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A Review of Education and Training for Officers

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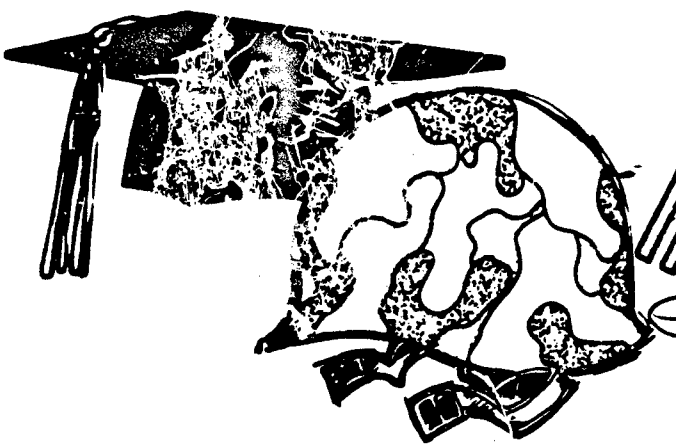

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REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

(RETO)

VOLUME 1 - AN OVERVIEW

30 June 1978

Prepared by

A Study Group for the

Review of Education and Training for Officers

DACS - OTRG

Headquarters, Department of the Army

Washington, D.C. 20310

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

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PREFACE

After having been given the task of conducting a review of officer education and training, one could ask the obvious question: What factors might require changing the Army Officer Education and Training System? It seems like a fair question. Haven't we had good officer schools since before World War II? Didn't Winston Churchill suggest it was that school system that had prepared us to expand from an Army of two hundred thousand in 1939 to almost six million 3 years later? So, what's new?

The first thing to come to mind is sophisticated new weapons systems — of greater range with an order of magnitude improvement in accuracy and lethality. And everyone seems to have them. Many of these were used by both sides in the 1973 Mid-East war. There is little or no technology gap between us and our potential enemies today. Wherever the truth lies in strategic nuclear balance, there is no question our conventional forces should expect to be outnumbered in people and modern weapons. The difference between victory and defeat will likely lie in the difference between the quality of our people and those of the enemy.

Thus, the imperative is that the training of our officers and soldiers must be better than our potential adversaries. If Churchill were to assess the current scene his evaluation of our school system might not be as complementary as it was at the end of World War II.

Following a detailed study of the 1973 Mid-East war, the U.S. Army Training and Doctrine Command began revising school curricula to emphasize technical competence in the operation and employment of our weapons systems. Funds, however, were not available to lengthen the courses. The result -- some of the more traditional subjects relating to officer development were dropped out.

Despite the changes made, it was generally agreed in the spring of 1977 that we were not yet producing officers with the desired level of military competency. The Office of Management and Budget complicated matters by asserting that too many resources were being devoted to Officer Education and Training. One alternative they suggested would have reduced costs by 75 percent.

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In that environment, the Chief of Staff of the Army directed me to conduct a Review of Officer Education and Training from precommissioning through career completion, to determine our requirements based on Army missions and individual career development needs, and to propose policies and programs to meet those needs.

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

CHIEF OF STAFF

Memorandum

U. S. ARMY

DISTR A EXPIRES 31 August 1978

CSM 77-5-42

DATE 31 August 1977

SUBJECT: Officer Training and Education

FILE CS334 Off Trng & Educ Rev Gp (31 Aug 77)

ACTION OFFICER/EXT

LTC Legge/70260

MEMORANDUM FOR: HEADS OF ARMY STAFF AGENCIES

1. PURPOSE. This memorandum provides for the establishment of the Officer Training and Education Review Group (OTERG) within the Office of the Chief of Staff, Army.

2. DESIGNATION OF CHAIRMAN. BG (P) Benjamin Harrison is designated as Chairman, OTERG, concurrently with the establishment of the position.

3. MISSION. The mission of the OTERG is to determine officer training and education requirements based on Army missions and individual career development needs. Based on those requirements, develop training and education policies and programs which combine self-development, unit development, and institutional development in a phased schedule from pre-commissioning or pre-appointment training through career completion. Develop these programs with the prospect of implementation in a constrained resource environment; present the programs to the Chief of Staff, Army for approval and coordinate the integration of approved programs into the FY 80-84 program.

4. COMPOSITION. The OTERG will be comprised of a general officer (chairman), an executive officer (06), approximately eight team leaders (0-6 & 0-5), approximately thirty team action officers (0-5 & 0-4) and a consultant (either civilian educator or distinguished soldier/scholar recalled to active duty for the duration of the review).

5. STAFF RELATIONSHIPS.

a. The Chairman, OTERG, reports directly to the Chief of Staff, Army.

b. The Chairman, OTERG, is authorized direct access to Army and other Service Staff agencies, the Office of the Secretary of the Army, the Office of the Secretary of Defense, major Army commands and their sub-elements, and staff support and field operating agencies.

c. The Chairman, OTERG, has delegated authority of the Chief of Staff, Army within the policy guidance prescribed in the mission statement.

d. Establishment of this group does not relieve Army Staff elements and/or MACOMs of their assigned staff and command responsibilities. The Chairman, OTERG, will maintain close and continuous coordination with the Army Staff and MACOMs.

DAS FORM 65, 1 MAR 66

SUBJECT: Officer Training and Education

6. CONSULTING BODY. A general officer board (composition to be determined) is established to provide consultation and advisory service to the Chairman, OTERG.

7. ADMINISTRATIVE AND RESOURCE SUPPORT.

a. Officer and enlisted members of the review group will be provided by MILPERCEN; they will be assigned to MILPERCEN in an authorized overstrength status and attached to the Office, Chief of Staff, Army.

b. Subject to approval by proper authority, the Chairman, OTERG is authorized to retain a full-time consultant in educational affairs and/or a consulting firm as requirements demand.

c. Administrative support (space, clerical and equipment) will be provided by DDAS(ES), OCSA.

d. Funds for travel, per diem, and overtime will be provided by OCSA.

BY DIRECTION OF THE CHIEF OF STAFF:

JOHN R. McGIFFERT
Lieutenant General, GS
Director of the Army Staff

REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

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REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

EXECUTIVE SUMMARY

The Chief of Staff of the Army (CSA) directed in August 1977 that a Review of Education and Training of Officers (RETO) be conducted as a matter of importance. A massive data collection effort was undertaken shortly thereafter, including a description of every officer duty position, a comprehensive survey of officer opinions and attitudes, an extensive study of other systems (other services, foreign armies, industry, and academia), numerous interviews, and, of course, a review of literature previously published on the subject.

It may be fairly said that the study team has maintained a steady focus on Army requirements. The system proposed for satisfying those requirements accounts for complete career education and training needs to accomplish Army missions.

Because the study recommends a system, it is important to note that no single recommendation should be considered in isolation. Some eliminations and reductions to current programs as well as additions and expansions are suggested. Certain of these changes may be viewed with apprehension because of the departure from today's approach to the problem. None should be taken out of context, however.

Annex A provides for phasing in of the system from FY 79 to FY 89. A summary view comparing current and proposed systems appears at Annex B to the Main Report. Some key features of the 1990 system include:

- New approaches to current precommissioning problems. Tests of programs like 2-year ROTC, College Graduate Officer Candidate School for men and women drawn from non-ROTC institutions, and an adaptation of the Marine Corps Platoon Leader Course should be conducted. Accession screening for all candidates is in order.

- Establishing Military Qualification Standards (MQS) which will combine self-development, unit development, commander responsibility, and institutional learning in an unambiguous guide for every young officer in each entry specialty through the 10th year of service.

- Reshaping the advanced course significantly. Some skills now taught in the advanced course will be taught earlier in the expanded basic course, while others will be taught later at a new Combined Arms and Services Staff School (CAS^3). The majority of the present advanced course skills will be learned in company command courses and other TDY functional courses, or will be learned on-the-job as part of MQS.

- Establishing a new Combined Arms and Services Staff School at Fort Leavenworth to ensure that 100 percent of the officers selected for major receive required staff training.

- Reducing attendance at the U.S. Army Command and General Staff College Regular Course to 20 percent of the officers selected for major.

- Providing precommand courses for all commanders regardless of component or specialty.

- Expediting U.S. Army War College development of wargaming simulation capabilities for instruction in the conduct of land warfare in joint, combined and coalition environments.

- Providing for the continuing education of general officers, particularly as they move from one position to another.

- Offering a myriad of recommendations for evolutionary change to other traditional education and training experiences and to most commissioned and warrant officer Speciality Codes.

The entire system presumes each part will build on what precedes, prepare for what is imminent, and provide the foundation for what will later follow. If officer learning is to be such a continuous process, it follows that some of the recommended changes must be introduced sequentially. Accordingly, the earliest full-blown operation of the proposed system is FY 89.

In spite of traditional limitations in available training times, Reserve Component officers will find professional education and training under the proposed system attuned to their needs, more readily available, and consistent with that offered for Active Duty officers.

In short, the RETO product constitutes a system encompassing total career education and training needs. It extends from pre-commissioning through career completion, covers both Active and Reserve Components, and is adaptable to force expansion. It is consistent with the Officer Personnel Management System (OPMS), limits resource demands to those necessary to support bona fide requirements, and meets the challenges of the 1990's.

REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

CHAPTER I

GENESIS, ACKNOWLEDGEMENTS, AND ORGANIZATION

Introduction

It is sobering to realize that most decisions which could dramatically alter the Army's equipment posture before 1990 have already been made. Even under the best of circumstances, long lead times for developing, testing, tooling, classifying, and finally fielding military hardware are facts of life. These systems acquisition imperatives tend to dictate the Army's concepts, doctrine, and personnel policies rather than the obverse. Moreover, capital costs are so high that, once a particular weapons system is finally introduced, it will likely remain in the inventory a decade or more.

The Army needs to forecast its personnel needs at least as well as its equipment requirements. The correct skills have to be available at the proper rank in the right place at the needed time if sophisticated weapons systems are to be effectively employed. Doctrine and concepts must exist even before skills are acquired.

In short, the Army needs to forecast accurately and implement rationally the integration of equipment, people, and concepts. Further, because the Army, more than any other service, is people-oriented, focusing on the professional development of its personnel is all the more important.

From time to time in years past, major reviews of officers' education and training have been undertaken. The Haines Board, the Norris Report, and others have sought to reconcile pressures, apparent education and training needs, and available assets (facilities, faculty, and courses). Each has precipitated changes in professional development procedures. This study is a logical extension of that series.

