCING, INTERACTIVE VIDEO AN AND POLICY IMPACT ANALYSIS DECISION GENGE -- EXPERT SYSTEMS.

WOULD INTEGRATE ALL EDUCATIONAL CCBI SYSTEMS AND SUPPORT TRAINING NECESSARY FOR PROVIDED SEPARATELY FROM THE TRADOC BUDGET, ITY UNDER THE PROVISIONS OF AR 25-5 OR AR AGENCY DIRECTOR. THE CCBI DIRECTORATE WILL IN GAINING ADMINISTRATIVE APPROVALS, IT R SCHOOLS TO CREATE CENTERS OF QUALITY AND HE CCBI DIRECTORATE WILL DEVELOP TRAINING BI TECHNOLOGIES BY SCHOOL FACILITIES. THEIR PORT OF THE FACULTY MENTOR" BY PERFORMING AS AND ORGANIZATIONS. THE DIRECTORATE WILL OCSA (US ARMY FORUM), AND OACSIM, OTHER GENICIES AND CIVILIAN HIGHER EDUCATIONAL OACSIM IS VITAL TO TRACKING THE MYRIAD OF GIES THAT IMPACT ON CCBI. EXAMPLES OF THE DATA BASES, LASER PRINTERS, AT, MICROCHIPS, MICROWAVE AND SATELLITE COMMUNICATIONS.

CTO IS ALSO APPROPRIATE. FROM THE STUDY OF THE CCBI DIRECTORATE AND ITA ARE MOST RECOMMENDATION IS BASED PRIMARILY ON THE ES THERE. THE MOST POTENTIALLY USEFUL PHANCE OFFICER DECISION MAKING UNDER STRESS IAL INTELLIGENCE - EXPERT SYSTEMS.

THE SERVICE SCHOOLS ARE THE PLACE WHERE NEW ESTED PRIOR TO DECISIONS TO EXPAND TO OTHER A IS AND IDEAL PARTNER IN THIS DEVELOPMENT OUS IS PRIMARILY ON EDUCATION AND THE ES. FOR A NUMBER OF REASONS, THEY SHOULD BE SMART COURSEWARE EXPERIMENTATION AND WORK ORATORATE AND ANY PARTNERSHIPS ESTABLISHED FOR OMENT.

ION NECESSARY TO ACCOMPLISH POLICY F70. EMENTS IS PROVIDED WITH THE PROVISIONS FOR ATER AND OVERLAP WITH PARALLEL COMPUTER F77. BELOW.

## POLICIES CONT.

F72 I/SP  
AUGMENT ODCSOPS. TRAINING WITH ONE OFFICER SPACE TO MONITOR THE CCBI EXPANSION PROGRAM AND EFFECT THE NECESSARY COORDINATION WITH OACSIM AND OCSA (US ARMY FORUM).

F73 S/I/SP  
DIRECT ODCSOPS TO COORDINATE WITH OACSIM TO ARRANGE THE NECESSARY ACQUISITION AND PROCUREMENT AUTHORITY FOR THE CCBI DIRECTORATE UNDER THE PROVISIONS OF THE NEW AR 25-5, WHICH REPLACES AR 18-1 ON MATTERS PERTAINING TO INFORMATION MANAGEMENT AND COMPUTER ACQUISITION AND PROCUREMENT. CONCURRENTLY, PURSUE AUTHORITY TO PURCHASE "AUDIO-VISUAL" TYPE ITEMS UNDER AR 108-2.

F74 S/SP  
(1) DIRECT ODCSPER TO INVESTIGATE THE POTENTIAL IMPACT ON OFFICERS' FAMILIES AND THE FAMILY ENVIRONMENT OF THE WIDESPREAD USE BY ALL FAMILY MEMBERS OF COMPUTER TECHNOLOGY IN THE HOME SETTINGS.

(2) DISCUSSION: THE WIDESPREAD USE OF COMPUTERS IN THE HOME IS LIKELY TO ALTER WORK HABITS AND SCHEDULES. A CONCERTED EFFORT SHOULD BE MADE TO RESPONSIBLY ASSESS THE IMPACT OF CCBI WHICH INDIVIDUALS WILL EXPERIENCE IN BOTH THE WORK AND THE HOME SETTINGS.

F75 S/SP  
(1) SEND FIVE MAJORS TO OBTAIN POST-MASTERS LEVEL EDUCATION IN PROGRAMS TAILORED TO PROVIDE THE ARMY WITH EXPERTISE IN THE FIELD OF INTELLIGENT EDUCATIONAL SYSTEMS.

(2) DISPERSE THESE ASSETS TO OACSIM, TRADOC (E.G., TO THE CCBI DIRECTORATE), USMA AND THE ARMY RESEARCH INSTITUTE.

(3) DISCUSSION: THIS POLICY IS STRONGLY SUPPORTED BY THE OPMS STUDY GROUP'S RECOMMENDATION TO CONSIDER ADVANCED CIVIL SCHOOLING REQUIREMENTS FOR ANTICIPATED FUTURE NEEDS. CONSIDERATION SHOULD ALSO BE GIVEN TO A PARALLEL CIVILIAN CAREER PROGRAM.

F76 S/SP  
(1) DIRECT DCSPER TO TASK THE ARMY RESEARCH INSTITUTE TO VALIDATE THE PDOS ANALYSIS WITH REGARDS TO THE MATCH OF CCBI SYSTEMS TO VARIOUS TYPES OF KNOWLEDGE/SKILL PROFICIENCIES.

(2) PROVIDE THE FINDINGS TO ODCSOPS, TRAINING, OACSIM AND TRADOC (AND TO THE CCBI DIRECTORATE WHEN FORMED).

F77 S/I/SP  
(1) DIRECT THE CHIEF OF ENGINEERS TO TASK AND FUND THE CORPS OF ENGINEERS RESEARCH LABORATORY (CERL) TO EVALUATE THE MOST COST EFFECTIVE WAYS TO APPLY COMPUTER COMMUNICATIONS BASED INSTRUCTION TECHNOLOGIES AND IDENTIFY APPLICATIONS OF CCBI TO OTHER POPULATIONS (E.G., ENLISTED SOLDIERS OR CIVILIANS) AND MISSION AREAS (E.G., ARMY CONTINUOUS EDUCATION PROGRAM).

(2) PROVIDE THE FINDINGS TO ODCSOPS, TRAINING TO TRADOC TRAINING TECHNOLOGY AGENCY (TTA), ARMY TRAINING SUPPORT CENTER (ATSC), COMBINED ARMS TRAINING ACTIVITY (CATA), USMA AND CCBI DIRECTORATE, WHEN FORMED.

(3) DISCUSSION: THIS ANALYSIS WOULD BE USED BY ODCSOPS AND TRADOC TO HELP JUSTIFY THEIR CCBI REQUIREMENTS. CERL ANALYSIS WOULD PROVIDE THE FOLLOWING DELIVERABLES:

- (A) POTENTIAL CCBI APPLICATIONS BEYOND OFFICER POPULATION.
- (B) POTENTIAL CCBI USE STRATEGIES.
- (C) POTENTIAL COST SAVINGS/AVOIDANCE MEASURES.
- (D) A CROSS-TRAINING EFFECTIVENESS ANALYSIS.
- (E) A SAMPLE FRONT-END PROCEDURE TO USE TO IMPLEMENT CCBI PILOT PROJECTS.

F78 S/SP  
DIRECT TRADOC TO DEVELOP MENTOR TRAINING PROGRAMS TO HELP GAIN ACCEPTANCE OF CCBI TECHNOLOGIES IN THE SCHOOLS AND IN UNITS AND ORGANIZATIONS AND OVERSEE COMPUTER COURSEWARE DEVELOPMENT BY CIVILIAN EDUCATION SPECIALISTS. ACTION SHOULD BE INITIATED UPON COMPLETION OF THE ACTIONS IN POLICY F77.

F79 S/SP  
DIRECT OACSIM TO ALLOCATE RESEARCH FUNDS TO PURSUE A JOINT SERVICE INITIATIVE FOR THE DEVELOPMENT OF EDUCATIONAL USES OF ARTIFICIAL INTELLIGENCE-EXPERT SYSTEMS (AI-ES) AND RELATED TECHNOLOGIES. ACTION SHOULD BE INITIATED UPON COMPLETION OF THE ACTIONS IN POLICY F77.

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# RECOMMENDED SYSTEM PDOS EDUCATION AND TRAINING METH

POLICIES CONT.	POLICIES CONT.	
<p>F80 S/I/B (1) DIRECT ODCSPER/ODCSOBS TO INCLUDE THE DESIGN OF A TWO DAY "USER FRIENDLY" STRATEGIC PLANNING/FUTURES POLICY IMPACT EXERCISE IN THE EVOLVING EDUCATIONAL PROGRAM FOR NEW BRIGADIER GENERALS. THE PLANNING EXERCISE WILL USE THE PROFESSIONAL DEVELOPMENT OF OFFICERS AS A THEME. THE OUTPUT FROM THIS SUB-COURSE IS A SET OF RECOMMENDED ADJUSTMENTS IN THE PROFESSIONAL DEVELOPMENT OF OFFICERS STRATEGY. IT IS A TOOL/AID FOR SENIOR ARMY LEADERS (CSA, VCSA AND ARSTAF) AS THEY "NAVIGATE" THE ARMY TOWARDS THE PROFESSIONAL DEVELOPMENT DESIRED SYSTEM STATE.</p> <p>(2) DISCUSSION: (A) LTCS CARL STOUT AND CAROLYN RUSSELL WILL DESIGN THE EXERCISE BY 31 MAR 85 FOR SUBSEQUENT TURNOVER TO ODCSPER/ODCSOBS GO/SES DEVELOPMENT TRANSITION TEAM AND INCORPORATION IN THE OVERALL BRIGADIER GENERAL COURSE PLAN. (B) EFFORT WILL BE MONITORED BY ODCSPER PLANNERS TO ASSURE THAT THERE IS COMPATIBILITY WITH ARMY LONG-RANGE PLANNING INITIATIVES. (C) EFFORT WILL BE TIED TO THE WORK IN EXPERT SYSTEMS BY OACSIM, FUTURES AND CONCEPTS DIRECTORATE AND THE PARTICIPATION OF THE JOINT OACSIM/ARI PARTICIPATION IN RESEARCH WITH MIT AND HARVARD. (D) EFFORT WILL BE MADE TO ARRANGE SPONSORSHIP OF THE EXERCISE BY THE STRATEGIC STUDIES INSTITUTE AT AWC AS THEY ALREADY HAVE A FUTURES GROUP LINKED TO DA ODCSPER. THEY WOULD BE AN APPROPRIATE "HOME" FOR THE EXERCISE CONDUCTED UNDER THE DIRECTION OF THE ODCSPER/ODCSOBS GO/SES DEVELOPMENT TEAM.</p> <p>F81 S/SP DIRECT ODCSPER TO PURCHASE AND ARTIFICIAL INTELLIGENCE-EXPERT SYSTEM SOFTWARE PACKAGE FOR THE EXISTING FORECAST SYSTEM. THIS WILL ASSIST IN MAKING THE STRATEGIC PLANNING EXERCISE FOR NEW BRIGADIER GENERALS SIMPLE AND "USER FRIENDLY" (SEE POLICY F80, ABOVE).</p> <p>F82 S/I/SP DIRECT OACSIM, FUTURES AND CONCEPTS DIRECTORATE TO WORK WITH ODCSPER, GO/SES DEVELOPMENT TEAM TO CONTINUE DEVELOPMENT OF THE PDOS FUTURES PROCESS AS A STRATEGIC PLANNING/POLICY IMPACT ANALYSIS MODEL FOR USE IN SENIOR ARMY LEADER DEVELOPMENT PROGRAM.</p> <p>F83 I/SP (1) DIRECT OACSIM AND ARI TO INCLUDE THE IMPLICATIONS FOR OFFICER EDUCATION TRAINING IN THEIR PARTICIPATION WITH THE MIT SLOAN SCHOOL OF MANAGEMENT'S "MANAGEMENT IN THE 90'S" PROGRAM AND THE HARVARD CENTER FOR INFORMATION POLICY RESEARCH'S "PROGRAM ON INFORMATION RESOURCE POLICY."</p> <p>(2) DISCUSSION: THESE EFFORTS ARE AIMED AT THE DEVELOPMENT OF TECHNOLOGY SCENARIOS BASED ON THE EXPERIENCES OF LEADING-EDGE ORGANIZATIONS, THE DEFINITIONS OF THE POLICIES SURROUNDING THE USE OF COMPUTER TECHNOLOGIES AND THE DISCUSSIONS DESIGNED TO EXPLORE THE INSIGHTS GAINED FROM RESEARCH. THE ARMY (OACSIM) IS ONE OF THE MAJOR ORGANIZATIONS PARTICIPATING. AN ACTIVE FEEDBACK LINK BETWEEN OACSIM AND THE TRADOC CCB1 DIRECTORATE IS ESSENTIAL TO THE LATTER'S EFFORTS TO RESPONSIBLY MANAGE THE ASSIMILATION OF CCB1 INTO ALL MILITARY SCHOOLS PLUS THE WORK AND HOME SETTINGS OF ARMY OFFICERS.</p> <p>F84 S/SP DIRECT AMC TO BUILD COMPUTER ASSISTED INSTRUCTION (CAI) INTO EQUIPMENT TRAINING PACKAGES FOR NEW MAJOR OPERATIONAL SYSTEMS WHICH HAVE COMPUTER TRAINING CAPABILITIES.</p> <p>F85 S/I/B (1) FOR RESERVE COMPONENT--DIRECT TRADOC, TOGETHER WITH NGB AND OCAR, TO CONCENTRATE ON THE DEVELOPMENT OF AN EDUCATION AND TRAINING METHODS SUPPORT STRATEGY WHICH IS ALIGNED WITH THE ACTIVE COMPONENT STRATEGY.</p> <p>(2) DISCUSSION: THE METHODS SELECTED WILL CONCENTRATE ON ASSISTING INDIVIDUAL OFFICER SELF-DEVELOPMENT WITH A MINIMUM OF IN-RESIDENCE SCHOOLING REQUIRED. THE CERL STUDY (POLICY F77) WILL INCORPORATE THIS IN ITS RECOMMENDATIONS.</p> <p>F87 S/SP (1) FOR RESERVE COMPONENT--DIRECT ODCSPER, TOGETHER WITH NGB AND OCAR, TO STUDY THE IMPACT OF PDOS POLICIES, SPECIFICALLY THOSE RELATED TO RESIDENT AND NON-RESIDENT SCHOOL INSTRUCTION, UNIT TRAINING REQUIREMENTS AND USE OF CCB1, ON THE RESERVE COMPONENT OFFICER, HIS FAMILY AND CIVILIAN EMPLOYER.</p> <p>(2) DISCUSSION: THE STUDY WILL LOOK AT OFFICER WILLINGNESS TO REMAIN IN THE RESERVE COMPONENT AT TIME REQUIREMENTS FOR PROFESSIONAL DEVELOPMENT INCREASE.</p>	<p>J26 S/SP DIRECT TRADOC TO DEVELOP IN-RESIDENT AND NON-RESIDENT MILITARY INSTRUCTION PROGRAMS SIMULTANEOUSLY AND MAINTAIN THEM CURRENT, TOGETHER.</p> <p>F88 I/SP DIRECT DAS TO SPONSOR A SENIOR SERVICE COLLEGE ARMY RESEARCH ASSOCIATE TO CONTINUE TO LOOK FOR WAYS TO INSTITUTIONALIZE PDOS CCB1 INITIATIVES AND OTHER MAJOR PDOS THRUSTS WITHIN THE ARMY'S EXISTING SYSTEMS. CONTINUE THIS SPONSORSHIP FOR AT LEAST THE NEXT FIVE YEARS.</p> <p>F89 I/SP (1) DIRECT THE ARMY SCIENCE BOARD (ASB) TO CONDUCT THE 1985 SUMMER STUDY ON EDUCATION AND TRAINING TECHNOLOGIES.</p> <p>(2) DISCUSSION: THE STUDY WILL BUILD ON THE 1982 DSB SUMMER STUDY ON TRAINING TECHNOLOGY, THE PDOS CCB1 INITIATIVES AND THE CERL REPORT (POLICY F77), IF AVAILABLE BY THE 1985 ASB SUMMER STUDY.</p> <p>F90 I/SP DIRECT ODCSPER TO INCORPORATE THE PDOS EDUCATION AND TRAINING STRATEGIES AND MAJOR THRUSTS IN THE NEW AR 350-1, ARMY TRAINING AND EDUCATION SYSTEM.</p> <p>F95 S/I/B DIRECT TRADOC TO REINFORCE AND DEVELOP OFFICER DECISION SKILLS AT ALL LEVELS OF SCHOOL INSTRUCTION AND IN THE UNIT AND ORGANIZATION THROUGH THE FREQUENT USE OF SIMULATIONS, EXPERIENTIAL EXERCISES AND IN SMALL GROUP SETTINGS USING MENTOR INSTRUCTORS WHO TEACH, COACH AND GUIDE (REFER TO POLICY 084).</p>	

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RECOMMENDED SYSTEM  
IN AND TRAINING METHODS

POLICIES CONT.	POLICIES CONT.
<p>RESIDENT AND NON-RESIDENT MILITARY INSTRUCTION MAINTAIN THEM CURRENT, TOGETHER.</p> <p>ON SERVICE COLLEGE ARMY RESEARCH ASSOCIATE TO INSTITUTIONALIZE PDOS CCB1 INITIATIVES AND OTHER THE ARMY'S EXISTING SYSTEMS, CONTINUE THIS NEXT FIVE YEARS.</p> <p>BOARD (ASB) TO CONDUCT THE 1985 SUMMER STUDY ON OLOGIES.</p> <p>WILL BUILD ON THE 1982 USB SUMMER STUDY ON S CCB1 INITIATIVES AND THE CEAL REPORT (POLICY 85 ASB SUMMER STUDY.</p> <p>THE PDOS EDUCATION AND TRAINING STRATEGIES AND 550-1, ARMY TRAINING AND EDUCATION SYSTEM.</p> <p>TO DEVELOP OFFICER DECISION SKILLS AT ALL LEVELS THE UNIT AND ORGANIZATION THROUGH THE FREQUENT TIAL EXERCISES AND IN SMALL GROUP SETTINGS USING COACH AND GUIDE (REFER TO POLICY 084).</p>	