Unlike its predecessors, however, it seeks to build a system from the whole cloth of the Army's projected requirements rather than simply modify an existing system to perceived environmental changes. The 1990's will present severe and sometimes unpredictable challenges to the officer corps. An effective system for the professional development of officers must be implemented to meet those challenges.

For that reason, this review of education and training is unprecedented in its approach. It is the profession which will be practiced by Army officers of the 1990's on which we focus -- the responsibilities they must shoulder, the duties they must perform, their skills and abilities and their personal traits of character.

Forces and Pressures

However inevitable it may have been, phasing down from the wartime years in Vietnam has introduced a trauma in the officer corps. As the size of the Army was reduced, officer reductions in force occurred and confidence in career security was shaken. The Volunteer Army was superposed upon a system that had endured for decades with the notion that every youth owes service to his nation if called upon. Increasing sophistication and recognition of the necessity for special skills -- especially in combat arms officers whose abilities needed to be tapped early but for whom no slot could be found later on -- led to the introduction of a new Officer Personnel Management System (OPMS). (Indeed, OPMS was as much an institutionalization of existing practice as it was a new creation.) In fact, despite major variations in size, mission, and composition of the officer corps over a long period, the system for educating officers had changed very little. Now the focus was once again upon Europe and a time for taking stock was at hand.

An obvious fact had been obscured by the scope and depth of the Army's involvement in South East Asia. Potential enemies in Europe had improved their armed forces in both quantity and quality, and the prospect of a "come-as-you-are-war" had to be faced. Thoughtful senior Army leaders voiced grave concerns about the timeliness -- or sometimes even existence -- of doctrine suited to the challenge. No doomsayers these, they underscored their warnings by noting that, although capabilities will be improved through technological advances and 40 new systems to be introduced by 1985, continuously updating and maintaining the expertise of the officer corps is an immutable imperative.

Modernizing military equipment never has been inexpensive, but when it occurs during periods of unusually high inflation and strong nondefense program competition, it is bound to generate pressures for offsetting savings. So it was not surprising that in 1976 the Senate Armed Services Committee recommended reductions in the Army's training establishment and that in early 1977 the Office of Management and Budget (OMB) prepared Issue 17 which proposed minimum education and training resource levels far below seemingly austere current programs.

This is the backdrop against which the RETO study directive is sharply silhouetted.

Formation of RETO

RETO was established officially by a Chief of Staff Memorandum (CSM) of 31 August 1977 and assigned this mission:

> ". . . to determine officer training and education requirements based on Army missions and individual career development needs. Based on these requirements, develop training and education policies and programs which combine self-development, unit development, and institutional development in a phased schedule from precommissioning or preappointment training through career completion. Develop these programs with the prospect of implementation in a constrained resource environment; present the programs to the Chief of Staff, Army for approval and coordinate the integration of approved programs into the FY 1980-84 program."

A skeleton organization had already begun to function by the latter part of August. Even as the awe of task size dawned on each new member of the study group, so too did the utmost importance of this undertaking. Indeed, the destiny of an Army is, in a very real sense, in the hands of those responsible for the development of its leaders.

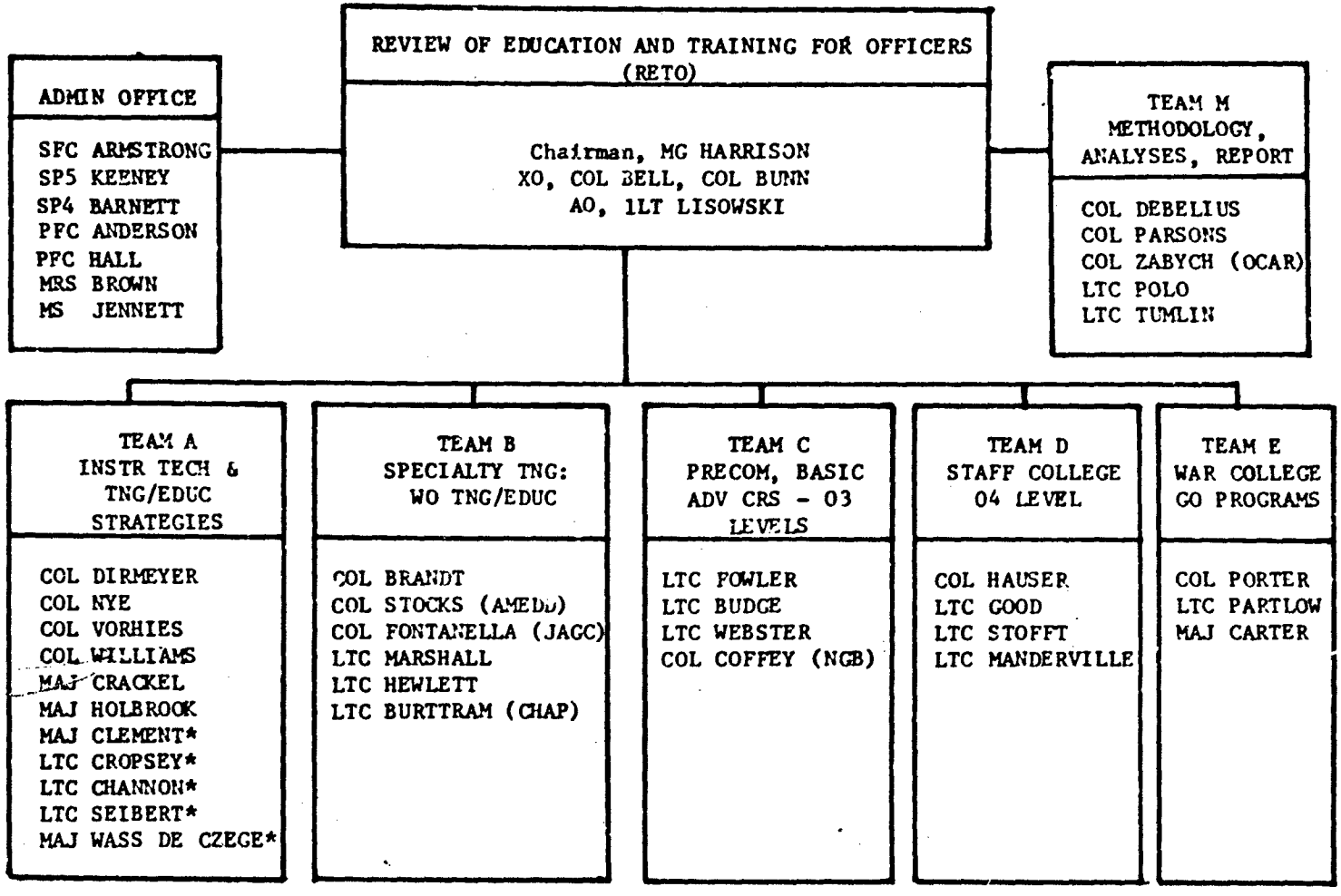
Figure I-1 displays the organization of the RETO group and Table I-1 lists the full names of all members who served with it. But a debt is owed to many others whose work is acknowledged in succeeding paragraphs.

Acknowledgements

Certain contributors in particular deserve the gratitude of the Army:

- The Advisory board met as a group with the RETO organization on three separate occasions. Each time, their penetrating insights, astute observations, and in depth questions served to sharpen and improve the emerging education and training system. In addition, the time they took from their demanding duties to read voluminous "think pieces" and to listen to individual briefings has been most

ORGANIZATION OF THE STUDY GROUP



*PART TIME OR TDY

FIGURE I-1

TABLE I-1

MEMBERS OF THE RETO STUDY GROUP

MG Benjamin L. Harrison
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COL Harold W. Vorhies
COL Dudley T. Bunn
COL William L. Hauser
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COL Bobby B. Porter
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helpful. The Advisory Board consisted of:

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Lieutenant General Robert M. Shoemaker
Lieutenant General Eugene J. D'Ambrosio
Lieutenant General Edward C. Meyer
Lieutenant General Robert G. Gard
Lieutenant General De Witt C. Smith
Lieutenant General John R. Thurman, III

• A number of senior officers met with us in October 1977 for an Action Planning Conference. Some of that initial group and others participated in conferences in January, February, and April, offering the leavening of expert thought from top management of diverse organizations:

Major General John N. Brandenburg
Major General Harold B. Gibson
Major General Thomas U. Greer
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Colonel Kenneth D. Cowan
Colonel Jimmy W. Smith
Colonel James A. Teal, Jr.

Lieutenant Colonel Frank M. Alley
Lieutenant Colonel Carmen J. Cavezza
Lieutenant Colonel Thomas R. Gordon
Lieutenant Colonel Taft C. Ring

Major Gene R. Williams

• The Strategic Studies Institute at Carlisle Barracks supervised preparation of a major study* in record time, allowing RETO to appreciate trends which are likely to change the face of the Army before the end of the century.

• Outstanding support from a number of organizations has been obtained throughout the study. Of especial value has been the work of:

— The U.S. Army Training and Doctrine Command (TRADOC), which demonstrated a remarkable degree of professionalism and an outstanding reputation for responsiveness.

— The Office of the Comptroller of the Army, which provided rapid cost estimates for even more rapid changes to emerging alternatives.

— The U.S. Army Military Personnel Center (MILPERCEN), on which we relied for technical assistance in preparing our survey and computer programming and processing allowing voluminous raw data to be turned into useful information, and without which the study could not have been completed.

— The Officer Systems Analysis Group (OSAG) of MILPERCEN, into whose territory we have frequently had to venture, and on whose data base and expertise we have had frequently to rely. OSAG was particularly helpful as well in assisting us to prepare, distribute, and process a comprehensive survey in record time.

— Specialty proponents at Department of the Army (DA), at MILPERCEN, and especially at Army schools who undertook the formidable task of analyzing every officer position in the Army and completed it on schedule in one month's time with a product having remarkable quality and usefulness.

— The Army Research Institute for the Behavioral and Social Sciences (ARI) which provided valuable analyses of the officer survey and the general officer interviews. ARI was the originator as well of the duty module concept which has been important in the description of every officer position.

*The Army Environment, 1985-1995

-- The Publication's Directorate, The Adjutant General Center; and the Baltimore Publications Center who printed, packaged and mailed our survey in an almost impossibly short time.

Organization of the Study

This study is in a very real sense the product of the officer corps. The study team itself averaged about 30 in number; at least 100 general officers contributed through interviews and other inputs; several hundred officers were involved in the position analysis, and nearly 14,000 took the time to respond to comprehensive surveys. So many subjects have been studied so thoroughly by so many that the report was bound to be voluminous. To allow rapid assimilation of the desired degree of familiarity, this study is organized to provide a broad overview of the overall RETO effort, in depth discussions of various subject areas, and certain information for which the need is limited.

The broad overview is contained in this Main Report. At the end of most chapters, a "Guide to the Annexes" affords the reader a ready reference for a more thorough investigation of subjects of special interest to be found in succeeding volumes. Finally, information such as detailed analyses of each specialty will be most useful to particular proponents and is therefore published on a limited distribution basis. Should the need arise for use by others, Annex X notes points of contact which are slated to become the repositories for such data.

We have tried throughout the study to reduce usage of terms such as "he" or "his" since equally important contributions should be expected from male and female officers. To the extent that the study uses the male gender to reduce awkwardness, the reader is asked to consider all such parts to apply as well to female officers.

REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

CHAPTER II

METHODOLOGY

No matter how grandiose the plans nor how novel the innovations, most major study efforts tend to include a number of identifiable, though sometimes overlapping, phases: Defining the problem; research and data collection; data reduction and analysis; formulating and testing hypotheses, concepts, and/or alternatives; and termination -- usually by way of findings and recommendations. Also intermingled are unplanned periods of uncertainty and frustration as simple answers to complex issues fail to surface.

Not surprisingly, the RETO effort has followed this classic pattern.

Defining the Problem

Confronted with the mission to determine officer education and training requirements for Army missions, ours was a skeptical response: "Easier said than done," we argued with ourselves. "The Army doesn't even seem to have a good handle on its officer requirements today, let alone 10 to 15 years from now. How, then, can we be expected to determine officer education requirements?"

Thus did we embark upon an uncharted course which led us inexorably to the early conclusion that education and training needs had to be described in terms of the profession. We ultimately refined our initial "how?" to include the list displayed in Figure II-1. But the sharper our focus on the problem, the more obvious became the dearth of available data. To be sure, there was proliferation of previous officer education and training studies. Nowhere to be found, though, was there evidence of hard quantitative support for past recommendations. Professional judgment and long experience had been the foundations upon which officer education and training decisions had been built. We had no intention of impugning professional opinion -- indeed we actively and avidly solicited it -- but the absence of hard data was clearly a void we had somehow to fill.

HOW TO DESCRIBE REQUIREMENTS

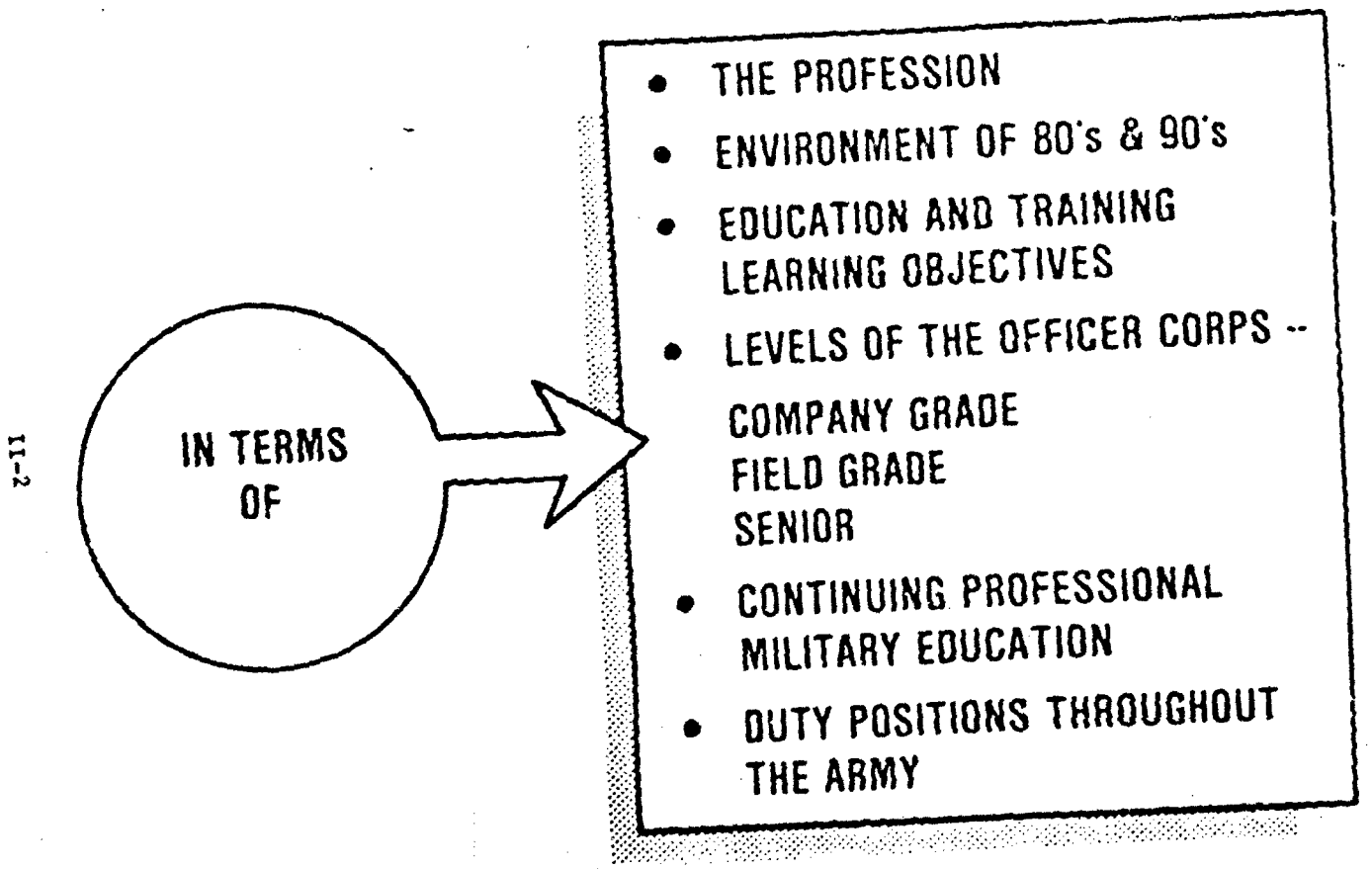


FIGURE II-1

Research and Data Collection

There was simply no escaping the fact that if we aspired to do a new and believable study, we had to document skills and knowledge required by grade and specialty for each duty position for officers in the entire Army. Yet, TRADOC had already foreseen a need for detailed front-end analysis, task by task, position by position, grade by grade in the Army. Given sufficient priority and adequate resources, it might be done, they advised, in 4 or 5 years! Clearly, RETO had to modify its thinking or expand its planned existence.

Fortunately, the U.S. Army Research Institute for the Behavioral and Social Sciences had done some research which suggested that there are logical clusterings of job tasks. Terming these clusters "duty modules," they had constructed a list which fit well the description of the combat arms positions and lent itself to expansion to cover all specialties. (Figure II-2 shows an example of the relationship between a duty module and the tasks included within in.)

Though still formidable, a thorough analysis of every position in terms of its duty module components was at least possible. Furthermore, we were convinced that duty modules would be sufficient to permit useful comparisons of alternative systems for the Army as a whole. However, those who would later design specific curricula and course content would still need the detailed front-end analysis. A pilot test was conducted in October 1977. Final procedures and instructions were developed, and by early November 1977, a heavy requirement for concentrated analysis was placed upon specialty proponents at DA, MILPERCEN, and upon every training proponent (the bulk of which, of course, are the Commandants of the various Army schools).

In a period of about 6 weeks, some 18,000 computer punch cards were generated, describing nearly 6,000 positions in terms of approximately 900 duty modules. Not only did proponents determine which duty modules had to be associated with each job, but they also provided information regarding best learning methods, number of requirements for each position type, and other data as described in detail in Annex K.

While this position analysis was expected to provide some insight into Army requirements for certain types of skills within the officer corps, it was also important to probe individual officer desires. Clearly, we had to gauge the impact of possible education and training strategies on the motivation and commitment of the officer corps. Indeed, the RETO mission included a clear charge to determine requirements based on individual career development needs, as well as Army missions. A comprehensive survey was prepared and mailed to almost

SAMPLE OF RELATIONSHIP BETWEEN DUTY MODULE AND TASKS

DUTY MODULE	ASSOCIATED TASKS
DUTY MODULE 1-A-2 Performs general administration	0014 Prepare administrative SOPs and instruction. 0015 Monitor security of classified documents. 0003 Prepare and review administrative correspondence, memorandum, and reports. 0006 Establish and monitor arrangements for collection and distribution of mail within unit. 0008 Screen incoming correspondence and distribute for action or information. 0017 Establish and operate suspense system. 0018 Authenticate orders and official correspondence. 0019 Establish and post files of records and regulations. 0012 Review, interpret and apply directives and information. 0020 Schedule appointments, conferences, and other such activities. 0021 Provide for reproduction and duplication services. 0004 Prepare and review unit journal, historical records and morning report (or change reports for centralized systems). 0005 Administer unit funds. 0007 Establish and operate unit message center. 0013 Prepare daily bulletin or similar publication.

FIGURE II-2

one-fourth of the Active Army commissioned and warrant officer corps, including medical, legal, and ecclesiastical commissioned officer specialists. Specifically tailored versions of the survey addressed areas of unique interest to each of the officer groups. Response rates among these groups ranged from about 50 percent to almost 70 percent. Reasonable statistical reliability of survey attitudinal data was achieved in all but a few low population career specialties.

Convinced that the U.S. Army has no monopoly on good ideas, we conducted extensive reviews of other systems for education and training. We looked at the Navy, Marine Corps, and Air Force, of course, for officers of all the services share many of the burdens and the challenges detailed in Chapter I. Civilian industry needed to be considered, for the market place is not a bad arbiter of the arguments about how much education and training executives ought to be provided. Academia was consulted and some effort was made to identify ways and means by which the Army might better tap civilian education resources. One of the most important data gathering efforts involved a look at the way other armies prepare their leaders. While we should not necessarily mirror them as an end in itself, it is nonetheless true that good ideas, whatever their source, ought to be considered. We also suggest that those who are responsible for critical review of U.S. Army programs compare us more to other armies than our sister services.

Each of the Army schools also provided narrative answers to a set of penetrating questions about current system performance and possible alternatives. Most of the written responses were supplemented and amplified through personal visits of study group members to the various proponents.

Resource data was collected and refined on a continuous basis. As alternatives were considered, modified, rejected, or embraced, it was important that the CSA's admonition to "...develop these programs... in a constrained resource environment" not be ignored.