# RECOMMENDED SYSTEM INDIVIDUAL ASSESSMENT

DEFINITION	POLICIES
<p><b>Assessment</b>-Measure of the growth or decline in educational or skill attainment that takes place over time in key learning areas. PDOS specifically intends that assessment not be used as part of this formal evaluation system (OER) nor tied to the selection process. Its purpose is to provide feedback to the individual and recalibration of the system.</p> <p><b>Evaluation</b>-A systematic process of determining the effectiveness of educational endeavors in light of evidence. It includes: appraisal of achievement, diagnosis of learning and assessment of progress. PDOS specifically intends it to be part of either the formal evaluation system (OER) or selection process.</p>	<p>094 ASSESSMENT AND EVALUATION</p> <p>DEVELOP, VALIDATE AND IMPLEMENT AN INDIVIDUAL ASSESSMENT PROGRAM FOR ALL OFFICERS AND CADETS TO PROVIDE FEEDBACK FOR PROFESSIONAL DEVELOPMENT. THE PURPOSE OF THE INDIVIDUAL ASSESSMENT PROGRAM IS THREEFOLD:</p> <ol style="list-style-type: none"> <li>1. TO PROVIDE FEEDBACK TO THE INDIVIDUAL OFFICER TO ASSIST HIM IN HIS PROFESSIONAL SELF-DEVELOPMENT EFFORTS.</li> <li>2. TO PROVIDE THE EDUCATION AND TRAINING SYSTEM WITH A DATA BASE WHICH WILL FACILITATE DEVELOPMENT OF PROGRAMS AND TECHNIQUES TO ASSIST IN THE PROFESSIONAL DEVELOPMENT OF OFFICERS.</li> <li>3. TO PROVIDE THE BASIS FOR THE DEVELOPMENT OF A KNOWLEDGE AND SKILLS EVALUATION PROGRAM.</li> </ol> <p>0 ODCSPER DESIGNATED THE INDIVIDUAL ASSESSMENT PROGRAM DEVELOPMENT AND IMPLEMENTATION COORDINATOR. (CSA 20FY85)</p> <p>0 MISSISSIPPI AND SCOPE OF THE INDIVIDUAL ASSESSMENT PROGRAM. (ODCSPER(P), TRADOC, ARI SUPPORT 10FY86 - 4QFY87)</p> <p>0 ESTABLISH PROGRAM ASSESSMENT CONTROL MECHANISM. (ODCSPER(P), TRADOC AND ARI SUPPORT 20FY88-4QFY89)</p> <p>0 VALIDATE, AND REVISE AS REQUIRED, THE FOLLOWING AS GENERAL ASSESSMENT CATEGORIES. (ODCSPER, TRADOC, ARI SUPPORT 20FY89 - 4QFY90)</p> <ol style="list-style-type: none"> <li>1. GENERAL KNOWLEDGE</li> <li>2. MILITARY KNOWLEDGE</li> <li>3. ABILITIES</li> <li>4. GENERAL SKILLS</li> <li>5. MILITARY SKILLS</li> <li>6. OTHER</li> </ol>
DISCUSSION	
	<p>0 REVIEW ALL ASSESSMENT INSTRUMENTS AND PROCEDURES CURRENTLY BEING USED, OR UNDER REVIEW, AND GROUP UNDER ONE OR MORE OF THE GENERAL ASSESSMENT CATEGORIES. (ODCSPER(P), TRADOC, ARI SUPPORT 20FY89-4QFY90)</p> <p>0 REVIEW ALL CURRENT, OR PROPOSED, SKILL, KNOWLEDGE OR PROFICIENCY REQUIREMENTS OR STANDARDS AND GROUP UNDER ONE OR MORE OF THESE ASSESSMENT CATEGORIES. (ODCSPER(P), TRADOC, ARI SUPPORT 20FY89-4QFY90)</p> <p>0 EVALUATE MATCH OF ASSESSMENT INSTRUMENTS AND PROCEDURES WITH REQUIREMENTS AND STANDARDS TO DETERMINE THE REQUIREMENTS FOR ADDITIONAL ASSESSMENT OR EVALUATION INSTRUMENTS. (ODCSPER(P), TRADOC, ARI SUPPORT 20FY89-4QFY90)</p> <p>0 DEVELOP AND DEFINE THE "CORE" SKILLS, KNOWLEDGE AND PROFICIENCIES REQUIRED OF ALL OFFICERS AND CADETS. (ODCSPER(P), TRADOC, ARI SUPPORT 10FY89-4QFY90)</p> <p>0 SELECT THE CRITICAL ASSESSMENT INSTRUMENTS TO BE USED TO PROVIDE FEEDBACK TO THE INDIVIDUAL OFFICER AT EACH PROFESSIONAL DEVELOPMENT LEVEL. (ODCSPER(P), TRADOC, ARI SUPPORT 10FY90-4QFY91)</p> <p>0 ENSURE THAT CURRENT TRADOC ACHIEVEMENT TESTING PROGRAM COMPLEMENTS THE INITIAL INDIVIDUAL ASSESSMENT PROGRAM. (TRADOC, 10FY90, 4QFY91)</p> <p>0 DEVELOP AND IMPLEMENT REMEDIAL TRAINING PROGRAM FOR USE IN CONJUNCTION WITH THE INDIVIDUAL ASSESSMENT PROGRAM. (TRADOC 10FY90)</p> <p>0 DEVELOP AND IMPLEMENT AN INDIVIDUAL ASSESSMENT PROGRAM INFORMATION PLAN TO EXPLAIN THE PURPOSE AND SCOPE OF THE PROGRAM TO THE OFFICER CORPS. (TRADOC 10FY86)</p> <p>0 IMPLEMENT THE INDIVIDUAL ASSESSMENT PROGRAM. (TRADOC 10FY92)</p> <p>0 DEVELOP, VALIDATE AND IMPLEMENT AN INDIVIDUAL KNOWLEDGE AND SKILLS EVALUATION PROGRAM.</p> <p>0 DETERMINE WHICH OF THE "CORE" SKILL AND KNOWLEDGE REQUIREMENTS AND STANDARDS WILL BE EVALUATED. (TRADOC 10FY83-4QFY90)</p> <p>0 ASSESSMENT CELLS OR CENTER(S) WILL RECOMMEND WHEN ASSESSMENT INSTRUMENTS HAVE BEEN DEEMED SUFFICIENTLY ACCURATE TO BE USED TO VALIDATE STANDARDS AND ARE SUITABLE FOR USE IN EITHER THE EVALUATION OR SELECTION PROCESS (COMPETENCY TESTING). (TRADOC 10FY95-4QFY96)</p> <p>0 EXPAND REMEDIAL TRAINING PROGRAM TO INCLUDE INDIVIDUAL EVALUATION PROGRAM. (TRADOC 10FY95-4QFY96)</p> <p>0 IMPLEMENT INDIVIDUAL EVALUATION PROGRAM. (TRADOC 4QFY96)</p>

## 2

POLICIES	POLICIES CONT.
<p><b>VI. ASSESSMENT AND EVALUATION</b></p> <p>1. DEVELOP AND IMPLEMENT AN INDIVIDUAL ASSESSMENT PROGRAM FOR ALL CADETS TO PROVIDE FEEDBACK FOR PROFESSIONAL DEVELOPMENT. THE INDIVIDUAL ASSESSMENT PROGRAM IS THREEFOLD:</p> <ul style="list-style-type: none"> <li>a. PROVIDE FEEDBACK TO THE INDIVIDUAL OFFICER TO ASSIST HIM IN HIS SELF-DEVELOPMENT EFFORTS.</li> <li>b. PROVIDE THE EDUCATION AND TRAINING SYSTEM WITH A DATA BASE WHICH WILL DEVELOPEMENT OF PROGRAMS AND TECHNIQUES TO ASSIST IN THE DEVELOPEMENT OF OFFICERS.</li> <li>c. PROVIDE THE BASIS FOR THE DEVELOPEMENT OF A KNOWLEDGE AND SKILLS PROGRAM.</li> </ul> <p>2. DESIGNATED THE INDIVIDUAL ASSESSMENT PROGRAM DEVELOPMENT AND COORDINATOR. (CSA 20FY85)</p> <p>3. DETERMINE THE MISSION AND SCOPE OF THE INDIVIDUAL ASSESSMENT PROGRAM. (TRADOC, ARI SUPPORT 10FY86 - 40FY87)</p> <p>4. DEVELOP A PROGRAM ASSESSMENT CONTROL MECHANISM. (ODCSPER(P), TRADOC AND ARI SUPPORT 10FY89)</p> <p>5. MONITOR AND REVISE AS REQUIRED, THE FOLLOWING AS GENERAL ASSESSMENT CATEGORIES:</p> <ul style="list-style-type: none"> <li>a. GENERAL KNOWLEDGE</li> <li>b. SPECIALIZED KNOWLEDGE</li> <li>c. ABILITIES</li> <li>d. PERSONAL SKILLS</li> <li>e. PROFESSIONAL SKILLS</li> </ul> <p>6. DEVELOP ASSESSMENT INSTRUMENTS AND PROCEDURES CURRENTLY BEING USED, OR TO BE USED, UNDER ONE OR MORE OF THE GENERAL ASSESSMENT CATEGORIES. (TRADOC, ARI SUPPORT 20FY89-40FY90)</p> <p>7. DEVELOP CURRENT, OR PROPOSED, SKILL, KNOWLEDGE OR PROFICIENCY STANDARDS AND GROUP UNDER ONE OR MORE OF THESE ASSESSMENT CATEGORIES. (ODCSPER(P), TRADOC, ARI SUPPORT 20FY89-40FY90)</p> <p>8. DEVELOP A MATCH OF ASSESSMENT INSTRUMENTS AND PROCEDURES WITH REQUIREMENTS TO DETERMINE THE REQUIREMENTS FOR ADDITIONAL ASSESSMENT INSTRUMENTS. (ODCSPER(P), TRADOC, ARI SUPPORT 20FY89-40FY90)</p> <p>9. DEVELOP TO DEFINE THE "CORE" SKILLS, KNOWLEDGE AND PROFICIENCIES REQUIRED FOR ALL CADETS. (ODCSPER(P), TRADOC, ARI SUPPORT 10FY89-40FY90)</p> <p>10. DEVELOP A CRITICAL ASSESSMENT INSTRUMENTS TO BE USED TO PROVIDE FEEDBACK TO THE INDIVIDUAL OFFICER AT EACH PROFESSIONAL DEVELOPMENT LEVEL. (TRADOC, ARI SUPPORT 10FY90-40FY91)</p> <p>11. DEVELOP A CURRENT TRADOC ACHIEVEMENT TESTING PROGRAM COMPLEMENTS THE INDIVIDUAL ASSESSMENT PROGRAM. (TRADOC, 10FY90, 40FY91)</p> <p>12. DEVELOP TO IMPLEMENT REMEDIAL TRAINING PROGRAM FOR USE IN CONJUNCTION WITH THE INDIVIDUAL ASSESSMENT PROGRAM. (TRADOC, 10FY90)</p> <p>13. DEVELOP TO IMPLEMENT AN INDIVIDUAL ASSESSMENT PROGRAM INFORMATION PLAN TO DETERMINE THE PURPOSE AND SCOPE OF THE PROGRAM TO THE OFFICER CORPS. (TRADOC, 10FY90)</p> <p>14. DEVELOP THE INDIVIDUAL ASSESSMENT PROGRAM. (TRADOC 10FY92)</p> <p>15. DEVELOP TO VALIDATE AND IMPLEMENT AN INDIVIDUAL KNOWLEDGE AND SKILLS PROGRAM. (TRADOC, 10FY90)</p> <p>16. DEVELOP TO DEVELOP WHICH OF THE "CORE" SKILL AND KNOWLEDGE REQUIREMENTS AND STANDARDS WILL BE EVALUATED. (TRADOC 10FY89-40FY90)</p> <p>17. DEVELOP TO DEVELOP WHICH CELLS OR CENTER(S) WILL RECOMMEND WHEN ASSESSMENT INSTRUMENTS ARE USED SUFFICIENTLY ACCURATE TO BE USED TO VALIDATE STANDARDS AND STANDARDS FOR USE IN EITHER THE EVALUATION OR SELECTION PROCESS (COMPETENCY STANDARDS). (TRADOC 10FY95-40FY96)</p> <p>18. DEVELOP TO DEVELOP A REMEDIAL TRAINING PROGRAM TO INCLUDE INDIVIDUAL EVALUATION PROGRAM. (TRADOC 10FY90)</p> <p>19. DEVELOP TO DEVELOP AN INDIVIDUAL EVALUATION PROGRAM. (TRADOC 40FY96)</p>	

# RECOMMENDED SYSTEM IMPLICATIONS FOR WOMEN OFFICERS

DEFINITION	RECOMMENDATIONS	R
	<p>K100. ALL PROPONENTS CONTINUE THEIR REVIEW OF CAREER PATTERNS FOR OFFICERS. ANY BRANCHES OR FUNCTIONAL AREAS WHICH DO NOT ALLOW MEN AND WOMEN TO HAVE THE SAME CAREER PATTERNS MUST BE IDENTIFIED AND ACTION TAKEN TO DEVELOP VIABLE ALTERNATIVES FOR WOMEN.</p> <ul style="list-style-type: none"> <li>* ALTERNATIVES SHOULD BE FORMAL CAREER PATTERNS PUBLISHED AS PART OF THE PDOS RECOMMENDED PROFESSIONAL DEVELOPMENT ROADMAPS.</li> </ul> <p>R200. ODCSPER REVIEW/MONITOR OVER A TEN YEAR PERIOD THE ASSIGNMENTS OF TWO YEAR GROUPS OF OFFICERS TO DETERMINE IF THE AREAS WHICH HAVE DIFFERENT ASSIGNMENT PATTERNS HAVE COMPETITIVE PATTERNS FOR BOTH MEN AND WOMEN; E.G. SCHOOL SELECTION AND STAFF AND COMMAND ASSIGNMENTS SHOULD BE CONSIDERED.</p> <ul style="list-style-type: none"> <li>* YEAR GROUPS SHOULD BE CAREFULLY CHOSEN AND THE PERIODS MONITORED SHOULD BEGIN AFTER 1978 WHEN THE WOMENS ARMY CORPS WAS DISESTABLISHED.</li> </ul> <p>R300. ODCSPER CONTINUE TO REVIEW THE DIRECT COMBAT PROBABILITY CODING (DCPC) TO DETERMINE THE FOLLOWING:</p> <ol style="list-style-type: none"> <li>1. TO WHAT DEGREE DOES THE DCPC POLICY PRECLUDE EITHER MEN OR WOMEN FROM HAVING VIABLE CAREER PATTERNS?</li> <li>2. IN LIGHT OF CURRENT TACTICAL DOCTRINE, SHOULD FEMALE ASSIGNMENTS BE MADE BY FUNCTIONAL AREA INSTEAD OF GEOGRAPHIC LOCATION?</li> </ol> <p>R400. ODCSPER DEVELOP A MARKETING PLAN WHICH CLEARLY IDENTIFIES WOMEN'S ROLES IN RELATION TO "WARRIOR SPIRIT". MONITOR IMPLEMENTATION OF THIS FUNDAMENTAL PRINCIPLE TO ENSURE THAT IT IS NOT MISINTERPRETED.</p> <p>R500. ARMY RESEARCH INSTITUTE (ARI) CONTINUE TO ANALYZE PDOS SURVEY DATA TO ASSESS DIFFERENCES IN PERCEPTIONS BETWEEN MALE AND FEMALE OFFICERS (CONTROL BY GRADE AND BRANCH).</p>	
DISCUSSION		
<p>ALL PDOS POLICIES WERE REVIEWED TO DETERMINE THEIR IMPLICATIONS FOR WOMEN OFFICERS. THERE IS NOTHING INHERENT IN PDOS THAT OPERATES TO THE DISADVANTAGE OF WOMEN OFFICERS.</p>		

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SYSTEM  
WOMEN OFFICERS

ATIONS	RECOMMENDATIONS CONT.
<p>CAREER PATTERNS FOR OFFICERS, LOW MEN AND WOMEN TO HAVE THE ION TAKEN TO DEVELOP VIABLE</p> <p>3. PATTERNS PUBLISHED AS PART C JADMAPS.</p> <p>ERIOD THE ASSIGNMENTS OF TWO IS WHICH HAVE DIFFERENT OR BOTH MEN AND WOMEN/ E.G., VTS SHOULD BE CONSIDERED.</p> <p>SEN AND THE PERIODS MONITORED RPS WAS DISESTABLISHED.</p> <p>48AT PROBABILITY CODING (DCPC)</p> <p>Y PRECLUDE EITHER MEN OR WOMEN</p> <p>INE, SHOULD FEMALE ASSIGNMENTS C LOCATION?</p> <p>EARLY IDENTIFIES WOMEN'S HOLES MENTATION OF THIS FUNDAMENTAL ED.</p> <p>3 ANALYZE PDOS SURVEY DATA TO AND FEMALE OFFICERS (CONTROL BY</p>	