Finally, but by no means least important, the professional opinions of general officers were sought. Some 54 submitted to structured interviews, dozens were interviewed in person, and many more contributed their ideas at conferences and in response to frequent mailings of "think pieces."

In summary, the data collection phase of the RETO study involved a number of disparate information gathering activities:

- A description of every officer duty position in terms of component duty modules, best training methods, and other information.

- A comprehensive opinion survey of a large number of officers, both commissioned and warrant.

- An extensive review of other systems, including other services, civilian industry, academia, and foreign armies.

- An opinion survey of ROTC staff officers and professors of military science.

- A questionnaire completed by various proponents for each officer specialty.

- Resource estimates.

- Extensive interviews of and conferences with senior Army leaders.

- And, of course, a literature search.

Data Reduction and Analysis

The Signature Concept

It became clear early in the data collection phase that computer support would be essential if the laborious, position by position, dissection was to yield the secrets we sought. Computers have voracious appetites, though they tend to be finicky about cards which have not been punched just so. A bevy of key punchers, a stack of error cards, and a ring of long distance consultations allowed us to build a data base by mid-December.

It is one thing to enter data into a computer. It is quite another to make this wizard-of-now utter mechanical incantations and perform its electronic legerdemain. A program is needed for that!

The signature concept was born out of the recognition that if, as we suspected, there was commonality to be found in various groups of officer positions, then a consistent system would have to be devised for finding it. Each duty position in the Army is unique in the sense that the list of duty modules for which it calls differs from the list for any other duty position. Yet, most duty positions and their lists can be put in groups where the positions in each group share significant numbers of duty modules. The problem was to find quantitative measures of commonality and uniqueness within and between groups.

In mathematical terms, the signature for any single duty position is a column matrix having as many elements as there are duty modules. The value of any single element is one if the duty module is required for that position, and zero if it is not. See Figure II-3.

A signature for a group (some combination such as all captains in a certain specialty, or all combat arms lieutenants) of positions is a column matrix also having elements for each duty module. In the case of a group signature, though, each element value is the weighted sum of corresponding element values in all signatures in the group. See Figure II-4 for an illustration of the concept.

It may be seen from the illustration in Figure II-4 that a group signature contains elements whose values vary from zero to one. A simple interpretation of element value involves the probability that an individual assigned at random to a position within the group will require the duty module corresponding to the element. Thus, a value of .75 for the second element in a group signature implies that there is a 75 percent chance that an officer assigned at random to the group will require duty module A-2 (performs general administration).

It follows, then, that a high value for any element in a group signature suggests that all members of the group ought to be provided the means to acquire the skills associated with the corresponding duty module. And, conversely, a very low value (e.g., .02) is a good indication that only selected individuals need to acquire skills associated with that duty module (possibly by providing training or education to an officer after selection for a particular position but before actual assignment to it).

But what of values between "high" and "low?" We assert that even an element value of 0.3 could be important within a group. It is fair to assume that most officers -- especially company grade -- will hold at least two different duty positions before promotion to the next rank. On that basis, the probability an officer will require the ability to perform a duty module sometime at that rank is the probability that he needed it in his first position plus the probability that he needed it in his second position if he didn't need it the first time. An element value of 0.3, for example, may then be interpreted as a probability of 0.51 (or 51 percent) that the ability to perform a duty module will be required by an officer in the group.

POSITION SIGNATURE

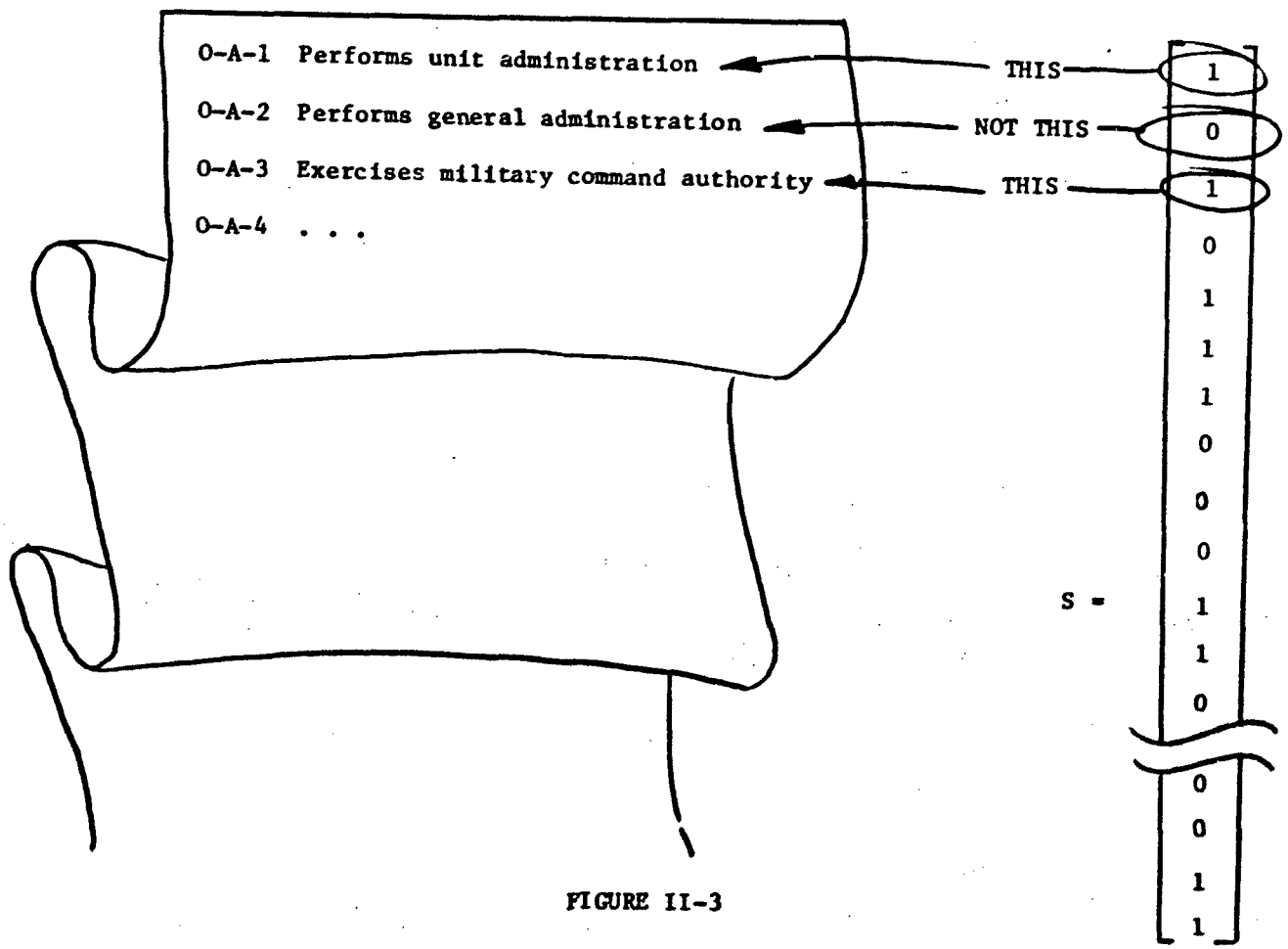


FIGURE II-3

EXAMPLE - WEIGHTING TO FORM GROUP SIGNATURES

$$S = \frac{15}{178}\begin{bmatrix}1\\0\\1\\0\\0\\1\end{bmatrix} + \frac{3}{178}\begin{bmatrix}1\\0\\1\\1\\1\\0\end{bmatrix} + \cdots\cdots + \frac{13}{178}\begin{bmatrix}0\\0\\1\\1\\0\\0\end{bmatrix}$$

OF 178 POSITIONS IN THE GROUP, 15 ARE ONE TYPE, 3 ANOTHER, ETC.

$$S = \begin{bmatrix}.8\\0\\1\\.02\\.3\\.1\end{bmatrix}$$

- .8 — IMPORTANT
- 1 — "COMMON" DUTY MODULE
- .02 — PROVIDE ONLY FOR A FEW
- .3 — IMPORTANT

FIGURE II-4

The ability to create group signatures together with "best" learning methods provided a sound basis upon which objective, replicable analysis could be built. Some of the more interesting "group" signatures include these:

- by rank in each specialty,
- by specialty skill indicator (SSI) by rank in each specialty,
- by rank for a selected list of specialties (e.g., all combat arms specialties),
- all commanders at a given rank.

Formulation and Test

Most of the remaining chapters in this report have to do with the formulation and test of a number of hypotheses, concepts, and alternatives. Discussion of the manner in which an alternative finally came to be is best left to its appropriate position in the text. Yet, there is a sort of overarching consistency to this phase of the work -- certain tenets which deserve highlighting:

- The RETO effort was not constrained by the existing officer education and training system. We first sought to determine Army requirements and then to examine alternative ways to meet them. It may be fairly said that existing Army schools and procedures had to compete with conceptual ones whose genesis varied from brainstormed ideas to demonstrated success in another service, industry, or army.

- The Army must retain an ability to rapidly transform its peacetime education and training activities into responsive wartime assets. Furthermore, Reserve Component needs are a real and necessary aspect of an education and training system. So important is this notion, that an entire Chapter is devoted to it (Chapter VIII). The Army's most important peacetime function is to prepare for war. It is not enough, then, that prospective alternatives simply "do more with less" in an attempt to approach fiscal perfection. An apparent cost saving to be generated by peacetime "efficiency" is unacceptable if it seriously impairs Army ability to function in time of war.

- Signature analysis is an important new tool, but it must be used in the context of total officer development. In a sense, the signature tells much about the technical skill requirements associated with an officer's specialty, a little bit about the management skills he must have because of his rank, and nothing at all about the underlying fabric of his officership -- the insights, values, ideals, and

principles which are independent of rank or specialty.

- An Army officer's professional development comprises a system and a continuum of education and training as well as assignments which require both. Education and training are not competitive in this system, they are complementary and reinforcing.

Guide to the Annexes

The analysis of every officer duty position in terms of its component duty modules is described in some detail at Annex K, where appendices are devoted to the various stages leading from pilot test through design and production of signatures.

Signatures were produced at each of 6 ranks for each of 56 specialties (including some non-OPMS specialties) as well as for a variety of special groupings (e.g., all commanders, all combat arms officers). Representative samples are contained in Appendix 5 to Annex K. Readers whose particular interests require use of complete signature sets will find that training and education proponents (primarily TRADOC) provide the repository for this information. Appendix 1 to Annex T describes a duty module analysis for a non-OPMS specialty (Judge Advocate General's Corps).

At Annex L, the OPMS commissioned and warrant officer surveys are described and certain implications are drawn from them. The reader may find it interesting to observe how his or her own attitudes compare to those of the officer corps. Like signature analysis, survey results may be tabulated according to a variety of demographic cuts (e.g., by rank, by military education level, by civilian education level, by geographic location, by specialty). The repository for detailed survey results is the Officer Systems Analysis Group (OSAG), a MILPERCEN organization. Special surveys for lawyers, chaplains, and officers of the Army Medical Department (AMEDD) are discussed in Annex T, Appendix T-3; Annex U, Appendix U-2; and Annex V, Appendix V-4, respectively. Opinions of warrant officers were also solicited, contributing to the production of Annex W.

The analysis of other systems allowed us to draw some important implications for United States Army officer training and education. Details may be found at Annex G for other U.S. Forces, Annex H for other armies, Annex I for industry, and Annex J for academia.

General officer interview results are summarized at Inclosure 2 to Appendix 3 to Annex F.

REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

CHAPTER III

EDUCATION AND TRAINING REQUIREMENTS FOR ARMY OFFICERS IN THE 1990s

We asked ourselves dozens of questions and held countless discussions during the first 4 months of our study effort trying to better understand what an Army officer needs to be and do. We wrote a number of papers -- think pieces -- to test and sharpen our views. This Chapter is the last distillation of thoughts in our attempt to build a philosophical foundation for the determination of education and training requirements for U.S. Army officers in the 1990s.

Responsibilities

Military officers are unique in that they shoulder 3 responsibilities simultaneously: While they pursue a career of successive assignments and promotions, they maintain a national institution called the Army of the United States, and they sustain the expertise, structure, and values of a profession. Most men and women in other walks of life are absolved of one, if not two, of these responsibilities.

As members of the Army institution, officers are required to undertake a form of public service which has a special trust. When they receive their commission in the Army they take an oath to support and defend the Constitution; that oath implies an "unlimited liability contract" between the officer and the government he serves. It also implies that they will have a role in the governance of a system which is given monopoly control of the nation's most lethal weapons. Whether the Army's weapons will be turned against the government or the citizenry is a dilemma that faces all governments in all times. Law and custom require that United States officers submit to the authority of civilian control, as one means of assuring proper usage of the weapons of war.

With the oath the officer also assumes the responsibility of assuring that if the weapons are to be used to defend the National interest, they will be used as effectively as possible, with as little adverse effect on society as can be achieved. This calls for

a special expertise, a range of knowledge and skills which can be acquired nowhere in American society except within the military institution. Officers must know how to manage military forces in peacetime, and how to fight these forces in wartime; in some instances, the necessary skills for each requirement are dissimilar. In all instances, however, officers must use the peacetime period to prepare themselves for war fighting; this is at best a vicarious experience, one of becoming accomplished in a little-practiced art.

One further requirement for officer members of the Army institution is conducting themselves in a manner that will build and sustain strong bonds of mutual trust and confidence between the Army and the public it serves. If officers are to expect the citizens to give over their sons and daughters, their wealth, and their security to the Army, then those with commissions must earn their respect for competence and fidelity. Additionally, if officers are to undertake the obligation to become highly skilled in a complex and dangerous career enterprise, they must sense that they can trust the government to provide them with adequate material and psychological support. The nation is best served when there are strong mutual bonds of trust between the people, their government, and the officer corps.

These requirements — to support and defend, to risk one's life, to obey, to be expert at a little-practiced art, to earn public trust — establish the uniqueness of the military calling. These requirements are not central to the lives of most Americans. This, then, raises the question of what can cause young Americans to accept voluntarily these obligations, and having done so, strive to meet the requirements with the highest possible standards.

When career military service is seen as the pursuit of a profession it becomes possible for men and women to commit themselves to meeting the requirements that are unique to the Army. Within the professional ethic, one finds the standards of right conduct that are derived from precedent and law. Within the professional corporate body, one finds the cohesiveness that obviates one's standing alone in trying to live by the tenets of the profession. The profession elicits demands for levels of technical expertise that are worthy of respect. The profession explores the range of values most suited to military officership and extols those who best exemplify them. Professionalism generates role models for the young among senior officers. The sense of professionalism provides guarantees to the citizen that the officer corps is a self-policing organization, which can be trusted to correct conditions that might lead to the misuse of the nation's arsenal and treasure.

The Army, as an institution, sets up unique requirements for its officer corps. The military profession provides responses to these unique demands. Maintaining both the institution and the profession calls for a system of officer education and training quite different from that of other professions and occupations. This demand for uniqueness is seen, perhaps, in no better way than in the need for military officers to reconcile unusual contradictions in the very nature of what they must be and do.

On the one hand they must be educated in the liberal tradition so that they can prize values such as freedom, individuality, skepticism -- those marks of the citizen of a free society, and of the person who has the best chance of making good judgments in unpredicted circumstance where past experience does not apply directly.

On the other hand, military officers must be educated to meet the standards of professional behavior and uphold the values which provide efficiency and political reliability in the Army of a democracy. For this they must be trained to act in conformance with instructions, and as a member of a team, willing to subordinate their individuality and will to higher authority.

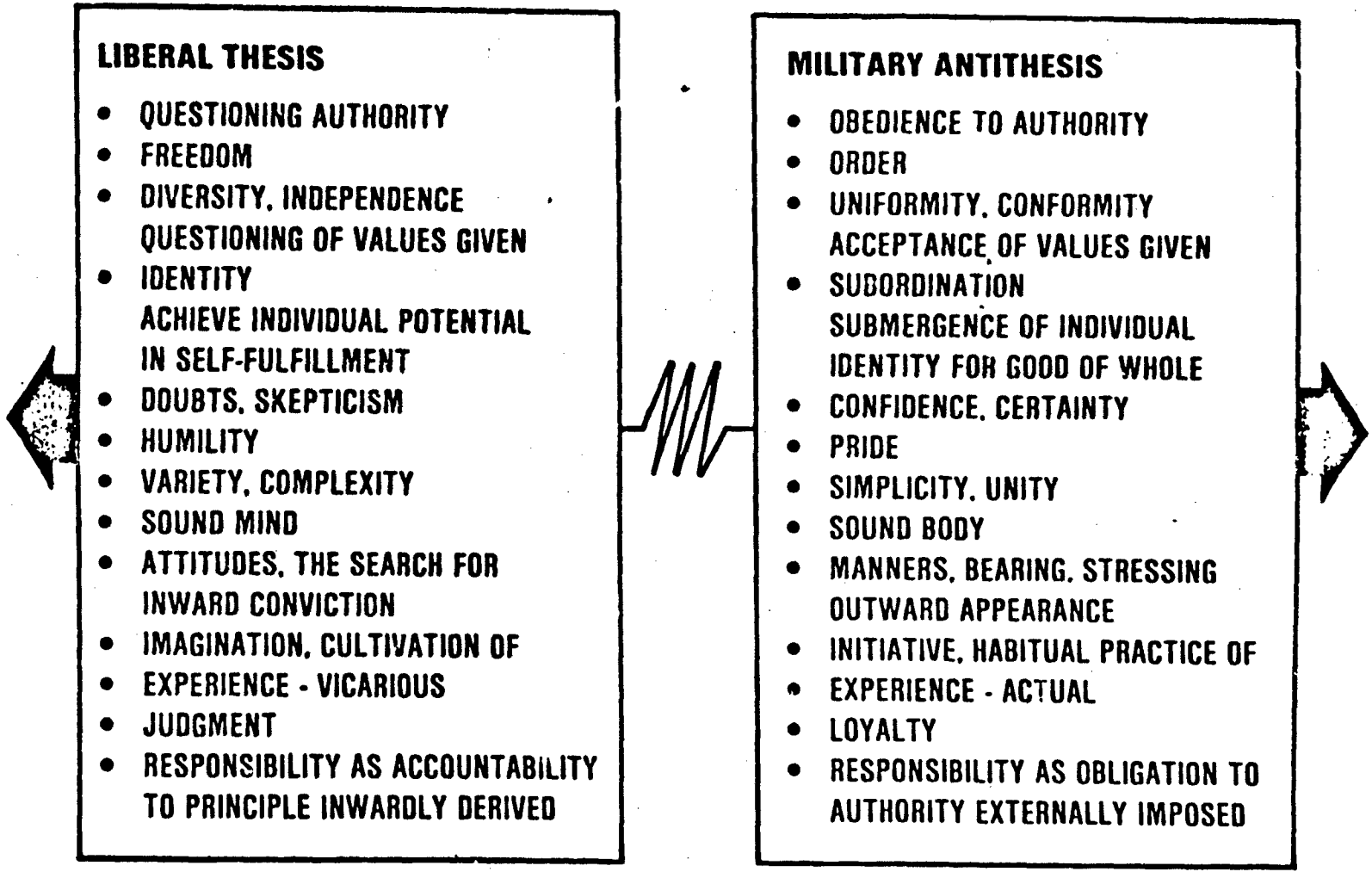
Thus, the military officer must be educated for a life of contradictions in behavioral norms and values -- not unknown in our lives, but particularly striking for those who are soldiers. The military officer must find a synthesis out of the liberal thesis and the military antithesis. This syntehsis is the art of recognizing, through insight and good judgement, which requirement shall prevail when contradition demands resolution. Figure III-1 is a notional listing of primary concerns involved in the synthesizing process.*

Adapting the Officer Corps to Future Trends

The Army needs officers who can <u>think and decide</u> about the myriad of issues brought before them each day. They must do so in many roles: as specialists in the combat arms at the company officer level; or as mid-career managers at the field grade level; or as executive generalists in the senior ranks. How well they will "think and decide" in the 1990's will depend on the quality of their continuing learning in the Army's system of professional military education and training. The quality of that learning will depend,

*This analysis has been developed in consultation with Professor I. B. Holley, Department of History, Duke University.

THINK AND DECIDE
THE MATURE OFFICER MUST RATIONALIZE CONTRADICTIONS



in turn, on wl. ther the Army adapts its officer education and training programs to the changing times of the 1990's. Figure III-2 portrays some of the most important future trends.

What, then, will change? Not the officer's responsibility, as stated in their oath, to defend the Constitution, and to give their life, if necessary, to do so. Nor in the prescription for civilian control of the American military forces. Nor should there be remarkable change in the maintaining of a standing Army that is quite large, in terms of pre-World War II America, nor in the concept of retaining the capacity to call to active duty trained personnel and units from the National Guard and Reserve Components of the total Army.