# RECOMMENDED SYSTEM CONTROL AND COHERENCE

DEFINITION	POLICIES
<p>CONTROL OF THE SYSTEM TO INSURE COHERENCE, UNIFORMITY AND STANDARDIZATION OF THE OFFICER PROFESSIONAL DEVELOPMENT SYSTEM.</p>	<p>070 ADD A FOURTH OBJECTIVE TO THE LEADERSHIP GOAL ENTITLED PROFESSIONAL DEVELOPMENT SO AS TO EFFECTIVELY MONITOR PROFESSIONAL DEVELOPMENT IN THE ARMY THROUGH THE PERFORMANCE MANAGEMENT ARMY PROCESS.</p> <p>071 CREATE A PDOS CELL IN ODCSOPS TO COORDINATE THOSE APPROVED PDOS EDUCATION AND TRAINING POLICY PROGRAMS RELATED TO THE ARMY SCHOOLS AND INDIVIDUAL/UNIT TRAINING.</p> <p>072 ODCSPER OVERWATCH PROFESSIONAL DEVELOPMENT AS PART OF THE LEADERSHIP GOAL, AND COORDINATE THOSE APPROVED PDOS EDUCATION AND TRAINING POLICIES/RECOMMENDATIONS RELATED TO THE MANAGEMENT OF OFFICERS AND TO OTHER RELATED STUDIES SUCH AS OPMS, EPMS, TWOS AND THE WORK OF THE SLCC.</p> <p>074 ODCSPER, TOGETHER WITH NGB AND OCAR, EVALUATE THE FEASIBILITY OF PROVIDING COMPENSATION, FINANCIAL OR OTHERWISE, FOR RC OFFICERS WHO PURSUE PROFESSIONAL DEVELOPMENT THROUGH PROGRAMS OF NON-RESIDENT INSTRUCTION.</p> <p>091 THE RC OPMS SYSTEM AS RECOMMENDED BY THE OPMS STUDY GROUP BE INTEGRATED INTO THE AC OPMS SYSTEM.</p> <p>092 THE ARSTAF PROFESSIONAL DEVELOPMENT PROponent WILL ENSURE THAT FUTURE DEVELOPMENT OF RC VERSIONS OF AC COURSES IS A COMBINED EFFORT OF THE ARMY NATIONAL GUARD, THE USAR AND THE ACTIVE ARMY. IT MUST ALSO ENSURE THAT DIFFERENCES IN OBJECTIVES, SCOPE, LENGTH, AND OVERALL CONTENT OF ALL RC EDUCATION OR TRAINING COURSES.</p>
DISCUSSION	
	<p>093 CLARIFY AND DEFINE ROLE OF THE REGIMENTAL SYSTEM IN OFFICER DEVELOPMENT AND SPECIFICALLY DELINEATE ASSIGNMENT AUTHORITY OF THE REGIMENT.</p>



# DED SYSTEM D COHERENCE

CIES	POLICIES CONT.
<p>LEADERSHIP GOAL ENTITLED PROFESSIONAL DEVELOPMENT IN THE ARMY PROCESS.</p> <p>COORDINATE THOSE APPROVED PDOS EDUCATION THE ARMY SCHOOLS AND INDIVIDUAL/UNIT</p> <p>DEVELOPMENT AS PART OF THE LEADERSHIP EDUCATION AND TRAINING MANAGEMENT OF OFFICERS AND TO OTHER S AND THE WORK OF THE SLCC.</p> <p>2, EVALUATE THE FEASIBILITY OF OTHERWISE, FOR RC OFFICERS WHO PURSUE MS OF NON-RESIDENT INSTRUCTION,</p> <p>BY THE OPMS STUDY GROUP BE INTEGRATED</p> <p>1 PROponent WILL ENSURE THAT FUTURE IS A COMBINED EFFORT OF THE ARMY ARMY. IT MUST ALSO ENSURE THAT H, AND OVERALL CONTENT OF ALL RC</p> <p>MENTAL SYSTEM IN OFFICER DEVELOPMENT AUTHORITY OF THE REGIMENT.</p>	

## Annex B

### Future Environment / Policy Impact Analysis

#### 1. Purpose.

a. To describe significant events and trends which will help to define and will impact on the US Army between 1985 and 2025.

b. To describe the anticipated effect that PDOS-recommended policy "packages" will have on officer professional development during 1985 through 2025.

c. To describe a method by which the Chief of Staff, Army can proactively "navigate" the PDOS-recommended system through the years which follow.

#### 2. Discussion.

a. *The Future Environment For The US Army - 1985-2025.*

(1) General discussion of demographic trends. See Appendix 1 for further details.

(a) Demographic developments constitute a known reality of the future in that the colonels and generals of 2025 are already born and we know the size of the age cohort from which they will be chosen. According to the Bureau of the Census, the most likely population estimates for the next 40 years show a significant increase in population growth.

(b) While the overall figures seem favorable for officer accessions and enlisted recruiting, the reality is somewhat different. The available manpower in the 18-24 year-old cohort declines until the mid-90s and does not reach the levels of the 1970s at any point in the next 40 years. This reduction in the size of the labor force at the entry ages of Army officers will invariably increase the competition between the Army, the other services and the private sector for the most capable young people.

(c) The median age of the US population will rise over the entire period 1985-2025. One of the more pervasive population trends, the median age of the US population reached an all-time

high of 30.6 years in 1982, but this will increase to 36.3 years by 2000 and to 40.8 years in 2030. This means that the population will be constantly growing older and will be increasingly dependent upon public services.

(d) One aspect of the demographic pattern is favorable to the military. The typical triangular population pyramid is being replaced by a comparatively cylindrical structure. Those in the population group which follows the "baby boom" cohort are likely to find that an aging population decreases the promotional prospects of younger workers in the civilian world. On the other hand, with the military services' emphasis on youth, physical fitness and early retirement, chances for advancement and challenging opportunities for younger persons constitute an important inducement for officer accessions if exploited by the military services.

(e) Another demographic factor influencing the world of 2025, will be the tremendous increase in world population. By 2000, there will have been a 70% increase in the population of lesser developed nations over what it had been a mere quarter century earlier. The world population will be 6.35 billion by then and over 5 billion will live in the lesser developed nations. For instance, if Mexico's rate of growth continues *much longer*, its population will exceed one billion within the next century. The projected increase in world population will have such an affect on the global consumption of food, forest products and mineral resources that it must be ranked as one of the most critical international issues. The result will be a veritable flood of people demanding opportunities, resources, power, space and prestige on a crowded planet.

(f) For the United States, this may mean a tremendous increase in the rate of immigration. The influx of people from Latin America and Asia could increase in the next 40 years, radically changing the ethnic structure of the Nation in the way that the "new immigration" from eastern

and southern Europe in the late nineteenth and early twentieth century changed the mostly Anglo-Saxon and African dominance of the continent that had come in the previous two and a half centuries. There is little reason to assume that the Nation cannot continue to absorb such ethnic modifications while modernizing its economy, adapting its values and modifying its institutions without becoming wrecked by the racial, religious and ethnic discord that has dominated most of the world's pluralist communities.

(2) General discussion of events and trends. See Appendix 2 for further details.

(a) The PDOS Futures Team conducted a detailed search of the long-range planning and futures literature to identify significant events and trends which describe the future environment in which officer professional development will find itself between 1985 and 2025. After creating approximately 110 event and 90 trend statements, the Futures Team sought the expert opinion of several long-range planners/futurists throughout the Department of Defense and other government activities as to the probability of occurrence of each event and the forecast of trend level of each trend.

(b) This discussion presents the significant consensus as to the event probabilities and trend levels which the Futures Team used in their computer simulations.

(1) The future environment is anticipated to be characterized as "technology intense" with computer technology as the underpinning. Fifth generation computers, artificial intelligence and super-powerful hand-held computers will all be part of the environment in which officer professional development will find itself. The Army will have installed an electronic data base which will be available for all to use as an extension of their information data base and for decision making. The Army will have taken advantage of communications-computer based instruction technology and will have installed this technology widely. Officers will be more conversant in computer technologies; more officer positions will require daily use of the computer; and, more officers will have personal computers in their homes.

(2) Officer professional development will include a program of self-development and assessment and formalized professional development programs will be the norm throughout Army units and organizations.

(3) The Army will undergo another modernization program similar to that experienced in the 1980s as new technologies make current equipment obsolete.

(4) It is considered unlikely that US military forces will be combined as is the Canadian Army. Despite the anticipated increase in the size of the spanish-speaking population in the US, officers will not be required to have a second language skill. Although it is possible that the active component Army may very well be used to control domestic rioting, it is not considered probable that the Army will be used to protect domestic facilities such as power plants, water supplies and the like.

*b. Policy Impact Analysis of PDOS Policies.* See Appendix 3 for further details.

(1) The data from the survey discussed in paragraph 2a (2), above were loaded into a policy impact analysis computer program known as INTERAX. Many of the events, were they to actually occur, would impact on other events and on many of the trends. Each of these impacts are referred to as a "cross-impact." These cross-impacts were determined by Futures Team members and were also loaded into the INTERAX model.

(2) The Team then "ran" computer simulations against which PDOS-recommended policies were "tested" in order to determine the long-term viability and robustness of these policies in four specific environments. These scenarios show the decision maker the maximum, minimum and average effect which these policies could make on the officer professional development system. Graphs of the effects of the policies on the system-wide issues are contained in Appendix 4. The four environments simulated were:

(a) A "World-With-Wars" simulation in which a variety of forms of conflict were permitted to occur at specific times.

(b) A "Domestic/Internal Control" simulation in which the Army received a variety of "protection" or "police" missions.

(c) An "International/Domestic Tranquility" simulation in which the Army had no war nor domestic control missions.

(d) A "Free-Play" simulation in which all events were allowed to occur at random (except those professional development policies events which were identified by the "experts" as probable during the next 40 years but were not being considered by the Study Group).

(3) In all, nine multiple scenarios were run. One multiple scenario was a "statistics run" to verify the internal consistency of the data in the computer. Two multiple scenarios were run against each of the four environments described above; one of these scenarios was run *without* PDOS-recommended policies and the other was run *with* PDOS-recommended policy. The results of eight trends known as "system-wide issues" were analyzed by the Team. The results were presented to the Study Director for his deliberations on PDOS-recommended policies. FIGURE B-1 shows the results of the computer simulations analyzed on the trend "Art and Science of War" to help the reader in visualizing what an effect looks like and to provide a flavor of the INTERAX product. The results of these simulations are as follows:

(a) Art and Science of War: This trend/system-wide issue is the center piece of the entire PDOS study. The data indicated that when Art and Science of War is left to "grow and mature" under current policies and in the absence of PDOS-recommended policies the trend will gradually improve in the "free-play" world, will improve only as a result of war in the "world-with-wars" world and will experience a decline from its present status in the "internal control" and "tranquillity" worlds. When PDOS-recommended policies are added to the computer simulations, the improvements in this trend are dramatic and in all cases experience a steady improvement. FIGURE B-1 shows the results of the simulations for Art and Science of War. The upper series of graphs shows the four worlds without policies and the lower series shows the four worlds with policies.

(1) Along the y-axis of a given graph is the relative level of the trend with "1.00" being the value for 1985.

(2) Along the x-axis are the years of the simulation (1985-2025).

(3) The upper line is the line of maximum values throughout the simulations (note: no single scenario traces any one of the lines).

(4) The middle line is the line of average values throughout the simulations.

(5) The bottom line is the line of minimum values throughout the simulations.

(b) Warrior Spirit: This trend/system-wide issue receives very limited impact in the absence of PDOS-recommended policies. This seems to track correctly with the current state of

the nature of the warrior spirit concept. The initiation of the PDOS-recommended policies on warrior spirit sees improvement in all worlds with the greatest impact being felt during times of conflict.

(c) Self-Development: This trend sees the institution of a professional value throughout the officer corps. In the absence of PDOS-recommended policies, this "officer corps-wide" value is unknown. With the initiation of PDOS-recommended policies, self-development is allowed to become an "officer corps-wide" value. The effect of this cluster of policies is immediate and positive throughout all simulated worlds.

(d) Leader-Mentor: This trend deals with the amount of time available for leaders to develop their subordinates under the philosophy associated with this system-wide issue. In the absence of PDOS-recommended policies, this trend sees little movement from its present state. The only times that this trend fluctuates positively is in the presence of armed conflict—and then, only slightly. In the presence of PDOS-recommended policies, this trend experiences dramatic shifts during times of conflict and only slight improvement during the "internal control" and the "tranquillity" worlds.

(e) Expert-Integrator: This system-wide issue is closely associated with "Art and Science of War" in that the policies cross-impacting both are quite similar. The events which cross-impact these two trends are nearly identical, with some exceptions. The results with PDOS-recommended policies are, also, similar.

(f) Decision Making Skills: This system-wide issue is dependent, predominantly, on technological advances which are forecast to become available after the year 2000. In fact, in the absence of PDOS-recommended policies, no improvement worth discussing is evident. With the implementation of these policies, dramatic improvement in this trend is "felt" almost immediately.

(g) Common Shared Operational Language: This system-wide issue has no current policies which cause it to "improve." In fact, in the absence of PDOS-recommended policies, this trend sees a steady decline over all simulated "worlds" with only slight improvement during times of conflict. Once conflict is over, the trend returns to its depressed state. In the presence of PDOS-recommended policies, the trend does improve, with significant improvement during armed conflict.

# ART AND SCIENCE OF WAR

—Level of officer adherence to the principles of and knowledge of the art and science of war which includes:

- Theoretical knowledge and practical skills/proficiencies for each Transition Period.
- Knowledge of the human dimension of combat.
- An historical perspective of war.
- The ability to envision the future war.

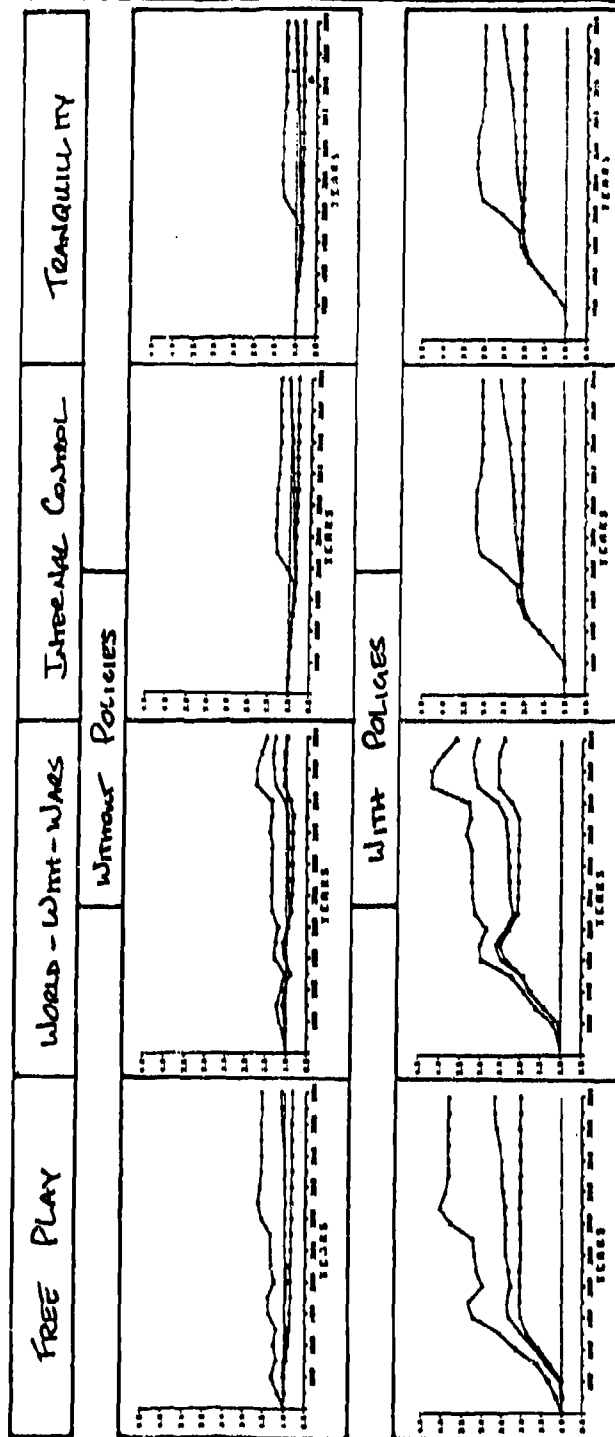


Figure B-1: Art and Science of War.

(h) Professional Values: This system-wide issue sees virtually no improvement nor decline in any of the "without policy" simulations. With the implementation of PDOS-recommended policies, this trend "experiences" immediate and dramatic improvement which lasts throughout the simulation—to 2025.

*c. Navigation of PDOS Policies for the Future: Policy Impact Analysis Exercise for Senior Army Leaders. See Appendix 5 for further details.*

(1) The INTERAX process proved invaluable as a decision support tool/aid in that it allows the analyst and decision maker to hold a seemingly unlimited storehouse of data, a means to manipulate the data across a variety of alternative futures/scenarios and a rational system to analyze policy impacts over time. It became evident, early in the study, that this technology could be used by senior Army leaders to help them "navigate" the officer professional development system into the future. Additionally, it became evident that the INTERAX process offered a novel approach at thinking about planning for the future by thinking in terms of "alternative futures/scenarios" rather than thinking about one "expected" future.

(2) One of the policies which was approved by the Chief of Staff, Army is the institution of a "Policy Impact Analysis" exercise for senior Army leaders, specifically newly-appointed brigadier generals and Senior Executive Executive Service civilians. This policy seeks to address the issue of "navigation" of the officer Professional Development System by soliciting participants observations on the state of the current system and their recommendations on improvements to the system as it responds to the challenges of the future.

#### **Appendices:**

- 1 Background for Alternative Futures.
- 2 Significant Events and Trends in the PDOS INTERAX Model.
- 3 Policy Impact Analysis of PDOS Policies.
- 4 Graphs from the Final Set of Simulations.
- 5 Policy Impact Analysis Exercise for Senior Army Leaders.

## Appendix 1 to ANNEX B

### Background For Alternative Futures

1984-2025

An officer corps' measure of worth to the Nation is in its ability to deter aggression and in leading troops to victory in combat. Because of the increased complexity, lethality and accuracy of modern weapons and because of the decreased preparation time this country has should a major conflict appear likely, the human performance required of the future soldier and officer demands a mastery of weapons and support systems. Moreover, the system of officer education and training must strengthen and fortify the will, character and knowledge of those who lead the soldiers. The process of education, training socialization and assignments must develop an officer corps that can effectively lead an Army of diverse backgrounds, values and skill levels and efficiently manage its resources over the full spectrum of deterrence and conflict. To accomplish these various goals, the officer corps must constantly adapt to the changing social, economic, political and technological challenges confronting the United States and the world during the next forty years.

In this Appendix, we examine *environmental factors* which are the world and national environment in which Army officers of the future are likely to operate. These environmental factors are categorized into Social, Economic, Political and Technology.

#### Social

*Demographic developments* constitute a known reality of the future in that the colonels and generals of 2025 are already born and we know the size of the age cohort from which they will be chosen. According to the Bureau of the Census, the most likely population estimates for the next 40 years show a significant increase in population growth. (See Table B-1-1, below.)

While the overall figures seem favorable for officer accessions and enlisted recruiting, the reality is somewhat different. (See Figure B-1-1, below.) The *available manpower in the 18-24 year-old cohort* declines until the mid-90s and does not reach the levels of the 1970s at any point in the next 40 years. This reduction in the size of the labor force at the entry ages of Army officers will invariably increase the competition between the Army, the other services and the private sector for the most capable young people.