The most significant changes will be in the Army's response to the continuing introduction of new technology -- 40 or more new systems of weapons, communications, transportation, et al, by 1985. The Army response to new technology must account for two phenomena. One is the rapidly rising lethality of weapons, which in turn generates the search for new doctrines (such as the "come-as-you-are" war), the decline of capability to mobilize, and the human desire to restrain the use of such weapons. The parallel effect of new technology is to increase vastly the complexity of decisionmaking on the battlefield, which generates visions of commanders, always beset by the "fog of war," being unable to receive and respond to the torrential flow of information from a greatly extended and vulnerable battle arena. This vision has helped spawn interest in the restructuring of fighting units in order to narrow the span of control; it has also advanced the arts of wargaming and other simulation exercises which might allow the commander to rehearse in peacetime the stressful conditions of "thinking and deciding" in a highly-technical future battlefield.

The changing times of the 1990's will see fulfillment of the Army's principal answer to the new technology, the Officer Personnel Management System (OPMS). By turning to officer specializations and division of labor under OPMS, the personnel managers can rationalize the acquisition and utilization of learning; the Army can acquire expertise within the officer corps while allocating the learning load across all specialty designations. As the new system fully develops there will follow a debate over whether the logical outgrowth of managing and training by specialties will be promotion within specialty fields.

Significant in the changing times of the 1990's will be the Army's responses to societal change, especially those which redefine the relationships between youth and institutions, including the Federal Government in general and the military in particular. Against a backdrop of steep decline in the numbers of young men and women who

FUTURE TRENDS -- 1980's AND 1990's

NO CHANGE:

- OFFICERS WHO CAN THINK AND DECIDE
- OFFICER RESPONSIBILITY
- CIVILIAN CONTROL OF THE MILITARY
- LARGE STANDING ARMY AND TOTAL FORCE

CONTINUING CHANGE:

- INCREASING TECHNOLOGY
  - NEW DOCTRINE PRESSURE
  - INFORMATION HANDLING, DECISIONMAKING
  - OFFICER SPECIALIZATION
  - MOBILIZATION DIFFICULT
- COMPETITION FOR MANPOWER
- PROFESSIONAL COHESION STRAINED
- INCREASED LEARNING REQUIREMENTS
- BETTER MANAGEMENT OF PERSONNEL ASSETS

turn 18 years of age annually, the Army will be in stiff competition to commission more officers of higher quality, with or without the aid of some form of mandatory national service for youth.

One can expect the Army to introduce a greater variety of officer recruiting programs, to offer more incentives which include quality education and training, and to develop some means of lateral entry by particularly qualified people. The officer corps will adjust itself to an Army which depends on a higher percentage of women (perhaps twenty percent) and minorities (some of whom are earning citizenship credit). In efforts to retain more of its trained officer assets, the Army will shift away from some of its "up-or-out" policies and concern itself more with policies and programs which seek to improve the officer's commitment to the Army and to public service.

Concomitantly, Army authorities will react against the forms of specialization and societal change which tend to fragment and undermine the professional identity of the officer corps, and thereby promote a decline in standards of professional conduct.

A challenge the Army must meet in the 1990's is the allocation of sufficient resources to training and education in order to keep alive the concept that an Army's main function in peacetime is to become prepared for war.

This concept includes the professional development of an officer corps that can serve as a cadre for an expanded force in emergency. In a period of high military personnel costs and of public demand for military austerity, the Army will want to improve the efficiency of the education and training system, will demand more convincing justification for the resources being expended, and will seek to manage better the skilled personnel it has at its disposal.

Because of the increasing complexity of military technology, and because of the increasing unpredictability about employing military forces in the resolution of foreign policy problems, American military officers must raise the level of their learning in the coming years. The officer corps' present command of knowledge and skills will not satisfy the future demands, nor will each officer's present capabilities for forming insights, testing values, and making judgments about military dilemmas.

Learning Methods and Objectives

The ability to "think and decide," and then to take the correct action that translates decisions into deeds, is the outcome of a long,

continuing developmental process which starts at birth. Men and women who commit themselves to the Army undertake special learning under the broad title of Officer Professional Development which encompasses all forms of learning, whether in schools, in units, under tutors, or in a succession of assignments. Professional Development is as much a product of specialization, assignment, and promotion policies as it is a product of a formal system of education and training.

The learning process itself focuses on achieving four types of objectives, which are ranged in Figure III-3 in the order of their difficulty in acquisition. The figure suggests that it is best to employ a variety of learning methods, depending on whether the objective is to learn knowledge, skills, insights or values, and in a manner which builds on what has been learned before. The latter calls for some conception of proper sequencing of officer learning; the example in Figure III-4 portrays the sequencing of management skills, as they might be adapted from business to military usage*. Figure III-4 suggests that there are at least three discernable levels of officer professional development; Company Grade, Field Grade, and Senior Officer. Future learning requirements for each of these levels are outlined in the following paragraphs, and are summarized in Figure III-5, page III-11.

Learning Requirements for Company Grade Officers

Competent "thinking and deciding" for lieutenants and captains in the 1990s will call for the knowledge and skills necessary to operate the Army's small units, and for the insights and values that will permit them to make sound professional judgments about the missions, the people, and the resources in their realm of responsibility.

The necessary technical knowledge and skills will derive from the officer's initial specialty in one of the combat, combat support or combat service support arms. The nature of the equipment, weapons, and missions associated with the specialty will dictate what he or she must learn, to include the transition to new technology and the processes of acquisition, storage, and maintenance of new equipment. The company officer's particular expertise is in the ability to employ weapons and equipment according to established doctrine, not only in readiness requirements and training tests, but also in emergency

*Adapted from Katz, R. L., "Skills of our Effective Administrator," Harvard Business Review, Jan 1955.

LEARNING OBJECTIVES

KNOWLEDGE. Information, data, facts, theories, concepts. The factual basis of any course of learning. Answers question: "What should I know?" May be achieved by many learning methods. Highly perishable.

SKILLS. An ability which can be developed; not necessarily inborn; manifested in performance, not merely in potential. Developed by learning to manipulate factual knowledge. Answers question: "What should I be able to do?" Categories:

(1) Information-retrieval skills -- reading, research, hearing.

(2) Communication skills -- writing, speaking, languages.

(3) Technical skills -- performance within a specific activity, e.g., mapreading, marksmanship.

(4) Human skills -- the ability to work effectively as a group member and to build cooperative effort within a team -- leadership skills, counselling.

(5) Analytical and conceptualization skills -- problem-identification, problem-solving, decisionmaking, planning, making estimates of the situation, synthesizing, inducing, structuring, systems analyzing.

INSIGHTS. Ideas and thoughts derived internally from an ability to see and understand clearly the nature of things. Necessary part of making judgments, of deciding, of "putting it all together," "of being aware," of wisdom, far-sightedness. Answers question: "What does this mean? What is important in this situation?" Cannot be taught directly, but can be induced by well-educated faculty, using appropriate teaching methods. Generally, a product of education rather than training.

VALUES. Convictions, fundamental beliefs, standards governing the behavior of people. Includes attitudes towards professional standards such as duty, integrity, loyalty, patriotism, public service. "Take care of your men," "accomplish your mission." Answers question: "What do I believe?" Where do I draw the line?" Values, like insights, must be derived by the individual if they are to have meaning; may be derived, induced or precipitated by knowledge about values, their importance to professionalism, and the statements of others about personal commitment to values.