Table B-1-1: Population Trends, 1985-2030 (in thousands).

Year	Total Pop.	Black Pop.	Hispanic Pop.	18-24 Pop.	18-24 % Pop.
1985	238,648	28,876		28,739	12.0
1995	259,631	32,506		23,702	9.1
2000	287,955	53,753	30,300	24,601	9.2
2010	283,236	40,033		27,555	9.8
2020	296,597	44,175	46,600		
2030	304,807	47,598		26,226	8.6

Source: US Bureau of the Census, Current Population Reports, Series P-25, *Projections of the Population of the United States, by Age, Sex, and Race: 1983-2080* (Washington: Government Printing Office, 1984). The figures cited above are those in the "middle series" of three population projections used by the Bureau of the Census. (See Figure B-1-1, below for "lowest" and "highest" series estimates.) Hispanic figures are from Leon F. Bouvier and Cary B. Davis, *The Future Racial Composition of the United States* (Washington: Population Reference Bureau, 1982) are based on an estimated net immigration of 1,000,000 per year. It is currently estimated that 2,000,000 illegal immigrants enter the United States each year.

Moreover, the *median age* of the US population will rise over the entire period 1985-2025. One of the more pervasive population trends, the median age of the US population reached an all-time high of 30.6 years in 1982, but this will increase to 36.3 years by 2000 and to 40.8 years in 2030. This means that the population will be constantly growing older and will be increasingly dependent upon public services.

B-1-1

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One aspect of the demographic pattern is favorable to the military. The typical triangular population pyramid is being replaced by a comparatively cylindrical structure. (SEE FIGURE B-1-2.) Those in the population group which follows the "baby boom" cohort are likely to find that an aging population decreases the promotional prospects of younger workers in the civilian world. On the other hand, with the military services' emphasis on youth, physical fitness and early retirement, chances for advancement and challenging opportunities for younger persons constitute an important inducement for officer accessions if exploited by the military services.

Another aspect of this population trend is the growing importance of Hispanics and Asians in the American population pool and the decreasing importance of those of European and African origin. If present immigration trends continue, before the end of this century, Hispanics could constitute the single largest minority group in the country. If Hispanic college attendance rates do not significantly increase in the next decades, this will place considerable pressure on the military to increase the number of officers from this ethnic group which currently constitutes only 1.2 percent of the officers. While Asians will not figure as numerically important as other ethnic

groups, they do constitute an upwardly mobile, college educated segment of this polyglot nation and should, therefore, become a more significant portion of the officer corps.

Another demographic factor influencing the world of 2025, will be the tremendous increase in world population. By 2000, there will have been a 70% increase the population of lesser developed nations over what it had been a mere quarter century earlier. The world population will be 6.35 billion by then and over 5 billion will live in the lesser developed nations. For instance, if Mexico's rate of growth continues much longer, its population will exceed one billion within the next century. The projected increase in world population will have such an affect on the global consumption of food, forest products and mineral resources that it must be ranked as one of the most critical international issues. The result will be a veritable flood of people demanding opportunities, resources, power, space and prestige on a crowded planet.

For the United States, this may mean a tremendous increase in the rate of immigration. The influx of people from Latin America and Asia could increase in the next 40 years, radically changing the ethnic structure of the Nation in the way that the "new immigration" from eastern

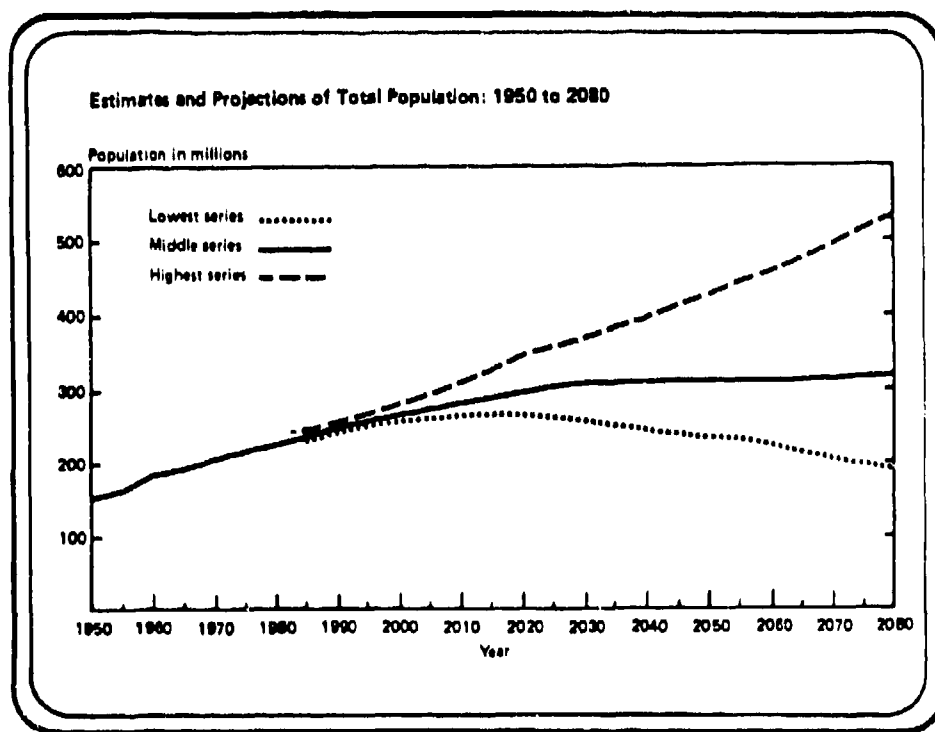


Figure B-1-1: Estimates and Projections of Total Population 1950 to 2080.



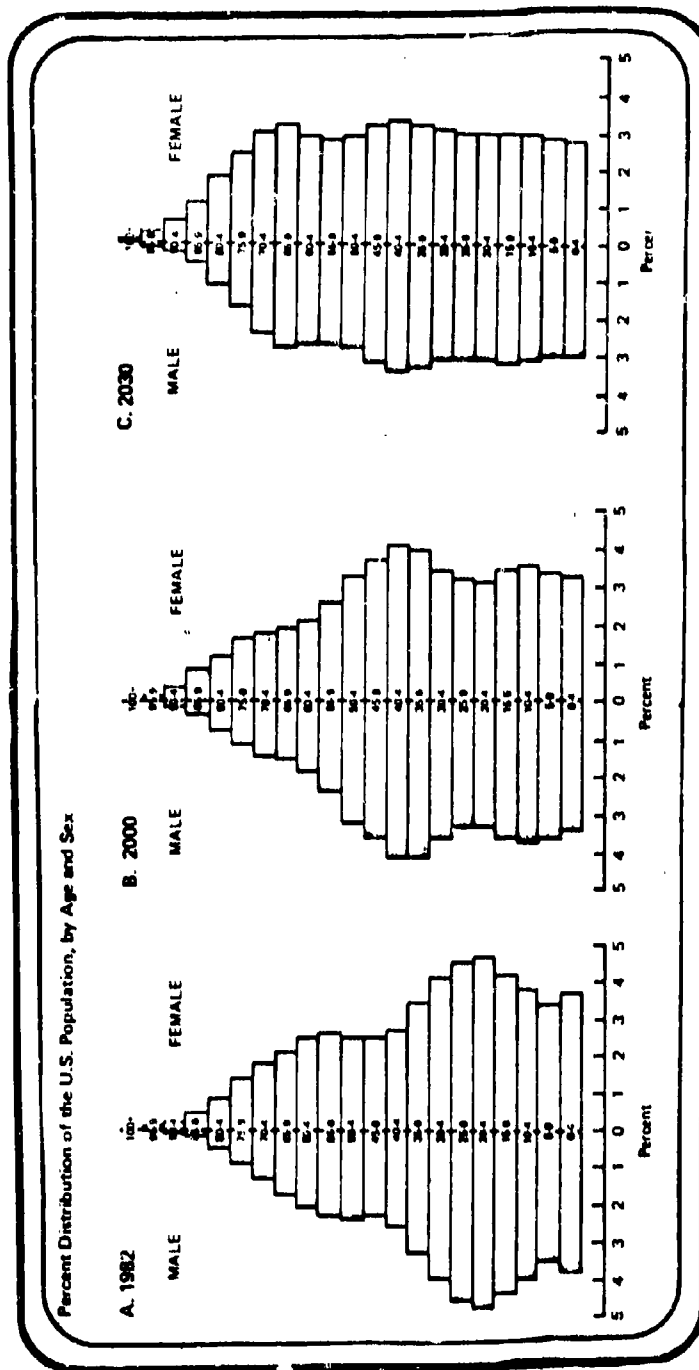


Figure B-1-2: Percent Distribution of the US Population, by Age and Sex.

and southern Europe in the late nineteenth and early twentieth century changed the mostly Anglo-Saxon and African dominance of the continent that had come in the previous two and a half centuries. There is little reason to assume that the Nation cannot continue to absorb such ethnic modifications while modernizing its economy, adapting its values and modifying its institutions without becoming wrecked by the racial, religious and ethnic discord that has dominated most of the world's pluralist communities.

Besides the obvious climate of ethnic diversity with which the Army has found itself in the past half century, there emerges the continuing social issue of the role of women. With the declining number of available men, the Army could meet its officer needs by raising the number of women in its ranks. To accomplish this end, significant attention will be paid to the issue of the participation of women in the Army. This involves more than mere numbers and employment opportunities. The military social system may well face such issues as the compatibility of assignments of dual-officer households, the obligations of employed spouses, growing numbers of single parent officer households, fraternization between officers and enlisted personnel and a host of other problems.

A related issue is the spouse employed outside the Army. The "two-breadwinner" family is now the norm in the United States. In fact, the growth in the employment of women may be the most significant social phenomenon of the twentieth century. The Army is caught on the horns of a dilemma in these situations. On the one hand, the spouse employed outside the household desires and sometimes demands that her employment be a serious consideration in any family move. The Army may have to assume an increasing obligation in finding such employment for reassigned officer spouses or may need to consider not moving the officer. We may have to develop a whole new career pattern involving long-term assignments in order to satisfy the needs of Army families. This is increasingly becoming the case among American corporations. On the other hand, the demands of military service often require moves in order to meet national obligations. An increasing problem involves efforts to reduce the problems of military families through provisions for such things as spousal employment opportunities, child care centers and counseling services. Currently, one of the most critical social issues facing the modern military is the adaptation of the service requirements to the familiar considerations of a twenty-first century society.

A final social factor is the continued trend toward ethical relativism and situational ethics which have dominated intellectual thought for the last several decades and which may continue well into the next century. Embodied in this gradual erosion of traditional values is an apparent de-emphasis on guilt, increased tolerance of pluralistic behavior patterns, disenchantment with traditional institutions and values, a decline in public civility, a growing sense of immediate gratification and entitlement without being obliged to follow the traditional "work ethic," and, particularly important to the soldier, an increase in international terrorism and low-intensity warfare by groups and would-be nation-states that totally disregard the traditional norms of warfare. The development of such factors constitutes an important ingredient in the value system that officers and enlisted personnel bring with them into the military and also looms large in the value system of those whom the US government must face in international confrontations in the future.

At the same time, this trend will periodically be challenged by a significant counter-trend towards "traditional values" embodied in worldwide religious movements like the Christian fundamentalists, the Muslim fundamentalists and various Oriental-based communitarian and cultic movements. Such revivalism is a natural reaction of societies to rapid social and economic change and constitutes a series of forces that will impact upon the military in a variety of internal and external ways during the next four decades. The year 2000 will become a particularly important time in Christian millennial ideology.

### **Economic**

Several economic factors affecting the US military future will impact upon professional development of the officer corps in the next 40 years.

First, there is the relative high cost of energy which impacts considerably upon training and other military activities in the short run. In the early part of the next century, we may find some alleviation of this cost factor due to technological developments. Second, in a national security sense, there is the continued dependence upon international trade for critical raw materials, not just oil, but also minerals such as cobalt and manganese. A third characteristic is the shift in employment patterns from heavy public service and industry to the service and information sectors. These white collar jobs will attract the growing women portion of the labor force but will leave out of the market many of the minority

youths who lack the educational skills to compete in this highly literate growth area. For the military, these potentialities may result in significant problems in accessing women officers in the forthcoming era of reduced numbers in the age 18-24 year cohort. Fourth, as the Nation becomes increasingly involved in the information economy, its industrial base will decline as there emerges even more global manufacturing interdependence. The long-term strategic implications of this industrial interdependence may be more important than energy and mineral dependency.

Other factors critical to the economic development of the Nation in the next four decades are the rate of worker productivity, the degree of innovation, workplace automation, capital investment and plant modernization, the impact of multi-national corporations upon the availability of jobs, international debt to the First World and taxation levels.

Two previously mentioned demographic developments impact also in the economic arena. The declining labor pool reaches its low point in the next decade but does not reach levels comparable to that of the 1970s during the next four decades. There will be a rising incidence of aged dependents whose demand upon the public purse for care will increase through the era under consideration and particularly after 2010, when the "baby boomers" begin to retire.

What most hope are short-term economic problems could become chronic thorns in the American economic scene and be of considerable consequence to the long-term best interests of the military. These involve the high federal budget deficit, the growing imbalance in our international trade deficit and high interest rates. A key component in our national security policy is a robust economy. Without it our ability to finance the necessary military expenditures cannot be sustained. Therefore, our national economic development policy as carried out through both fiscal and monetary policies on the one hand and world-wide commercial intercourse on the other constitutes an important ingredient in military preparedness.

### Political

Political instability has characterized the last thirty years of American history and may well continue into the future. Undoubtedly this has resulted both in the shorter terms of presidents since Eisenhower and the declining influence of parties in the political process. Under such circumstances we will find executive and legislative

indecision and reconsideration of public policies which will impact upon the military. Unless a major political revolution occurs, and we may be due for a new party system like that imposed by the Jackson, Lincoln and Roosevelt revolutions, political consensus may be hard to obtain, especially when the national legislature and the executive continue on their divergent paths as they have for the past five presidencies. For the military and its professional officer development, the uncertainties in budgetary allocations will constitute an important given with which it must deal.

A particularly gnawing factor affecting American political development is the splintering of American politics. Inherent in this is a decline in party discipline in Congress and the state legislatures and the rise of media consultants to replace the party professionals who helped to shape party consensus and a common legislative agenda. This fragmentation also manifests itself in single-issue groups and candidates that circumvents traditional pluralistic parties. We also see this developing in the Sunbelt versus Snowbelt conflicts that increasingly find the latter region becoming anti-military. Part of this anti-militarism is the consequence of continued withdrawal of military installations from the area.

In comparison with other nations, American political instability could seem enormously stable. The population explosion in the lesser developed countries and the economic stagnation in much of Europe most probably means political confrontation in much of the world.

Throughout the world there is a growing mismatch between demands of various components of a nation-state and the capacities of its institutions to respond in effective ways to the problems confronting it. The next four decades may be characterized by a variety of political conflicts resulting from pressures either to change the capacity of institutions to meet those demands or to alter in some way the kind and level of demands being placed on political, legal and social institutions. Can the complexities of the future be managed so that they are kept within the bounds of understanding by the society's citizens and their representatives in government?

Several international problems loom significantly on the horizon during the next four decades. The relative influence of both the Soviet Union and the United States upon their alliance partners in Europe may decline. Increased economic ties between the nation-states of the continent will naturally lead to decreased political tensions. A probable consequence could be a declining role of the US in NATO.

These changes may well be minor ones in a world faced with the demographic and economic events described earlier. A major force in the developed world could be a conservatism that will seek to improve the lot of its own citizens at the expense of the lesser developed nations. We may find in the coming decades the United States and the Soviet Union cooperating to maintain the peace in particularly volatile sections of the globe as we seek to avoid nuclear holocaust. On the other hand, both superpowers may well exploit social and economic dislocations to their advantage by encouraging low-intensity conflict throughout the globe. The United States could vacillate between "isolationism" or "interventionism."

Particularly threatening to international stability will be the proliferation of nuclear, biological and chemical weapons and delivery systems throughout the globe. The key to the *Pax Americana* or *Pax Sovietica*, depending upon one's orientation, has been the unwillingness of the nuclear powers to risk self-destruction in a quest for world dominance. The possibility of a designing and desperate national leader risking such a holocaust on behalf of national, religious or personal goals is not out of the question. For both superpowers, the limit of the spread of these weapons constitutes a mutually beneficial diplomatic enterprise. Such issues also may cause a dramatic increase in pressures for arms reductions and disarmament.

For the Army, the political future may cause some significant reassessments of force distribution and structuring as well as missions. If the geostrategic threat of conflagration in Europe declines then the active component's commitment to that region may be reduced. In its place we might increasingly rely on the reserve components as the basis for reinforcing the high-intensity conflict in Europe—a strategic consideration which will place considerable emphasis on the training and equipping of the reserve forces. Moreover, if the great European peace since 1945 continues much longer, we may find that peace taken for granted, deterrents may weaken, and the likelihood of war might imperceptibly increase. It is one of those ironies of history that success may foster failure; safety might promote danger. While the debate over defense costs and risks continues in the body politic, we must continue to remind the nation and the world of the cost should the peace between the major powers break down. Deterrence is one of the most difficult of all messages to inculcate in a nation which has not known the costs of total war and whose memory of the last major conflict is too much

embodied in movies like *Patton*, and TV series like "Hogan's Heroes" rather than the realities of Omaha Beach, Dresden, Tarawa and Hiroshima.

If this strategic deterrence mission is given to CONUS-based reserves, a larger proportion of the regular forces could be committed to combating low-intensity conflicts in the Third World. Such a restructuring of forces and missions could well mean greater emphasis on tailoring our combat and support forces to small, flexible, mobile, light and technologically modern units.

Achieving success in the future requires a decided emphasis on the rapid acquisition, processing and analysis of military and political intelligence and a willingness to act decisively when a situation warrants action. This necessitates both the will to create such forces and a will to use them at appropriate times. Finding this political will in the multifaceted political environment of the United States and its allies and friends is likely to be more difficult now and by 2025.

### Technology

The impact of technological change on the military has been and is likely to continue to be immense. probable no area may cause more immediate change on officer professional development than this one.