FIGURE III-3

MANAGEMENT SKILLS MODEL

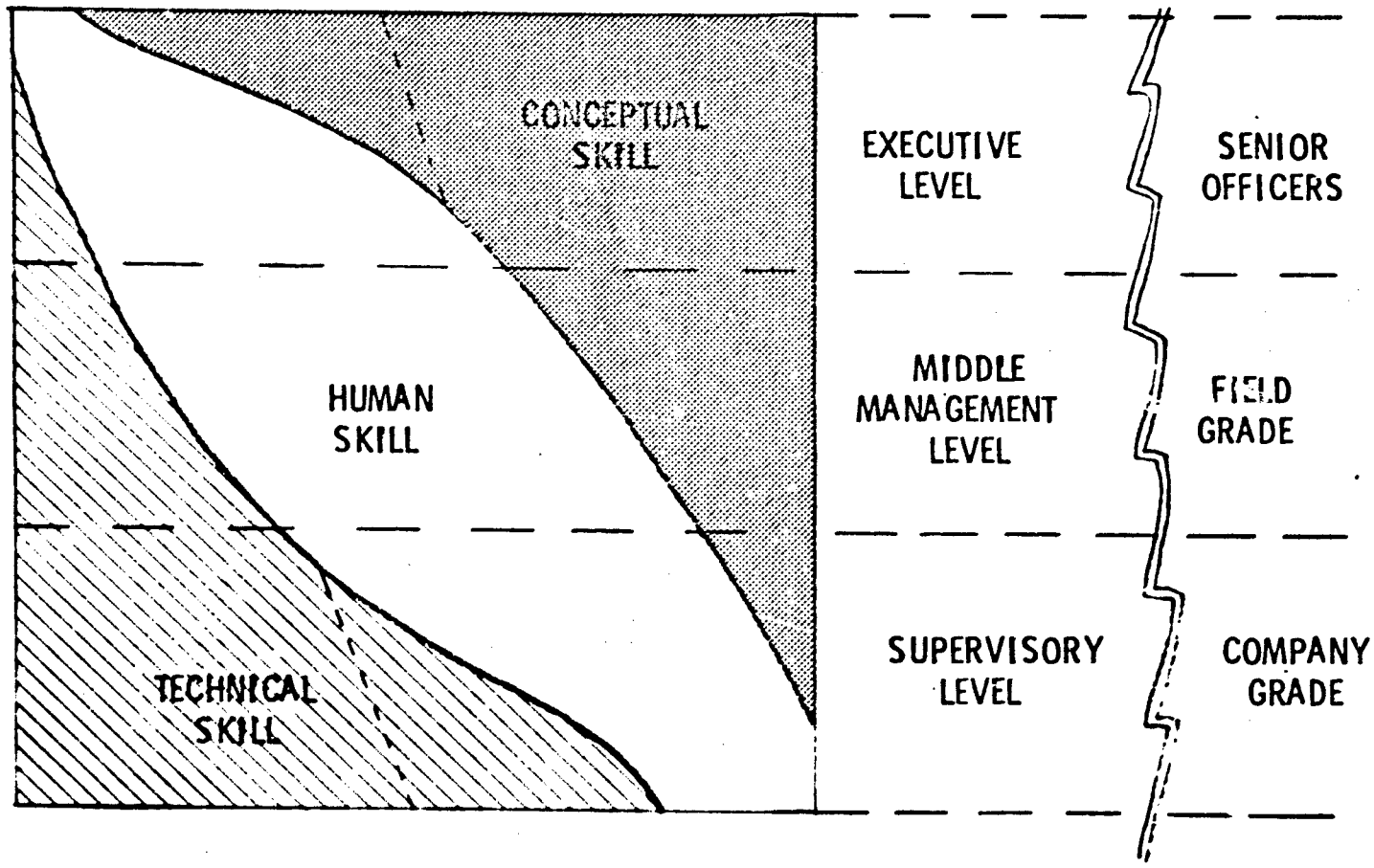


FIGURE III-4

LEARNING REQUIREMENTS

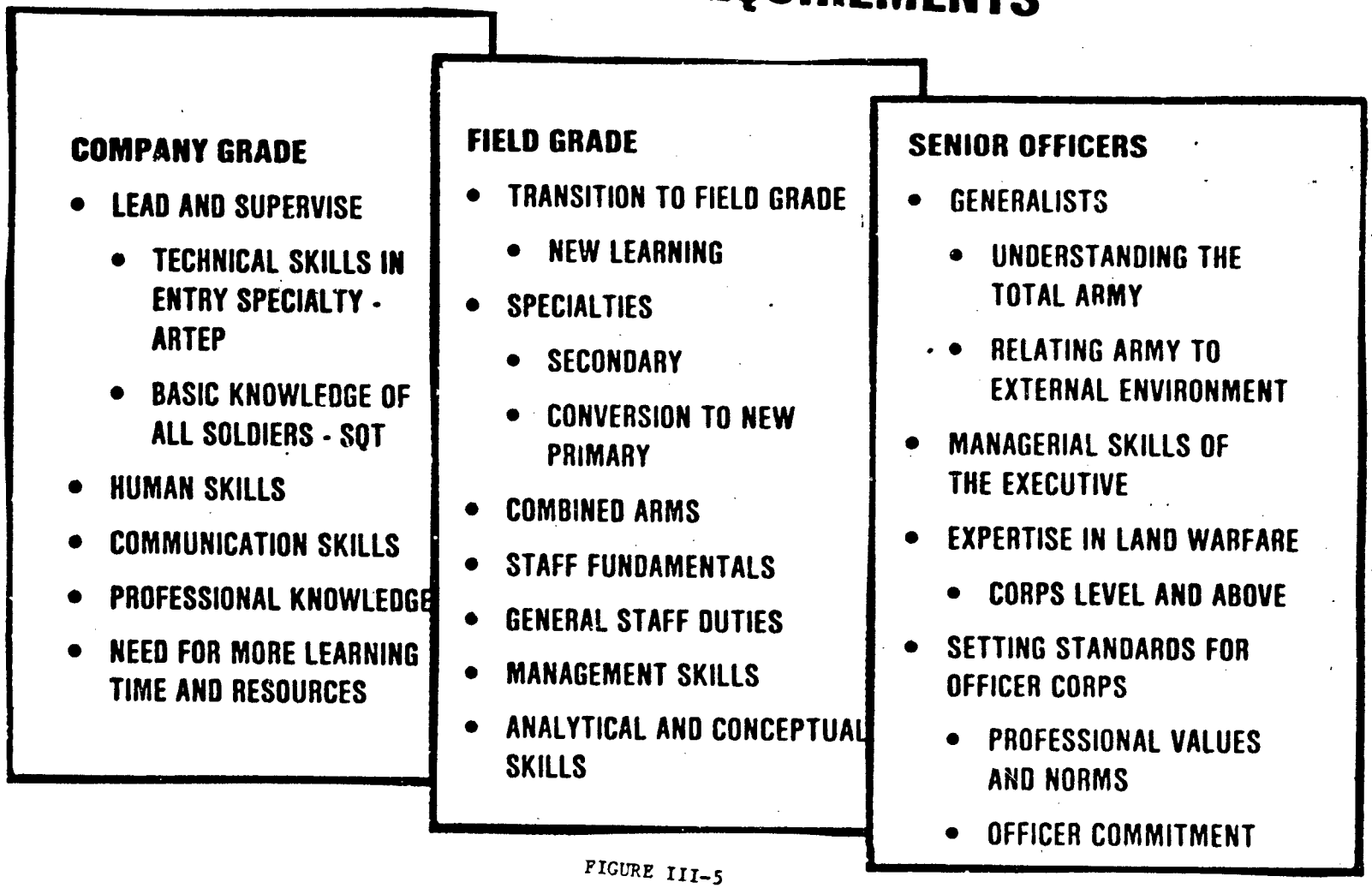


FIGURE III-5

situations which border on, are directly engaged in wartime battlefield conditions. Within the context of a given specialty, the company officer must understand the military knowledge and skills that are common to all soldiers, such as basic map reading, first aid, and field hygiene.

To carry out the Army's mission, the company officer must be able to employ the human skills that can generate the full potential of the individuals who comprise the unit. He or she must be able to lead them, whether it is a matter of inspiring them in combat, or disciplining them through the system of military justice, or providing for their welfare by trouble-shooting the centralized systems which provide pay, uniforms, food, housing and transportation.

The company officer's role as a leader of a small unit is only one example of the need to think and decide on a variety of matters that relate the company unit to the organizations, missions, and systems of the Army as a whole. This relating calls for knowledge and skills that extend across the profession of arms, regardless of specialty, and are often described as the elements of "officership" or the "profession of arms."

In order to be effective operators of their units, successful company commanders are aware of the basic knowledge about Army operations and land/air warfare for division-size units. As trainers of subordinates they have some acquaintance with Army military policy and the outlines of the nation's security interests. As role-models for subordinates who want to commit themselves to military service, they demonstrate an interest and knowledge in the American military heritage, the customs of the service, the history of the military art, the professional code of values, and the standards of professional behavior.

Confidence in one's own abilities is the company officer's most valuable asset. Being able to communicate persuasively in speaking and writing -- to include fluency in the language of minorities and the civilian population — are such assets, as are physical and athletic skills, and, especially, the ability to analyze problems and make decisions with the quickness and sound judgment respected by subordinates and superiors.

As Army duties for company officers have become more complex and time demanding in recent years, less provision has been made for the company officer's continuing learning of needed professional knowledge, skills, insights, and values. There is an Army requirement to restore the opportunities to learn and gain confidence among the officers who represent the Army's "cutting edge."

Learning Requirements for Field Grade Officers

The move from company grade to field grade status presents a new learning challenge to officers, as they proceed into their second decade of military service. Specialty knowledge and skills must be sustained (and at times upgraded in refresher courses) for those who continue to serve as commanders and staff officers in battalion and brigade assignments of their original specialty code. Most officers will be developing secondary specializations between their 6th and 12th year of service, especially those whose primary specialty utilization rates in the senior ranks tend to be low. The Army will need to have many officers convert to new primary specialties as they move from company to field grade status; because of the complexity of many of these specialties, gaining proficiency in these new skills will often require formal instruction in civilian and military schools.

The transition from company to field grade ranks also requires new learning about the use of weapons and fighting units, for, at the battalion, brigade, and division level, battle is waged with varying mixtures of combined arms and services. The effective Infantry field grade officer, for example, needs to keep pace not only with the new technology and procedures of that specialty, but with those of the Armor, Artillery, Communications-Electronics, air support and a great variety of related arms and services specialties. The best learning for these new skills is in schools where the many specialties can undertake collective learning from each other, in an effort to achieve a synthesis of view.

A third requirement for new learning by field grade officers is established by their need to fill key staff positions in field units and headquarters organizations. Fundamental skills and knowledge about staff organization and procedures is needed by all majors and lieutenant colonels assigned to staff positions at battalion, brigade, and division levels; this learning to be a staff technician can be accomplished in a combination of resident, nonresident, and on-the-job experiences.

Quite different, however, is the learning needed by selected field grade officers who will fill the key staff positions in division and corps organizations, and will be assigned to high level Army, joint, and combined staffs throughout the world. This select group was identified at the turn of the century by former Secretary of War Elihu Root as the heart of the American Army's competence. The scope and complexity of today's duties of this important group is discussed in Annex E of this Report. For these kinds of functions the Russians require formal schooling for selected

officers for a period of 3 1/2 years and the West Germans and British for 2 years. The American Army limits this training to less than a year, cut from the 2-year course that was required of Generals Marshall and Eisenhower.

Field grade command and management functions are sufficiently different from those of company officers that they constitute a fourth area of new learning for majors and lieutenant colonels. Being further removed from direct relationships with soldiers, the officer's supervisory, counselling, and technical skills become less important while a variety of skills from management sciences, along with decisionmaking and planning skills, grow in importance. Communications skills begin to accent the ability to prepare clear and concise estimates, plans, and directives. The field grade officer must become proficient at resource management especially in the efficient conduct of unit training programs.

"Thinking and deciding" often depend on the officer's renewed efforts to develop his skills for acquiring knowledge (e.g., information-retrieval and research), and in his analytical and conceptualizing skills. More particularly, one must be able to generate the necessary insights and to call on a well-integrated value system in order to form the sound judgments that are demanded in a complex world that can shift from peacetime to war conditions virtually overnight. For these reasons, officers must be given encouragement and opportunity to pursue programs which accent reading, research, writing, oral presentation, discussion, and evaluation by competent faculty. This requires formal military schooling, on subject matter related to the capabilities and limitations of military forces and their deployment in pursuit of national objectives.

Learning Requirements for Senior Officers

An Army of 750,000 men and women in the 1990's will require some 400 general officers and 3,500 colonels to provide the necessary executive management of a complex system. For many, the transition from field grade status will call for extensive new education. By definition, they will be "generalists" rather than functional specialists, and will be required to understand the organization and functions of the important elements of the Army, and to relate the Army and its missions to other government agencies and to the national and international environment in which the Army works.

As senior level executives they must acquire new managerial skills which prepare them to manage diverse functions for which they have responsibility; to make effective decisions in areas where their personal technical competence may be marginal; to function effectively in interagency, interactivity, interservice and international environments; and to provide senior level functional management in both peace and war.

In their roles as military managers at the executive level they must be proficient in skills and techniques included in problem identification, problem-solving, and problem avoidance; in maintaining control of large bureaucracies; in management of the decision process with large staffs; in planning and organizing, to include force development and time and resource allocation.