Three basic areas are particularly important in the Army's adaptation to such change. First, chemicals and biotechnology could offer everything from better techniques for treating battlefield casualties, to new and cheap chemical and biological weapons and to the introduction of learning techniques that could increase basic intelligence levels and learning capacities. Second, advances in basic sciences and applied technology across a spectrum that includes everything from optics to physics could find both sides in any major international conflict with improved weapon accuracy, speed of employment and lethality. Third, improved computational, informational and robotic science techniques portend massive changes in the speed, accuracy and quantity of information available to the commander and the individual soldier. At the high end of the spectrum of conflict robotic devices may reduce the risk to frontline casualties and the demand for manpower in a variety of combat and combat support missions.

On the one hand, these improvements may reduce overall educational costs since training in one's home may replace some to the resident

schooling we traditionally rely upon. On the other hand, the potential information overload anticipated by these devices foreshadows major problems in command and control. Storage of massive amounts of information for decision making will be necessary which may require the need for artificial intelligence and fifth generation computers. We must be able to distribute the right information to the right decision makers at the right time so as to assist them in using the best information at their disposal.

All of these require both enormous expenditures and a massive educational program to fully implement them into the military environment. The rapid obsolescence of weapons, counter-weapons and advanced technological equipment as well as the diverse options in design and procurement that confront the military constitute particularly critical problems in the future. We can expect user friendliness in various techniques to continue such that the short-run need for computer literacy will become the accepted norm in the same way that "automobile literacy" became a national norm in the early Twentieth Century.

The education and training of the future officers should include a professionalism that demands self-training, role modeling and effective mentoring by superiors while encouraging subordinates to maximize the time necessary to stay current, even ahead, of the tremendous changes that technology imposes on military leadership in the Twenty-First Century. The accelerating rate of technological change requires the military to avoid acquiring too many soon-to-be obsolete specialists to the detriment of an officer corps with broad enough backgrounds to adapt.

Several authorities argue that the technological displacement of military personnel combined with the declining manpower pool will prescribe

a smaller, more efficient active Army. There is no doubt that a *critical requirement will be the ability of the active component to attract and retain highly qualified personnel.*

At the same time, the Army may find that its potential missions in low-intensity conflicts may not require a significantly different level of combat skills than presently exists within the military. The key to success in low-intensity conflict will be improved communication, intelligence and movement, but not in novel tactical technologies. Too great a reliance on technology to replace the physical and mental toughness to close with and engage the enemy could be particularly detrimental to combat effectiveness.

Moreover, no amount of technological expertise can replace the ethical elements of leadership which build on soldierly qualities so essential to battlefield success. There exists an intense need for a command and senior staff cadre of well-educated officers with broad backgrounds and a concerned awareness of the inter-relationships between economic, social and political realities and the application of force.

## Conclusions

This discussion of general factors influencing the next 40 years predisposes that World War III, in either a conventional or thermonuclear mode does not occur. Should that happen, the social, political, economic and technological consequences that could arise out of such a conflagration make these generalizations about the future obsolete. Given this caveat, we can now look at such alternative scenarios and assess the impact of various trends and events upon the policies that forge the officer professional development system from 1985 to 2025.

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## Appendix 2 to ANNEX B

### Significant Events and Trends in PDOS Interax Model

In preparation to conduct computer-assisted policy impact analysis, the PDOS Futures Team asked selected experts in long-range planning for their opinion as to the cumulative probability of occurrence of approximately 110 events and the forecast of trend level of approximately 90 trends which could potentially define and impact on the officer professional development system from 1985 to 2025.

This appendix presents the significant consensus as to event probabilities and trend levels for those events and trends which appear in the "final" PDOS INTERAX model.

The "cumulative probability" for events is the probability that the event could occur by 2025. The "forecast of trend level" for trends is the "2025" deviation for that trend from an assumed "1985" level of 1.00.

Cumulative Probability of Occurrence by 2025  
of Most Probable Events

Cumulative Probability	Event Number	Event Statement
.99	29	Army 21 is adopted.
.99	33	Army establishes minimum entrance requirements for officers.
.99	42	Electronic data base is installed throughout the Army.
.99	46	Army installs Communications-Computer Based Instruction for use in schools, units and the home.
.99	48	Self-assessment testing program is installed for officers at Army schools.
.99	73	Super-powerful hand-held computers are developed and made available to all officers, free.
.99	84	Requirements are established for all officers to receive military schooling at most ranks.
.99	98	Rapid increase in modernization of equipment occurs similar to 1980's increase.
.95	22	Army combat units have TOE positions calling for other Service MOSs; other Services assign their personnel to them.
.90	70	Additional electronic wargames fielded for training.
.90	83	Formalized officer professional development program is established.



**Cumulative Probability of Occurrence by 2025  
of Least Probable Events**

Cumulative Probability	Event Number	Event Statement
.01	8	Unauthorized nuclear launch by US Army field commander occurs.
.08	51	US military forces are combined.
.15	64	Two languages required of all officers.
.15	66	Army protects domestic facilities.
.20	67	Permanent international military force is established.
.21	50	Reserves assigned total US military commitment to NATO.
.21	71	5th generation computer is developed by Japan.
.21	78	Educational deficiencies are eliminated.
.25	77	50% drop in universities participating in Army ROTC.
.26	30	US withdraws from NATO.
.26	35	Mexico turns communist.
.26	37	France rejoins NATO.

**Forecast of Trend Level by 2025:  
Most Dramatic Decreases/Least Dramatic Increases**

Forecast of Trend Level	Trend Number	Trend Statement
.80	7	Percent officers deficient in basic skills at entrance into officer corps.
.85	53	No. officers in Active Component "TDA" Army.
.97	19	Gap between US and USSR technology.
1 .00	72	US national will to support military operations.
1 .03	52	No. enlisted personnel in Active Component Army.
1 .03	67	Ability of junior officers to replace senior officers.
1 .05	55	No. Active Component officers in "TOE" Army.
1 .06	73	Congressional support for the military (a measure of Congressional will).
1 .25	51	Lieutenants' average skill/aptitude level upon entry on active duty.
1 .30	33	Commanders' ability in mid- to high-intensity combat.

**Forecast of Trend Level by 2026:  
Most Dramatic Increases**

Forecast of Trend Level	Trend Number	Trend Statement
15 .0	3	Percent officers with ability to use computers effectively (read forecast as 15 times today's trend level—what ever it may be).
10 .0	2	Percent officer positions requiring computer use.
4 .0	44	Percent officers with computer terminals at home.
2 .0	20	Officer retraining requirements due to their skills being obsolete.
1 .95	29	Percent of Joint/Combined operations involving Army units.
1 .88	46	Rate of modernization of Army equipment.
1 .85	34	Cost of PCS moves due to training and education requirements.
1 .50	4	Percent women in the Army.
1 .50	1	Loss of officers to civilian sector.
1 .40	47	Gap between capabilities of reserve and active duty officers.

## Appendix 3 to ANNEX B

### Policy Impact Analysis of PDOS Policies

#### Section 1. Futures Team Task.

1. The Futures Team took as their task, to analyze the impact of the Officer Professional Development System (OPDS) and Professional Development of Officer Study (PDOS)-recommended policies between the years 1984 through 2025.

2. The methods used to accomplish this task included:

- a. A detailed analysis of futures literature,
- b. The creation, administration and analysis of an opinion survey on likely events and trends during the period under analysis,
- c. A detailed review of the PDOS-recommended policies and
- d. The running and analysis of computer simulations of future events and trends and their cross-impacts.

3. The resources available to the Futures Team included:

- a. DOD and Army literature which is of interest in a future tense,
- b. Individuals whose military/civilian duties are in the long-range planning and futures analysis arenas and
- c. The INTERAX cross-impact computer model from the Center for Futures Research at the University of Southern California.

4. The Futures Team task arose from an attempt to answer some questions which principal Army decision makers would ask when conducting an *a priori* analysis of their policies—referred throughout this report as *policy impact analysis*. The questions the Team kept in mind were:

- a. Will this policy make a difference?
- b. Will this policy be useful?
- c. How useful?

d. How long will this policy last before it makes no difference or actually gets in the way?

e. How much "policy management" will be required to make the policy work?

f. Will the policy make the decision maker's responsibilities easier?

5. The analysis of the impact of policy into the future is a difficult process, at best. Typically, this process concerns itself with, only, two to three years with at most a seven year window filled with very dark glass. The process selected by the Futures Team attempted to provide a deliberate determination of variables which would impact on the Army in the future and stretch the assumptions upon which decision making is traditionally carried.

#### Section 2. Futures Variables and Interactions.

1. The INTERAX computer program requires the analyst to enter data relative to EVENTS which may/will impact on the system under analysis, the TRENDS and PERFORMANCE MEASURES which the analyst will use to monitor progress of the system through time and the CROSS-IMPACT of each event on all other events and of each event on all the trends and performance measures. This portion of the report describes how the Futures Team got the data to enter into the INTERAX computer model.

2. The start point for the Team was to read extensively in literature associated with Army long-range planning and other literature associated with the impact of the future on the current context of the world. See Annex II for a complete description of these sources. The Team next developed event and trend statements and asked experts in long-range planning throughout the Department of Defense to estimate the cumulative probability of occurrence of the events and the forecast of trend level for the trends during the period 1984-2025. The results of this exercise

were placed in the PDOS INTERAX computer model.

3. Throughout the period of the study, Futures Team analysts studied the data from a variety of points of view. In some cases, data from the opinion surveys were modified to conform to more enlightened information gained later in the study. Events and trends were added, others deleted or modified. If an event or trend was added, Futures Team analysts developed nominal data based on the best available, unclassified information. To be "true" to the data, follow-on work with PDOS INTERAX data should begin with a re-certification of the data by a panel of experts.

4. The final data to be a part of the PDOS INTERAX process is the cross-impact model. The creation of this model was accomplished by Futures Team members. A description of the cross-impact model is at Appendix 6, Annex II.

5. The data in the INTERAX model is made up totally of human judgment. There is nothing in the model per se which is traditionally referred to as objective fact. Every piece of information which is in the PDOS INTERAX model was placed there based on human judgments and decisions. The following recapitulation of the number of decision/data points in the PDOS INTERAX model shows the extent of the subjective nature of this form of process:

- a. 1300 .. *Nominal Trend Forecasts*—  
(65 Trends X 20 Indexes).
- b. 1580 .. *Nominal Event Probabilities*—  
(79 Events X 20 Probabilities).
- c. 6162 .. *Event-on-Event Hit/Miss Determinations*—  
(79 Events X 78 Events).
- d. 5135 .. *Event-on-Trend Hit/Miss Determinations*—  
(79 Events X 65 trends).
- e. 2275 .. *Event-on-Event Cross-Impacts*—  
(325 Cross-Impacts X 7 Internal Decisions).
- f. 3816 .. *Event-on-Trend Cross-Impacts*—  
(477 Cross-Impacts X 8 Internal Decisions).
- g. 20268 .. *Total Decision Points.*

### **Section 3. Computer Simulations Using INTERAX.**

1. Computer simulations using INTERAX can produce two distinct types of information for the decision maker. The simulations can create:

a. Single scenarios against which a decision maker can conduct detailed long-range planning. A scenario shows the decision maker a possible alternative future which may confront his organization. The terms "scenario" and "alternative future" may be used interchangeably. The Futures Team analyzed ten scenarios, selected three for in depth analysis and provided them to the rest of the PDOS study group (see Appendix 8, Annex II, for details).

b. Multiple (or composite) scenarios against which potential policies can be "tested." This technique was used in order to determine the long term viability and robustness of the PDOS-recommended policies in a variety of environments. These scenarios show the decision maker the maximum, minimum and average effect which his policies may have on the PDOS INTERAX model and potentially on the decision maker's organization. The Futures Team analyzed, in depth, four multiple (or composite) scenarios across eight trends and provided the data to the PDOS Study Director and to the Vice Chief of Staff, Army.

2. This discussion presents the Multiple (or composite) scenarios technique as this technology was used to make PDOS policy impact analysis:

a. Nine multiple scenarios were run for the final data which was presented to the Study Director and the Vice Chief of Staff. As a result of these two meetings, further work was done to improve on the quality of the data in the model and the final product which was prepared for the Chief of Staff's decision briefing.

b. Each of the nine multiple scenarios was a composite of 25 alternative futures—this was a total of 225 alternative futures. The nine simulations were separate "stories" about the future which a decision maker could encounter. Four of the simulations were computer "runs" *without* PDOS-recommended policies and four simulations were computer "runs" *with* PDOS-recommended policies. This was done to show the analyst and the decision maker what would happen to officer professional development when left "unmanaged" and what the effect would be with PDOS-recommended policies. One run was a "statistical computer run" used to verify the internal consistency of the data in the PDOS INTERAX model. The four scenarios are briefly presented here. See Annex II for further details.

(1) A "World-With-Wars" simulation in which a variety of forms of conflict were permitted to occur at specific times. See below for the forms of conflict and the years of occurrence.

(2) A "Domestic/Internal Control" simulation in which the Army received a variety of "protection" or "police" missions.

(3) An "International/Domestic Tranquility" simulation in which the Army had no war nor domestic control missions.

(4) A "Free-Play" simulation in which all events were allowed to occur at random (except those professional development policies events which were not being considered by the Study Group).

#### **Section 4. Policy Insights.**

Computer simulations were run using the "four worlds" and data were analyzed across eight trends. Those trends came to be known as "system-wide issues" by the Study Group. A description of these results follows and graphs which assist the reader in visualizing the effects are at Appendix 4:

1. Art and Science of War: This trend/system-wide issue is the center piece of the entire PDOS study. The data indicate that when Art and Science of War is left to "grow and mature" under current policies and in the absence of PDOS-recommended policies the trend will gradually improve in the "free-play" world, will improve only as a result of war in the "world-with-wars" world and will experience a decline from its present status in the "internal control" and "tranquility" worlds. When PDOS-recommended policies are added to the computer simulations, the improvements in this trend are dramatic and in all cases experience a steady improvement.

2. Warrior Spirit: This trend/system-wide issue receives very limited impact in the absence of PDOS-recommended policies. This seems to track correctly with the current state of the nature of the warrior spirit concept. The initiation of the PDOS-recommended policies on warrior spirit sees improvement in all worlds with the greatest impact being felt during times of conflict.

3. Self-Development: This trend sees the institution of a professional value throughout the officer corps. In the absence of PDOS-recommended policies, this "officer corps-wide" value is virtually unknown. With the initiation of PDOS-recommended policies, self-development is allowed to become an "officer corps-wide" value. The effect

of this cluster of policies is immediate and positive throughout all simulated worlds.

4. Leader-Mentor: This trend deals with the amount of time available for leaders to develop their subordinates under the philosophy associated with this system-wide issue. In the absence of PDOS-recommended policies, this trend sees little movement from its present state. The only times that this trend fluctuates positively is in the presence of armed conflict—and then, only slightly. In the presence of PDOS-recommended policies, this trend experiences dramatic shifts during times of conflict and only slight improvement during the "internal control" and the "tranquility" worlds.

5. Expert-Integrator: This system-wide issue is closely associated with "Art and Science of War" in that the policies cross-impacting both are quite similar. The events which cross-impact these two trends are nearly identical, with some exceptions. The results with PDOS-recommended policies are, also, similar.

6. Decision Making Skills: This system-wide issue is dependent, predominantly, on technological advances which are forecast to become available after the year 2000. In fact, in the absence of PDOS-recommended policies, no improvement worth discussing is evident. With the implementation of these policies, dramatic improvement in this trend is "felt" almost immediately.

7. Common Shared Operational Language: This system-wide issue has no current policies which cause it to "improve." In fact, in the absence of PDOS-recommended policies, this trend sees a steady decline over all simulated "worlds" with only slight improvement during times of conflict. Once conflict is over, the trend returns to its depressed state. In the presence of PDOS-recommended policies, the trend does improve, with significant improvement during armed conflict.

8. Professional Values: This system-wide issue sees virtually no improvement nor decline in any of the "without policy" simulations. With the implementation of PDOS-recommended policies, this trend "experiences" immediate and dramatic improvement.

#### **Section 5. Policy Recommendations.**

After computer simulations were "run," policy recommendations were made by the Futures Team to the Study Director and were also made to the Vice Chief of Staff during an In-Process Review. The recommendations were:

1. Once policies are installed, they need to be continuously monitored by the ARSTAF. Intensive decentralized and "self" management were intentionally built into the model. For the actual or real world results to mirror the simulated results, this form of management must be part of any professional development program.

2. The MQS testing and CCBI packages of policies seem to be the most powerful. This seems to "track" with "real world" expectations. Individuals tend to do best at things for which they are held accountable and for which they are evaluated. These policies should be executed.

3. The "assessment strategy" is the next most powerful set of policies. Initiatives should be undertaken or continued to see this set of policies installed.

4. The PDOS INTERAX process should be installed within the ARSTAF. The data should be revalidated, kept current and used to assist senior Army decision makers in the navigation of the officer professional development system into the future.

#### Section 6. Methodology Comments

1. INTERAX provides the analyst with an aid in organizing his thinking. The model holds a large amount of data which could not be handled without the aid of a computer. INTERAX can conceivably hold in its memory and can manipulate the following subjective decisions:

	<u>Subjective Decisions</u>
a. Probability Estimates of 100 Events Over 20 Periods of Time:	2000
b. Forecasts of Trend Level of 85 Trends Over 20 Periods of Time:	1700

c. Event-on-Event Hit/Miss Determinations (100 Events X 99 Events):	9900
d. Event-on-Trend Hit/Miss Determinations (100 Events X 85 Trends):	8500
e. Maximum Allowable Cross-Impacts: Is 3000. Can be either Event-on-Event or Event-on-Trend. Conceptually, there are 9900 Event-on-Event Cross-Impacts (100 Events X 99 Events) and 8500 Event-on-Trend Cross-Impacts (100 Events X 85 Trends). 3000 allowable Cross-Impacts X 8 Internal Decisions:	24000

f. Subjective decisions possible: 46100

There were 20,268 subjective decisions made to create the PDOS INTERAX model—8971 are retained in the memory of the program and 11,297 decisions are retained "off line" of the program. It is also possible to integrate objective data with subjective. Actually, this tends to model the decision-making strategies of anyone—one combines objective and subjective data together when making decisions of whatever magnitude.

2. The print-outs provided from INTERAX provide a large amount of data for the analyst. Additionally, the program can run interactively providing the analyst with year to year data in the *single* scenario mode.

3. The INTERAX process helps the decision maker to manage what he can hypothesize about the future, helps him to provide consistency to his decisions and helps him to overcome the human frailty of holding only a small amount of information in the short-term memory of his brain.

## **Appendix 4 to ANNEX B**

### **Graphs From the Final Set of Simulations**

#### **1. Purpose.**

To present the graphs from the final set of simulations.

#### **2. Discussion.**

a. Pages B-4-2 through B-4-10 show the graphs from the final set of simulations. Page B-4-2 outlines what is seen on pages B-4-3 through B-4-10. In the upper left-hand corner is the name of the system-wide issue analyzed in each of the "worlds." Each "world" is a composite of 25 alternative scenarios. There is a brief description of the nature of the system-wide issue. There are eight graphs for each system-wide issue. Four graphs depict the nature of the system-wide issue

throughout the four "worlds" without policy and four graphs depict the effect of PDOS-recommended policy within each "world." Within each graph are:

(1) Along the y-axis is the relative level of the trend with 1.00 being the value for 1985.

(2) Along the x-axis are the years of the simulation.

(3) The upper line is the line of maximum values throughout the 25 simulations (note: no single scenario traces any of the lines).

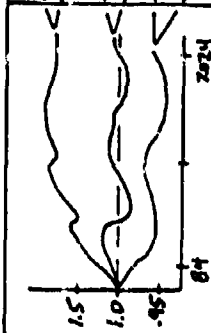
(4) The middle line is the line of average values throughout the 25 simulations.

(5) The bottom line is the line of minimum values throughout the 25 simulations.

# SYSTEM-WIDE ISSUE

25 ALTERNATIVE  
SCENARIOS FOR  
EACH SIMULATION

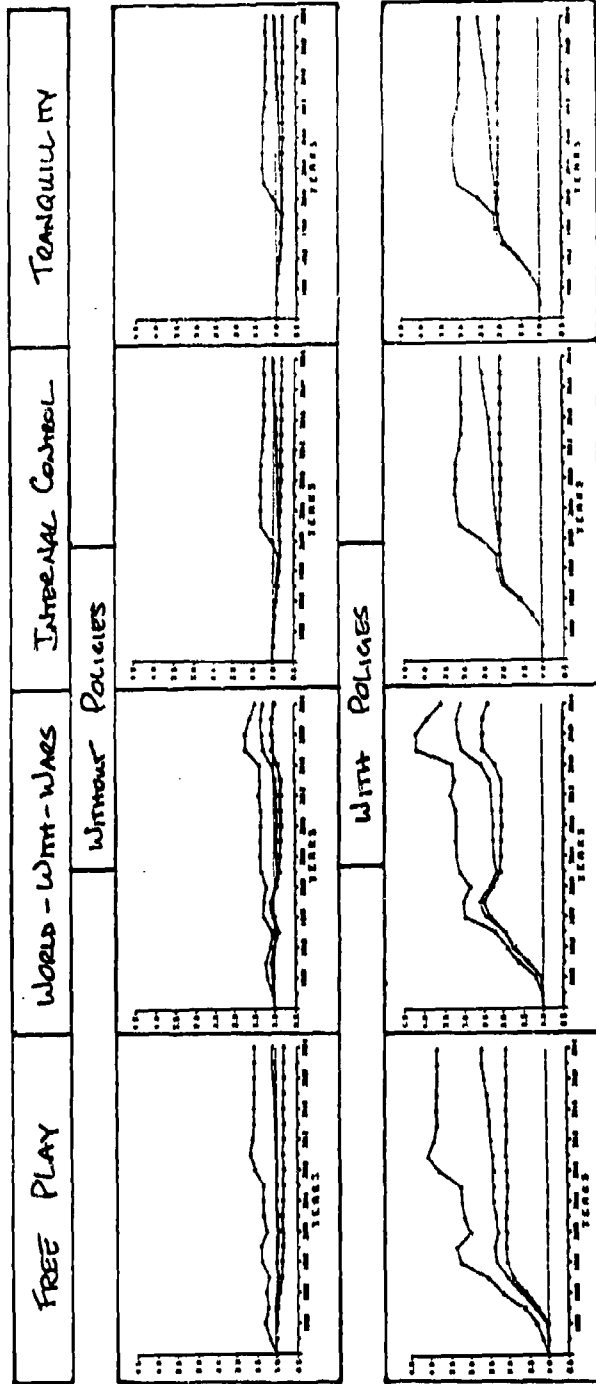
BRIEF DESCRIPTION OF THE  
SYSTEM-WIDE ISSUE

FREE PLAY	World - With - Wars	INTERNAL CONTROL	TRANQUILITY
	WITHOUT POLICIES		
	WITH POLICIES		

# ART AND SCIENCE OF WAR

--Level of officer adherence to the principles of and knowledge of the art and science of war which includes:

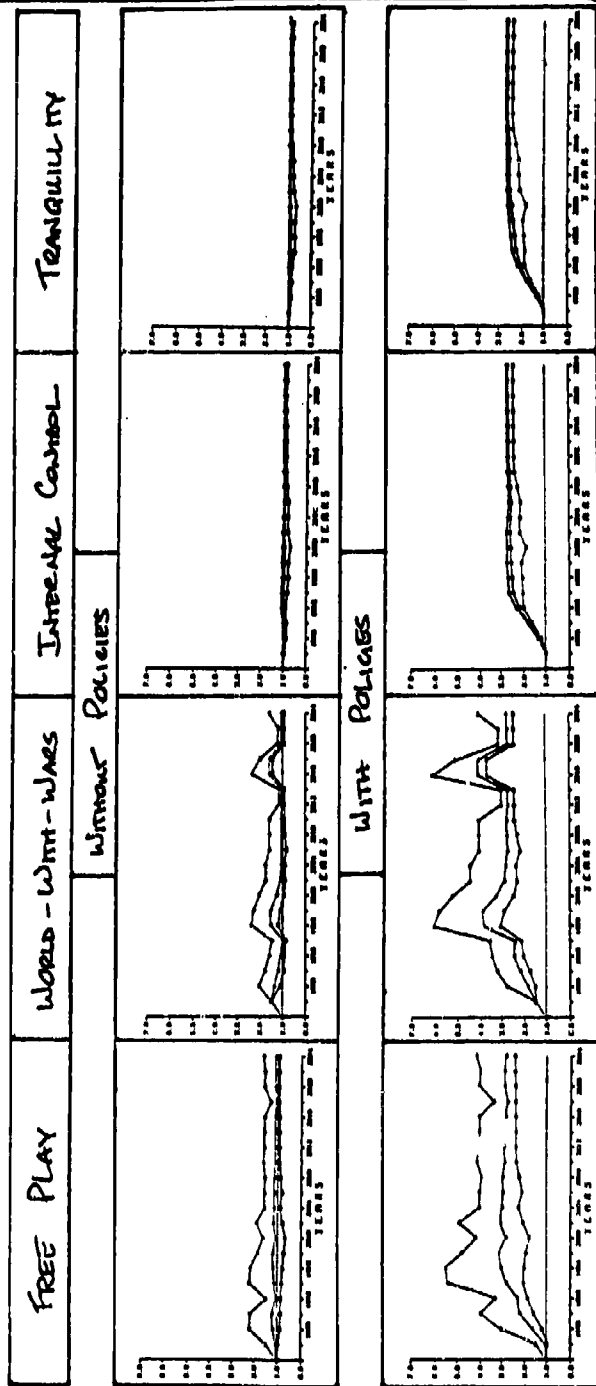
- Theoretical knowledge and practical skills/proficiencies for each Transition Period.
- Knowledge of the human dimension of combat.
- An historical perspective of war.
- The ability to envision the future war.





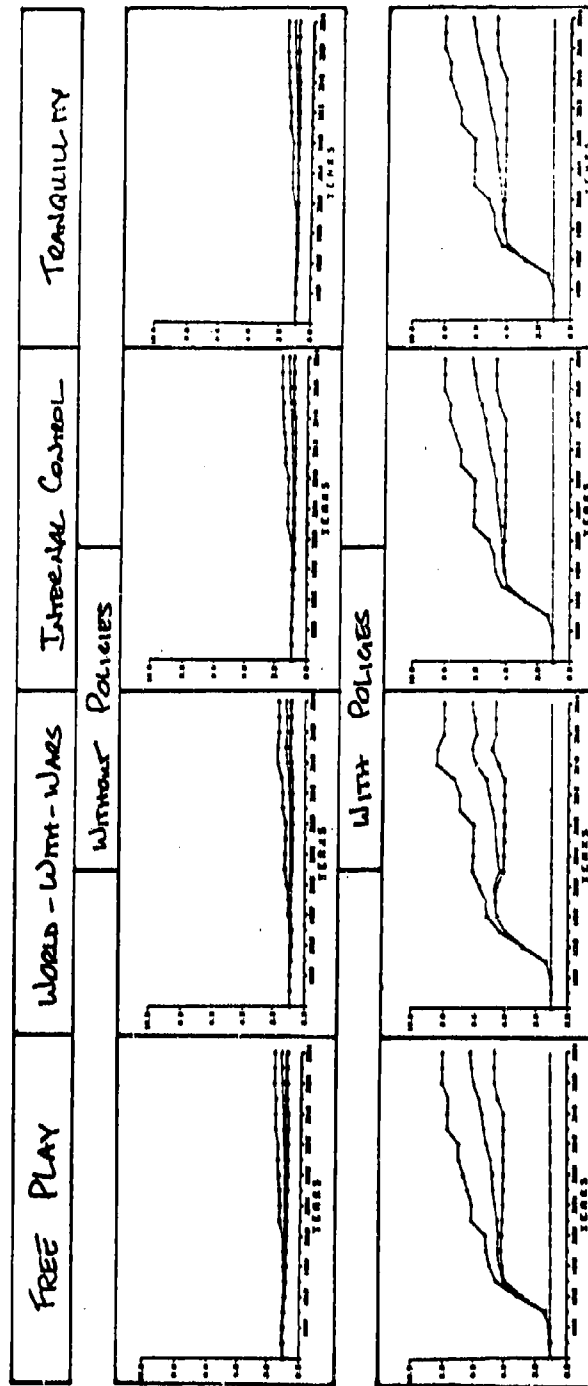
# WARRIOR SPIRIT

—Level of officer adherence to the state-of-mind and preparedness that blends all the physical, mental and moral qualities essential for an officer to successfully lead the Army in its mission of protecting the Nation. Officers accept the responsibility of being entrusted with the protection of the Nation; are prepared physically and mentally to lead units to fight and support in combat; are skilled in the use of weapons, organizations and tactics; inspire confidence and an eagerness to be part of a team; has the ability to analyze and the boldness to take action to accomplish the mission.



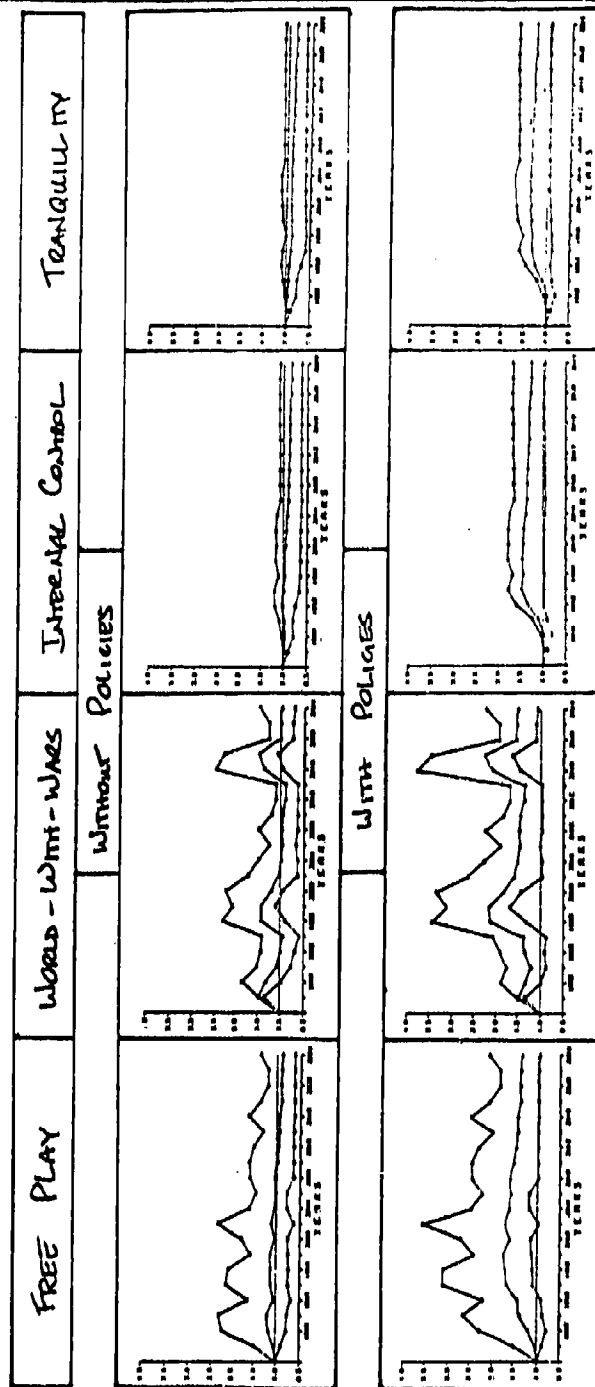
# SELF - DEVELOPMENT

--Level of officer acceptance of primary responsibility to progressively grow and learn, both the profession of arms and his/her functional specialties).



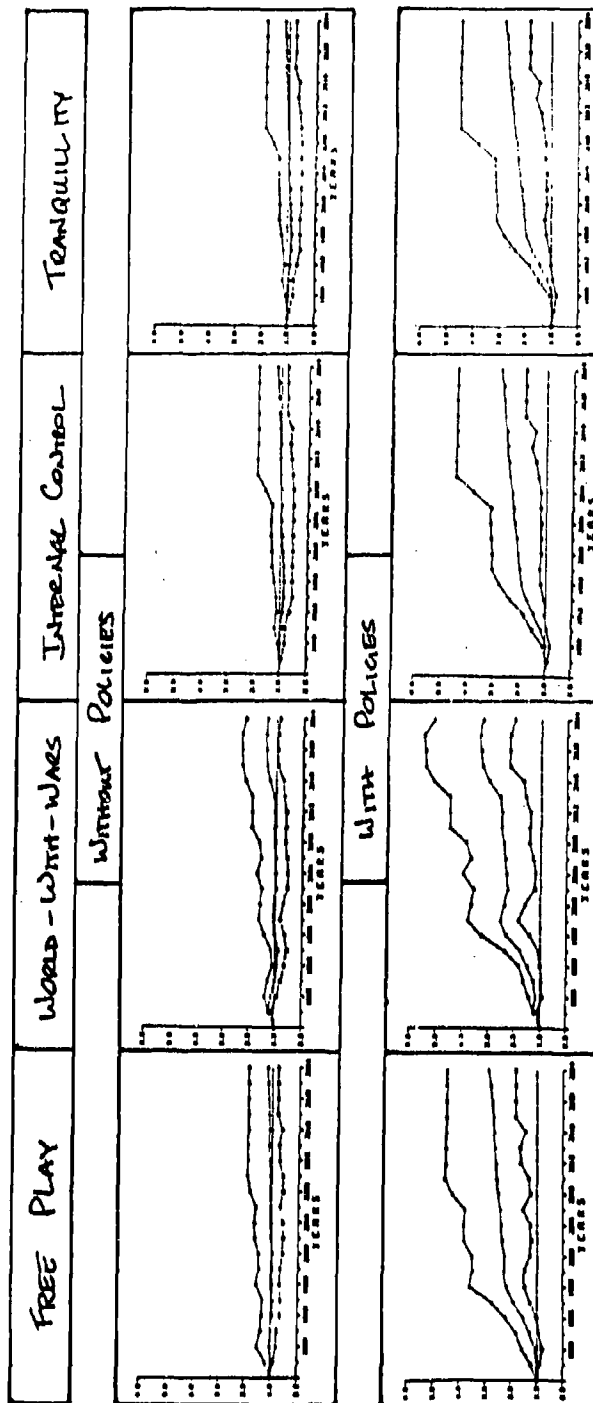
# LEADER — MENTOR

—Level of officer adherence to a style of leadership which facilitates the growth and development of subordinates by educating, socializing and training subordinates and by being for those subordinates a role model, a teacher, a coach, an advisor and a guide.



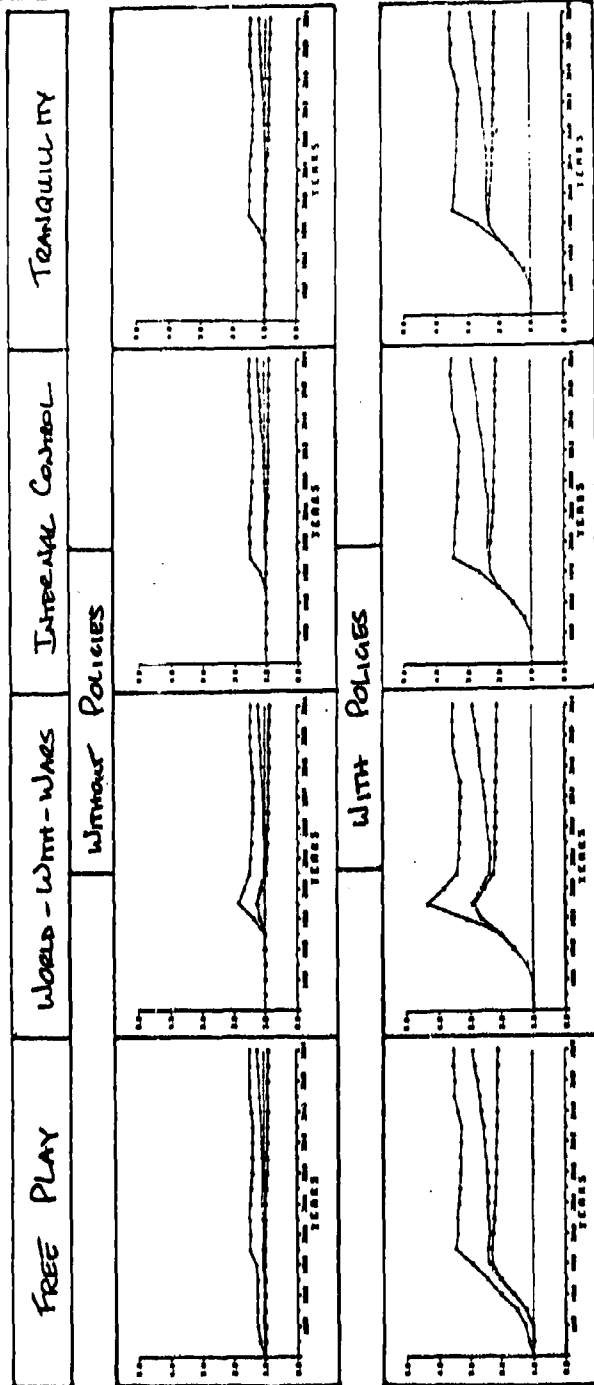
# Expert - Integrator

Expert - Level of officer in-depth knowledge and capabilities in a single branch, functional area and/or area of concentration the major contribution of which is within a specifically defined area. Integrator - Level of officer knowledge and capabilities in one or more branches, functional areas and/or areas of concentration and ability to analyze, synthesize, conceptualize and/or use decision making skills to achieve synergistic results affecting multiple areas.



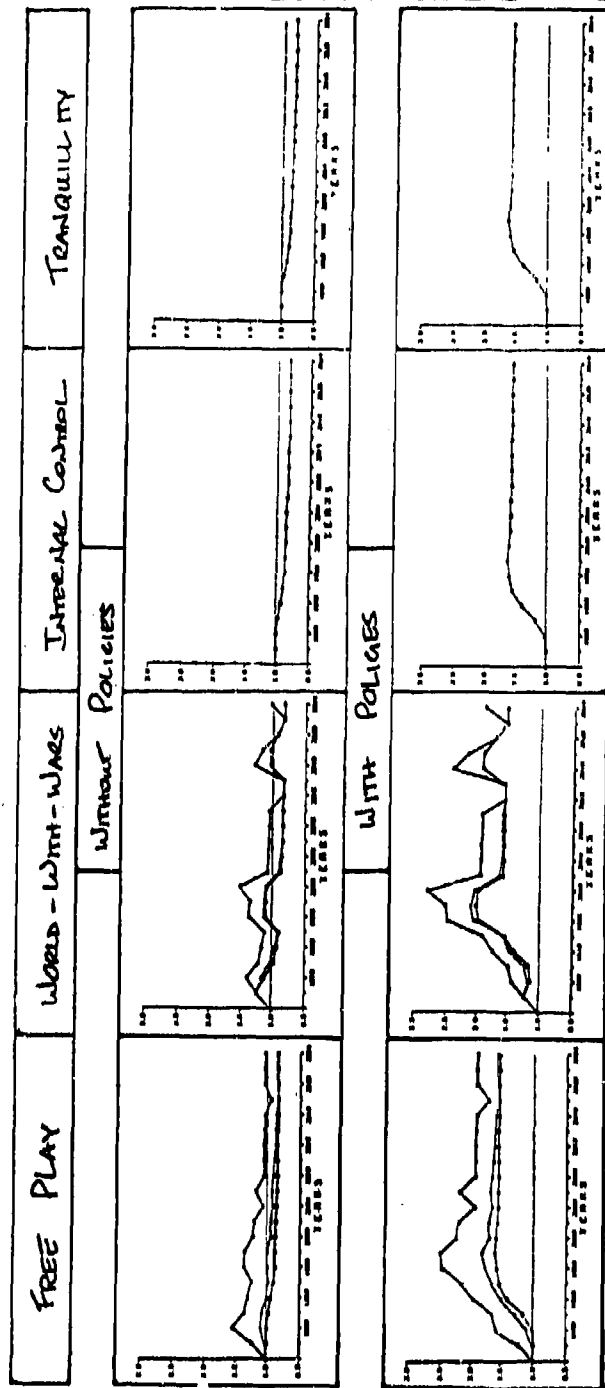
# DECISION MAKING SKILLS

—Level of officer ability to use analytical and conceptual skills necessary to establish goals and objectives, identify problems, develop alternatives, evaluate alternatives, choose an alternative, implement, control and evaluate decisions.



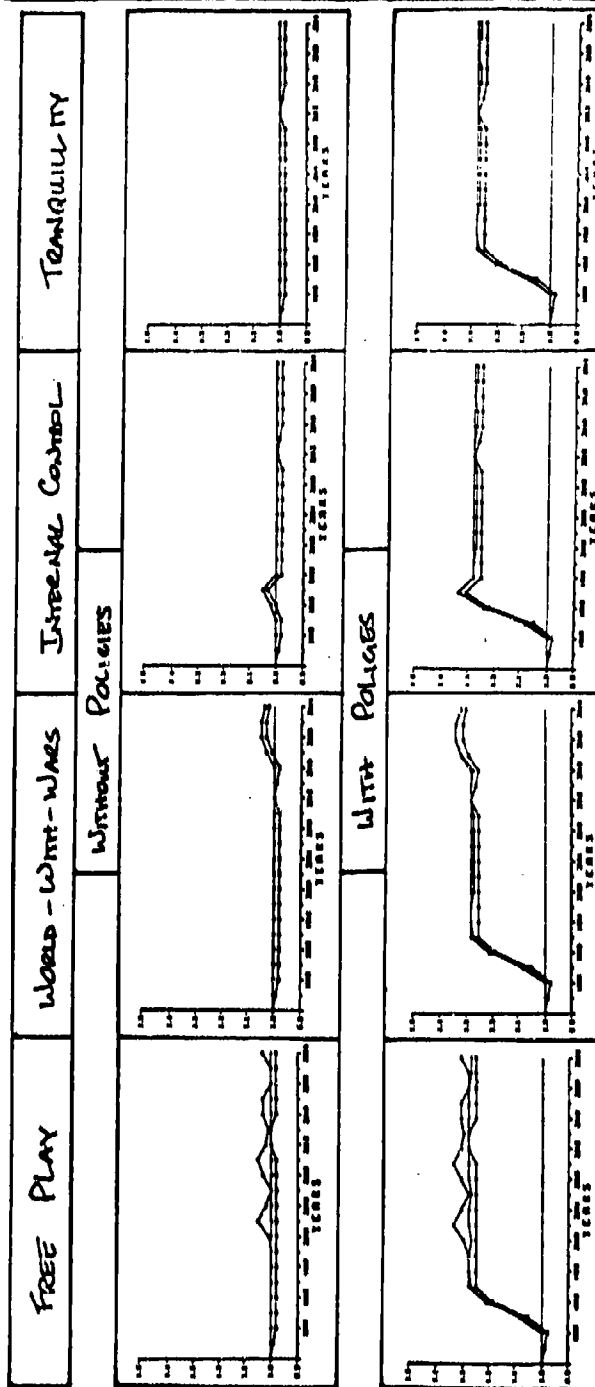
# COMMON SHARE OPERATIONAL LANGUAGE

Level of officer proficiency in the skills associated with using a common military operational language.



# PROFESSIONAL VALUES

--Level of officer adherence affectively and behaviorally to the complex set of professional values described in the "PDS System-wide Transition Period" literature: 1972/73-- officers accept the responsibility for protecting the Nation; they internalize and display the values of integrity, selflessness, honesty, special trust, loyalty, care for soldiers and their families, excellence in performance of all duties; they establish a command climate which produces initiative, trust and mentorship.



## Appendix 5 to ANNEX B

### Policy Impact Analysis Exercise for Senior Army Leaders: Subcourse on Uncertainty Management in Strategic Decision Making

This sub-course is recommended by the PDOS Study Group to be a part of the General Officer and Senior Executive Service Civilian Transition Course. This sub-course is a two and a half day exercise in uncertainty management for the senior executive in the Army. The course takes the student through the literature on "perceived environmental uncertainty," "decision making under risk," "futures research," "cross-impact analysis" and "policy impact analysis" with the theme of the Officer Professional Development System as approved in concept by the Chief of Staff, Army on 21 December 1984.

Read-ahead materials: - To Be Determined.

#### AGENDA

##### 1st Day:

**0800-0815** Introductory remarks — objectives, introductions (if not done earlier).

**0815-1000** A quick review of the decision making literature; with handouts, patterned after McCrimmon and Taylor in the *Handbook of Industrial and Organizational Psychology* (1976) with up-dated versions. Heavy initial reliance on Stout (1983) in *Leadership in Organizations* published by USMA.

**1000-1020** Break.

**1020-1120**

Presentation/discussion on the constructs of "uncertainty," "environmental uncertainty" and "perceived environmental uncertainty." Resources are the literature on uncertainty found in the disciplines of Industrial and Organizational Psychology and Management.

**1120-1200**

Discussion.

**1200-1300**

Lunch.

**1300-1430**

"Management of the Future." A discussion of futures research and how it fits into decision making and the management of uncertainty. Heavy reliance on the work of Alvin Toffler, John Naisbett, et al, and literature from the ARSTAF; e.g., Log 21, PA 2002, TAP/EAP, OPMS—Look into the Future, OPDS—Policy Impact.

Objective: To develop, for the attendee, a sense of the futures work done in the Army and what that work means in the management of uncertainty.

**1430-1450**

Break.

**1450-1700**

The Officer Professional Development System—1985-2025.

##### 2d Day:

**0800-1530 \***

Presentation and discussion of significant events and trends which define the environment of the officer professional development system.



Objective: To develop, for the attendee, a sense of the richness of the environment in which officer professional development finds itself. To "bring-up-to-date," based on student input, the nominal event probabilities and nominal trend projections used in the INTERAX computer program.

Revised data will be entered into the INTERAX for use during exercise on the 3d day.

\* Note: Break at 1000-1020 and lunch at 1200-1300.

**1530-1700** Presentation and discussion of policy impact analysis, INTERAX and the alternative futures process.

*3d Day:*

**0800-0900** Presentation and discussion of policy impact analysis for PDOS using INTERAX.

**0900-1030** Alternative futures analysis based on student input entered into INTERAX overnight.

**1030-1200**

Objective: To present policy impact analysis with INTERAX using student data. To prepare input for CSA on the navigation of PDOS.

Sub-group discussion of the results of the INTERAX computer simulations. Break taken en route to sub-group discussion.

Objective: To prepare a position paper for the CSA on any recommended corrections to the current direction of the officer professional development system.

**1200-1300**

Lunch.

**1300-1400**

Presentation and discussion of sub-group solutions.

**1400-1630**

Consensus on sub-groups solutions and preparation of position paper for the CSA on recommended corrections to the current direction of the officer professional development system.

**1630-1700**

Closing remarks.

## Annex C

### Glossary of Terms, Abbreviations and Acronyms

**Active Duty Guard/Reserve:** Guardsmen and Reservists on active duty solely to provide full-time support to the Reserve Components and who are paid from reserve personnel appropriations of the Department of Defense Military Service.

**Alternative Future:** A computer generated scenario which includes a list of randomly selected events along with their year of occurrence and a list of all trend values as modified by the cross-impacts of the randomly selected events or as modified by the "non-occurrence" of events which are, in fact, expected to occur.

**Artificial Intelligence (AI):** In general, is the science of giving human-like learning and thinking qualities to machines. Specific sub-fields are knowledge acquisition ("learning"); knowledge retention ("memory"); application of knowledge ("common sense," logic, complex cognitive processes); language and speech recognition; and voice synthesis. The major focus of the PDOS education and training methods analysis is on the use of AI for knowledge acquisition and retention and the application of AI to provide a new level of speed and simplicity to the decision making process.

**Assessment:** Measure of the growth or decline in education or skill attainment that takes place over time in key learning areas. PDOS specifically intends that assessment not be used as part of this formal evaluation system (i.e., OER) nor tied to the selection process. Its purpose is to provide feedback to the individual and re-calibration of the system.

**Assessment Cell:** Administered at each proponent school for ease of control and administration of assessment program.

**Assessment Center:** Where identification of officer potential and a diagnosis of individual officer development needs and training requirements are determined.

**Assessment Data Control Center:** Where the data from individual learning instruments can be synthesized into a composite that represents the profile of the Army officer at various ranks.

**Attribute:** Any belief, value, ethic, character trait, knowledge, or skill possessed by a person. (FM 22-100)

**Audacity:** The willingness to take reasoned but enormous risks.

**Beliefs:** Assumptions or convictions that a person holds to be true regarding people, concepts or things. (FM 22-100)

**Certify:** To confirm that an officer has completed (i.e., validated) all requirements established by the applicable Military Qualification Standard (MQS) and is qualified in that specialty at that level.

**Character:** The sum total of an individual's personality traits and the link between a person's values and his behavior. It allows a person to behave consistently according to individual values, regardless of the circumstances. (FM 22-100)

**Coaching:** A form of teaching that involves communicating detailed instructions and on-the-spot feedback in a way that helps one learn a skill or accomplish a task. (FM 22-100)

**Cohesion:** The mental, emotional and spiritual bonding of unit members that results from respect, confidence, caring and communication. It is intertwined with discipline and is necessary for a unit to work as a smoothly functioning team. (FM 22-100)

**Company Level Branch Qualification:** Point in a Captain's career when he is considered to be fully qualified to assume any company grade branch position, e.g., completion of OAC and successful company command or equivalent branch experience.

**Common Core:** The set of officer skills, attributes, knowledge and proficiencies, based on the

Fundamental Principles of Officer Professional and Leadership Development that extends through all levels of professional development. The common core provides officers with a professional development guide for what he must *be*, should *know* and should be able to *do*.

**Communication:** The exchange or flow of information and ideas from one person to another. The process involves a sender transmitting to a receiver an idea, information, or feeling. (FM 22-100)

**Communication/Control Model:** A relatively new education and knowledge model which seeks to add an interdisciplinary and computer technology dimension to the existing widely used education theories. For further details, refer to the works of Dr. Doreen Steg referenced in the bibliography.

**Computer Assisted Instruction (CAI):** Any instruction which uses a computer to manage, generate or deliver instruction. In the PDOS desired system it is intended that CAI include:

- a. A data base which is common to and accessible by doctrine developers, combat developers, instructors, units in the field and individuals.
- b. Instructional packages which provide to the student an in-depth knowledge or may provide information at a refresher or familiarization level.
- c. Testing packages.
- d. Teaching aid packages for unit development programs.
- e. Authoring systems
- f. Menu-driven access to above packages

**Computer-Communication Based Instruction (CCBI).** The electronic methods component of the overall PDOS education and training methods strategy. CCBI places an emphasis on the following electronic technologies:

- a. Computer Assisted Instruction (CAI) and Interactive Video Disk (IVD) systems.
- b. Computer simulations (wargames).
- c. Computer conferencing.
- d. Artificial intelligence.
- e. Strategic planning/futures policy impact analysis tools/aids.
- f. Information storage and decision tools/aids.
- g. Knowledge bases.

The overall aim of CCBI is to increase the tempo of prudent, sound officer decision making under stress. The intermediate aims are to teach officers to learn faster and smarter, overcome combat skill obsolescence, enhance knowledge and skill retention and make computers a natural extension of the officer in peacetime and wartime workplaces.

**Computer Literacy:** The knowledge of what a computer is and the functions it may perform. One who is computer literate has the ability to apply computer-related terms, concepts and capabilities to one's job. Computer literacy skills equate to oral and reading skills. The concept of computer literacy in an education setting is not simply learning to manipulate a word processor or spread-sheet nor is it learning how to program a computer. Those tasks are skills-based which are learned through training. Within an educational context, computer literacy refers to the capability to use the computer as a tool for gathering, processing and communicating information related to the learning process. In an organizational setting, it refers to using it for intelligent application and amplification of learned knowledge and skills.

**Coordination:** Bringing into a common action, movement or condition; regulating and combining in harmonious action. (FM 22-100)

**Counseling:** Talking with a person in a way that helps that person solve a problem or helps to create conditions that will cause the person to improve his behavior, character or values. (FM 22-100)

**Courseware:** This term came into use as computer assisted instruction grew in order to provide a distinction between the software programs that control the hardware devices and the software tailored to providing instructional interactions. As it has come to be used, courseware refers to the materials of instruction that constitute applications programs administered by computer delivery systems.

**Courseware, "Smart":** Refers to computer courseware aimed at enhancing officer decision making capabilities. Such courseware will enable students to work smarter and faster by providing:

- a. Good access to relevant knowledge.
- b. Ease of computation.
- c. Ability to simulate situations that are too expensive, dangerous, or impossible to observe directly.

As a result of using "smart" courseware, officers can focus on concepts, theories, models, problem solving and decision making rather than on clerical tasks. They can achieve mastery of the art and science of war rather than just becoming familiar with it.

**Cross-Impact:** A decision (i.e., a human judgment made by an analyst) that an event, were it to occur in a computer simulation, will cause a change in the probability of the occurrence of another event or a change in the forecast of the trend level for a trend. The analyst makes pair-wise comparisons of each event on all other events and on all trends to determine if the first event in the pair-wise comparison would cause some sort of change in the second event or trend in the comparison. The cross-impact of an event-on-another-event has the effect of increasing or decreasing the probability of the occurrence of the impacted event should the impacting event actually occur in a computer simulation. The cross-impact of an event-on-a-trend has the effect of increasing or decreasing the level of the trend line should the impacting event actually occur in a computer simulation. The cross-impact data are entered into the INTERAX computer model along with event probabilities and trend levels.

**Cumulative Probability:** The increasing probability that an event will occur prior to a given year—as opposed to an "interval probability" which is the probability that an event will occur during a specific year.

**Defense Language Attitude Battery (DLAB):** A test which determines if an individual has the ability to learn a Foreign Language.

**DELPHI:** A technique used to obtain collective opinion among a group of experts while at the same time attempting to prevent forceful group members from dominating the discussion and stifling the contributions of other group members. A decision maker sends a questionnaire or set of issues to experts; they respond; they return their responses which are consolidated at a central location; and the analyst returns the aggregate of responses to the experts for a second round of responses. This process continues until the decision maker who is asking the questions is satisfied with the responses. The DELPHI technique employed by the PDOS Futures Team involved two rounds: A "questionnaire" round (see Appendix 3, Annex II for a copy of the DELPHI questionnaire), and a "conference" round at which respondents were offered the opportunity to change their original responses after there was group discussion on those questions for which there was large disagreement.

**Development Period:** A phase in an officer's career, bounded usually by promotion, during which he acquires a given set of cognitive skills, operates within specified bounds of authority, bears a certain level of responsibility and contends with some degree of complexity and uncertainty. The development period represents an envelope of assignments during which we can identify general and branch or functional area specific attributes, skills and performance standards for officers to attain based on the range of positions they are likely to hold.

**Discipline:** The prompt and effective performance of duty in response to orders or the taking of right action in the absence of orders. A disciplined unit *forces* itself to do its duty in any situation. (FM 22-100).

**Education:** This involves how to think and decide and the learning of new concepts. The result is the development and growth of the mind. A product of education is the acquisition of insight—an understanding of the meaning of concepts; an understanding of how to articulate one's intent and frame of reference; an understanding of contexts. The distinction between training and education is important in that it permits a comparison of present with future needs for the Army. This distinction underlies the general thrust of Annex P.

**Education and Training Methods:** Those methods which should be emphasized in order to support the individual officer, units and organizations and unit and school mentors in performing their professional development roles during each development period.

**Esprit:** The spirit, soul and state of mind of the unit. It is the overall consciousness of the unit which the soldier identifies with and feels a part of. (FM 22-100).

**Ethics:** Rules or standards that guide individuals or groups to do the moral or right thing. A code of ethics is a set of moral principles or values. (FM 22-100).

**Evaluation:** Judging the worth, quality or significance of people, ideas or things. (FM 22-100) A systematic process of determining the effectiveness of educational endeavors in light of evidence. It includes appraisal of achievement, diagnosis of learning and assessment of progress. PDOS specifically intends evaluation to be part of either the formal evaluation system (i.e., OER) or the selection process.

**Event:** A statement that something occurs at a specific point in time (as opposed to a "trend"

which is a statement that something has specific direction or movement). In the INTERAX process, an event has a set of cumulative probabilities of occurrence throughout the length of the model. For each event in the PDOS INTERAX model, there are 20 cumulative probability estimates for each year from 1984 through 2025.

**Frame of Reference:** The officer's breadth of perspective, a measure of his capacity to understand things and to assert control over them. The frame of reference is the sum total of an officer's understanding of himself, his role, his organization, his subordinates and the cause and effect in the flow of events around him, all of which determine his capacity for proactive control of his environment, his ability to deal with uncertainty and complexity and his perspective in terms of time.

**Futures Research:** A discipline concerned with the study of alternative futures. It treats long-term forecasting as an open-ended analytic problem and seeks to better understand the issues, the stakeholders and the uncertainty of the future from both controllable and uncontrollable forces. Some key features of the futures research approach are:

- a. It is a learning process.
- b. It explicitly includes uncertainty.
- c. It always includes time as an explicit variable.
- d. It seeks "robust" solutions (ones which remain favorable over prolonged periods and under a wide variety of scenarios).
- e. It is always part of a continuing process.

**Gestalt Based:** A school of thought which affirms that responses to experiences are based on an unanalyzable whole rather than on specific elements of a situation.

**Human Nature:** The common qualities of all human beings. (FM 22-100)

**Impression/Behavior/Role Models:** Theoretical education and knowledge models which form the basis for a majority of the Army's post-commissioning service school training.

**Insight:** Ideas and thoughts derived internally from an ability to see and understand clearly the nature of things. A necessary part of making judgments, of deciding, of "putting it all together," "of being aware," of wisdom and far-sightedness. Answers the question: What does *this*

mean? What is important in *this* situation? Insight cannot be taught directly, but can be induced by well educated, experienced faculty, using appropriate teaching methods. Generally, a product of education rather than of training.

**Insight Model:** Another education and knowledge model which has been widely used in some education situations but not in general in the American education system.

**INTERAX:** The acronym for the futures research process developed by Selwyn Frazier, PhD, Associate Director, Center for Futures Research, University of Southern California. The acronym INTERAX stands for "Interactive Analysis for Strategic Planning." INTERAX includes three parts:

- a. A "system model" defined by the universe of events and trends and their nominal data.
- b. A "cross-impact model" defined by the cross-impacts of events-on-events and events-on-trends.
- c. A "policy analysis" component which are the action-responses by decision makers or analysts to the "flow" of events and trends in a computer simulation.

**INTERAX Process:** A term used throughout this document to describe the collective use of the components of INTERAX.

**Knowledge:** Information, data, facts, theories, concepts. The factual basis of any course of learning. Answers the question: What should I know? May be achieved by many learning methods. Knowledge is highly perishable if not used routinely.

**Leadership That Implements:** Communicating, coordinating, supervising and evaluating. (FM 22-100)

**Leadership That Motivates:** Applying the principles of motivation, teaching, coaching and counseling. (FM 22-100)

**Leadership That Provides Direction:** Goal setting; identifying, analyzing and solving problems; decision making; and planning. (FM 22-100)

**MEL 4 Distribution Plan:** A distribution plan developed at HQDA which defines a specified minimum allocation of officers possessing a Military Education Level (MEL) 4, or Command and Staff College level education, commensurate with established priorities.

**Mentor:** A leader involved in developing (through education, socializing and training) an individual by being for that individual a role

model, teacher, coach, advisor and guide. A school faculty mentor has the additional responsibilities of writing doctrine and developing courses and courseware.

**Military Leadership:** The process by which a soldier influences others to accomplish the mission. He carries out this process by applying his leadership attributes (beliefs, values, ethics, character, knowledge, and skills). (FM 22-100)

**Military Qualification Standards (MQS):** An Army-wide officer training system that identifies the skills and knowledge which officers must acquire in order to perform his duties effectively. It involves the officer, his commander and the service school in his professional development.

**Military Technician:** Excepted service employees of the Reserve Components who provide full-time support to units of those components and who must be members of the supported RC unit.

**Military Tasks:** Those tasks and skills in which an officer must be proficient during his career. They describe standards one must attain to be able to perform successfully now and in the immediate future.

**Monte Carlo:** A technique for randomly selecting whether an event occurs or does not occur in a trial run of a computer simulation. In the computer program of the INTERAX, this process occurs to determine which set of events are picked in order to create an alternative futures scenario.

**Morale:** The mental, emotional and spiritual state of an individual. It is how a soldier feels—happy, hopeful, confident, appreciated, or worthless, sad, unrecognized, depressed. High morale strengthens courage, energy and the will to fight. (FM 22-100)

**Motivation:** The combination of a person's desire and energy directed at achieving a goal. It is the cause of action. Influencing people's motivation means getting them to want to do what you know must be done. (FM 22-100)

**MQS I:** Provides the officer with the military skills, knowledge and education which are required of an officer to embark upon a successful career in the US Army. Performed at pre-commissioning.

**MQS II:** Provides the officer with the skills and knowledge for initial branch qualification and to continue to broaden and deepen his professional military education performed at the lieutenant level.

**MQS III:** Provides the officer with the skills and knowledge to qualify those officers in his

specialty at the intermediate level and to continue the broadening and deepening of his professional military education; performed at the captain level.

**MQS IV and V:** Provides the officer with the skills and knowledge to acquire the fundamentals of Army and Joint staff procedures and expand their basic knowledge of the doctrinal basis for combined arms employment; performed at the major and lieutenant colonel level.

**MQS Manuals:** Common or specialty task manuals. They provide a set of standardized tasks, common and branch specific, that explain the "why, what, who, where, when and how" for each task.

**Multiple (Composite) Scenarios:** A set of scenarios run during a single computer simulation generated from a single random number. The PDOS Futures Team ran nine sets of multiple (composite) scenarios each of which contained 25 scenarios. The resulting graphs of the trend lines show three lines for each trend: an outline of the upper-limit which a single scenario (of the 25 scenarios) could have taken, an outline of the lower-limit and an outline of the average.

**Nominal Data:** The cumulative probabilities for events and forecast of trend levels for trends generated by the "experts" and placed in the INTERAX model. The nominal data is referred to as the "system model" in the INTERAX (see the definition for INTERAX, above).

**OPMD Managed Officers:** Officers who are managed by the Officer Personnel Management Directorate, US Army Military Personnel Center.

**Performance Measures:** Trends in an INTERAX model which are considered as measures of the performance of the decision maker's system/organization/future.

**Physical Confidence and Health:** Vigorous, demanding physical activity, physical well-being and the self-confidence engendered by regular physical activity regardless of age. Physical confidence also enhances the self-image.

**Policy:** A set of events in the PDOS INTERAX model which reflect the specific implementation of PDOS-recommended policies.

**Policy Impact Analysis:** A systematic way to examine possible future impacts of policies and their interactions.

**Practiced, Practical Judgement:** An ability to determine the vital from the unimportant, the immediate from the casual and truth from deception. It is improved by experience.

**Professional Army Ethic:** The basic professional beliefs and values that should be held by all soldiers: loyalty to the ideals of the Nation, loyalty to the unit, personal responsibility and selfless service. (FM 22-100)

**Professional Development (PD) ROADMAP:** Describes and provides guidance for the officer's professional development.

**Professional Development Periodical:** Published news and policies affecting all officers to include policy changes, board dates, zones of consideration and changes in the "Common Core."

**Professional Military Education (PME):** A portion of MQS I which requires an individual to complete one undergraduate course from each of the following designated fields of study: Written Communications, Human Behavior and Military History. Also, it consists basically of a reading program composed of selected items from various sources.

**Random:** Of or designating an event having a relative frequency of occurrence that approaches a stable limit as the number of observations of the event increases to infinity. A random number generator is used by the INTERAX computer program to determine if an event has occurred during a given time period. If the random number is equal to or greater than the probability of the event, the event is deemed to have occurred by the computer.

**Reserve Components:** Army National Guard of the United States and the United States Army Reserve.

**Scenarios:** Alternative futures generated by the INTERAX computer model.

**School Year (SY)/Academic Year (AY):** A period normally encompassing two semesters or equivalent. Vacation periods and summer session are not normally included.

**Simulation:** An INTERAX computer run which generates either single or multiple scenarios (alternative futures).

**Single-Minded Tenacity:** An imaginative, driving intensity to accomplish the mission using everything that was available or could be created.

**Single Scenario:** A single alternative future generated by the INTERAX computer model which lists events and the year in which they occurred plus a list of trends as modified by the occurrence or non-occurrence of events during the simulation. The scenario may also contain a

narrative of the simulation as interpreted by an analyst.

**Skills:** Abilities which can be developed and are manifested in specific levels of performance. They may not be manifested in the "potential" to do other or higher levels of performance. Are developed through learning so as to manipulate factual knowledge. Answers the question: What should I be able to do? Categories of skills include:

a. Information-retrieval skills—reading, researching, hearing.

b. Communication skills—writing, speaking, using languages.

c. Technical and tactical skills—performance within a specific activity; e.g., map reading, marksmanship.

d. Human relationship skills—the ability to work effectively as a group member and to build cooperative efforts within a team.

e. Leadership skills (e.g., counseling).

f. Analytical and conceptualization skills—problem identification, problem solving, decision making, planning, estimating the situation, synthesizing, inducing, structuring, systems analyzing. These skills vary at different cognitive levels.

**Soldier:** A man or woman serving in an army; member of an army; a person of military experience or military skill; a person who works for a specified cause; a skilled warrior; a militant leader, follower or worker.

**Stress:** Pressure or tension; any real or perceived demand on the mind, emotions, spirit or body. (FM 22-100)

**Suppress:** To prevent an event from occurring during an INTERAX computer simulation.

**System-Wide Issues:** The name given by the PDOS Study Group to a concept (e.g., "warrior spirit," "art and science of war") that was not peculiar to a particular Development Period (e.g., Development Period: Captain). The analysis of these issues provided the threads to weave the fabric that ties the desired Officer Professional Development System together. A specific system-wide issue was treated as a trend (specifically, a performance measure) in the INTERAX model. The nominal trend value was given as "1.00" from 1984 through 2025 by Futures Team analysts and was cross-impacted by selected events.

**Supervision:** Keeping a grasp on the situation and ensuring that plans and policies are implemented properly. (FM 22-100)

**Teaching:** Creating the conditions that cause someone to learn and develop. Coaching, counseling, rewarding and taking disciplinary measures are all part of teaching. (FM 22-100)

**Terrain Sense:** The ability to quickly, almost intuitively, tactically judge terrain.

**Trait:** Any distinguishing quality or characteristic of a person. A person demonstrates that he possesses a trait, such as moral courage, by consistently behaving in a morally courageous way, regardless of the situation. For a trait to be developed in a person, the person must first believe in and value that trait. For example, before a person can have moral courage, he must believe in and value moral courage. Therefore, moral courage must be a belief and a value for a person before it can become a trait of that person. (FM 22-100)

**Training:** Yields *skills* for performing duties in specific work assignments. Teaches individuals how to do something. Learning some specified pattern of behavior. It transmits past experience or "known" knowledge.

**Transition Point:** The time between development periods when an officer, having completed one phase of duties, prepares for the next in which his frame of reference must be broader if he is to perform successfully. Transition points imply the need to expand an officer's frame of reference through intensive education or training before he enters the new development period.

**Trend:** A statement that something has specific direction and movement (as opposed to an "event" which is a statement that something occurs at a specific point of time). In the INTERAX process, a trend has a set of forecasted levels which indicate a shift from an assumed value for 1984 (in the PDOS INTERAX model). The values can be numbers from real data (e.g., population figures); they can be a "multiplier" which can be used later when real data can be found (e.g., "1.00" for 1984 and shifts from 1.00 throughout the rest of the years in the model); or they can be set as an "index" of 1.00 throughout the entire model and then cross-impacted by selected events to show shifts as a result of those event occurrences or non-occurrences (e.g., Army esprit de corps is a trend in the PDOS INTERAX model which has a nominal forecast of 1.00 throughout the model; it is, however, cross-impacted by selected events and would appear as shifted in a given scenario).

**Troop Program Units:** Organized units of the ARNG and the USAR.

**Values:** Ideas about the worth or importance of things, concepts and people. They come from a person's beliefs. (FM 22-100) Includes attitudes toward professional standards such as duty, integrity, loyalty, patriotism, public service, taking care of one's subordinates, accomplishing the mission. Answer the questions: What do I believe? Where do I draw the line? Values, like insights, must be derived by the individual, personally, if values are to have meaning. Values may be derived, induced or precipitated by knowledge about values, their importance to professionalism and the statements and behaviors of others (specifically mentors) about personal commitment to values.

**Validate:** To verify that the desired goal and objective have been achieved.

**Validating Officer:** The officer designated by the certifying officer that validates specific requirements of MQS. This is usually the officer's commander or immediate supervisor.

**Warrior:** A person engaged in or experienced in war, warfare or battle; a fighting man; soldier, serviceman, military man; brave fighting man, legionnaire, man-at-arms, rifleman.

**Warrior Spirit:** The state of mind and preparedness required of each officer which blends all the physical, mental, moral and psychological qualities essential for an officer to successfully lead the Army in its mission of protecting the Nation.

#### Abbreviations:

AC: Active Component.  
ACS: Advanced Civil Schooling.  
ADP: Automatic Data Processing.  
AFSC: Armed Forces Staff College.  
AG: Adjutant General Corps.  
AGR: Active Duty Guard/Reserve.  
AMSP: Advanced Military Studies Program.  
ARNG: Army National Guard.  
ARPERCEN: Army Reserve Personnel Center.  
ASI: Additional Skill Identifier.  
ATR: Annual Training Requirement.  
AV: Aviation Branch.  
CAI: Computer Assisted Instruction.  
CAS3: Combined Arms and Services Staff School.  
CGSOC: Command and General Staff Officers Course.  
COMP: Comptroller.  
CM: Chemical Corps.



**CSA:** Chief of Staff, Army.

**CSC:** Command and Staff College; a broad term used to describe Command and General Staff College and institutions which produce a Military Education Level 4 status.

**EAC:** Echelons Above Corps.

**EPMS:** Enlisted Personnel Management System.

**EPDS:** Enlisted Professional Development System.

**FAO:** Foreign Area Officer.

**FI:** Finance Corps.

**Field Grade Officer:** The grades of major and lieutenant colonel.

**FD:** Force Development.

**FTS:** Full-Time Support.

**IMA:** Individual Mobilization Augmentee.

**INV:** Inventory.

**IRR:** Individual Ready Reserve.

**LEDC:** Logistics Executive Development Course.

**MEL 4:** Military Education Level 4; completion of the Command and General Staff College or equivalent.

**MI:** Military Intelligence Branch.

**MILPERCEN:** Military Personnel Center.

**MP:** Military Police Corps.

**MQS:** Military Qualification Standards.

**MUSARC:** Major United States Army Reserve Command.

**NGB:** National Guard Bureau.

**NUC WPN:** Nuclear Weapons.

**OCAR:** Office of the Chief Army Reserve.

**OD:** Ordnance Corps.

**OAC:** Officer Advanced Course.

**OBC:** Officer Basic Course.

**OPDS:** Officer Professional Development System.

**OPMS:** Officer Personnel Management System.

**OPSEC:** Operations Security.

**ORSA:** Operations Research and Systems Analysis.

**OTEA:** Operational Test and Evaluation Agency.

**OTRA:** Other Than Regular Army.

**PA:** Public Affairs.

**PD:** Professional development.

**PDOS:** Professional Development of Officers Study.

**PER MGMT:** Personnel Management.

**PMC:** Program Manager Course.

**PPBES:** Planning, Programming, Budgeting and Execution System (US Army version of PPBS).

**PPBS:** Planning, Programming and Budgeting System (DOD System).

**P & P:** Procurement and Production.

**QM:** Quartermaster Corps.

**Quality:** A trait or characteristic of a person (FM 22-100).

**RC:** Reserve Components (i.e., US Army Reserve and National Guard).

**RETO:** Review of Education and Training for Officers.

**SC:** Signal Corps.

**SIGSEC:** Signal security.

**SP OPNS:** Special Operations.

**TC:** Transportation Corps.

**TDA:** Table of Distribution and Allowances; generally, organizations designed by field commands to perform specific functions.

**THS:** Transient, Holding, School.

**TOE:** Table of Organization and Equipment; generally refers to "line" units; field units; units with a wartime mission.

**TPU:** Troop Program Unit.

**TWI:** Training With Industry.

**USAR:** United States Army Reserve.

## Annex D

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