The specific professional expertise of senior officers should be in the conduct of land warfare by corps and larger forces, to include force planning and structuring, command, management, strategic deployment and tactical employment of units marshaled on short notice for specific purposes.

Command and control of large units in wartime conditions provides the greatest challenge to senior officers who must keep abreast of new technology in Army, joint, and combined command and communications systems, in intelligence gathering, and in weapons systems capabilities. Being able to function under conditions of great psychological stress and physical exertion is essential. So also is the ability to make timely decisions based on too much or too little information; to interpret the broad guidance provided in a mission statement or policy directive that demands mission accomplishment; but within constraints dictated by national or international considerations.

The Army's senior leaders have responsibility for setting the standards and directions of the officer corps in terms of professional values and norms of conduct. They serve as role-models for subordinates. To do so effectively they must first be possessed of those knowledges, insights, and values which the Army wants its officers to emulate. Second, they must be able to effectively influence human and large group behavior, through positive personal examples, persuasive speaking and writing, and productive conferring and discussion-leading. In the long run, the measurement of senior officer effectiveness is seen in the commitment of the officer corps to military service and to personal excellence.

"Thinking and deciding" for some senior officers may demand little more than the accumulation of years of experience and with this, the mature judgment that is essential to carrying out routine staff or management functions at a higher level. But for most,

there is need for formal schooling in new knowledge, skills, insights, and values -- these things that are essential to the senior management and leadership of an Army in peace and in war.

Requirements for Continuing Learning

If military officers are to meet the demand for higher levels of learning in the coming decades, they must amplify their learning in schools with more systematic extension-courses and on-the-job learning. Rising military personnel costs make it imperative that formal instruction in military and civilian institutions be used when learning objectives and methods are clearly not suited to individual study from extension materials. While fundamental knowledge and certain technical skills can be acquired through self-paced and machine-assisted courses, the development of more complex skills, insights, and values is the product of an educational process which requires expert faculty, group seminar methods, or special facilities and conditions that can be best provided in an academic setting.

Thus, there is a requirement for the Army not only to delineate to the officer what one is expected to know and be able to do, but also to determine the most satisfactory method for learning and to provide the time and resources to the officer to accomplish this learning. In turn, the officer must assume the responsibility for achieving learning, and for developing excellence beyond minimum standards.

Training is a process in which the trainees are assisted in learning technical knowledge and skills so that they can become qualified as proficient in performing a task. Educating is the process of assisting a person in developing mentally or morally. The two processes are sufficiently different that they call for differing kinds of learning objectives; for example, the acquisition of mechanical skills is usually considered to be a training process, while the acquisition of analytical skills or ethical insights calls for an educational process. The distinction is important because each process calls for differing methods of instruction, amount and kind of student evaluation, extent of research and writing, and faculty/student ratios. Figure III-6 outlines these differences. The educational process is more dependent on formal resident instruction in which a specially educated faculty member leads seminar discussion and guides individual study based on the talents and interests of each student.

SOME CRITERIA FOR DETERMINING THE DIFFERENCES BETWEEN TRAINING AND EDUCATION

-- OBJECTIVES OF THE LEARNING PROCESS...

-- SUBJECT MATTER TO BE LEARNED...

-- AMOUNT AND TYPE OF FORMAL INSTRUCTION...

-- QUALIFICATIONS OF FACULTY...

-- AMOUNT AND KIND OF EVALUATION OF STUDENTS...

-- TIME IN CLASS VERSUS INDIVIDUAL STUDY...

-- FACULTY/STUDENT RATIO...

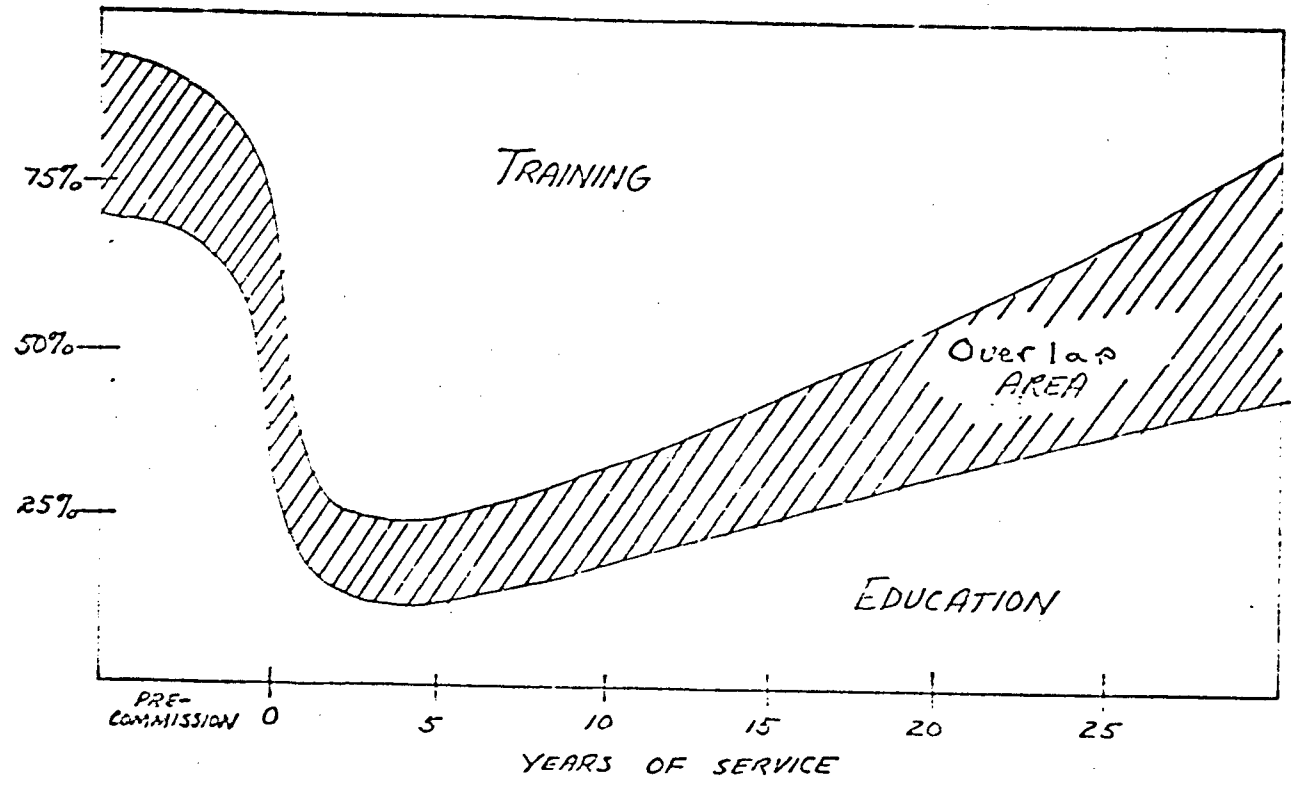
-- AMOUNT OF RESEARCH AND WRITING...

FIGURE III-6

Officer Professional Development includes both training and educational components, and it is not unusual to employ a mix of them, as portrayed in the continuum in Figure III-7. The nature of this mix varies according to the officer's level of professional development. In most military systems, the precommissioning years are dominated by educational objectives, faculty, and methods, with perhaps as little as 20 percent of learning time spent in training for military skills. As the young man or woman is commissioned and approaches the first duty assignment, there is a strong shift to training in weapons, equipment, tactics, procedures and specialized military skills. Little time is spent on formal educational programs during the first 6 or 8 years of service, but as they prepare to assume field-grade responsibilities there is a rebalancing of the mix to prepare them for high command and staff responsibility. This progression through a career is suggested in Figure III-8.

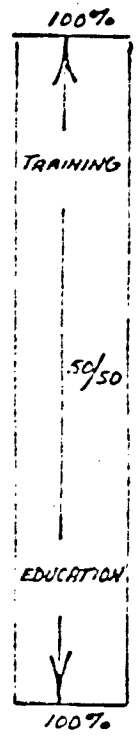
If each officer is to undertake a program of continuing learning throughout his or her career, the Army is required to provide a variety of aids. Some of these requirements are listed in Figure III-8. Of first importance is the provision of appropriate guidance, in written directives, for each of the 46 specialties and through the 3 broad career levels. Statements of Military Qualification Standards, as used by other military service organizations, would be appropriate for the early years of service, where the emphasis is on technical training and its measurable outcomes. More difficult to design are clear directives for stating educational requirements, where individual creativity and subjective evaluation are key to the success of the process. The Army's current educational process for officers is not well defined or understood and requires extensive development in the 1980's if it is to be a part of a continuing learning system. For this, the concept of Professional Military Education (PME), again as used by other military services, merits development.

The substance of Professional Military Education is illustrated in Figure III-9. Some of the fields are traditional ones; Military History, Leadership, Management, Military Law, National Security Affairs, and the communications skills essential to the military officer -- writing, speaking, and languages. The remaining six fields are in varying stages of development: Professional Ethics, Armed Forces and Society, Art of Command, Battle Simulation (Wargaming), Land Warfare, and the Skills used by military officers to plan, estimate, analyze, conceptualize, -- to "think and decide." Extensive research, writing, and organizational structuring will be needed throughout the 1980's to give life to these fields. Professional Military Education is discussed at greater length in Annex P of this Report, with special emphasis on its common application to all officers, regardless of specialty, and therefore its role in binding the profession together in time of great pressure for further fragmentation.



CAREER MIX OF TRAINING AND EDUCATION IN A TYPICAL MILITARY SYSTEM

FIGURE III-7



IN ANY LEARNING PROCESS, THERE IS A MIX OF TRAINING AND EDUCATION

REQUIREMENTS FOR CONTINUING LEARNING

- TELL OFFICER WHAT HE SHOULD KNOW
- DETERMINE BEST METHOD FOR HIS LEARNING
  - OJT AND EXTENSION: TECHNICAL & SPECIALTY
  - SCHOOLS: EDUCATIONAL, FACULTY, METHOD, FACILITIES
  - TRAINING EDUCATION MIX THROUGH A CAREER
  - PROFESSIONAL MILITARY EDUCATION

FIGURE III-8

THE FIELDS OF PROFESSIONAL MILITARY EDUCATION

The Traditional Fields:

- Military History
- Leadership
- Management
- Military Law
- National Security Affairs
- Communications Skills: Writing, Speaking, Languages

The Developing Fields:

- Professional Ethics
- Armed Forces and Society
- Art of Command
- Battle Simulation (Wargaming)
- Land Warfare
- Analytical and Conceptual Skills

FIGURE III-9

Requirements for Precommissioning Learning

Precommissioning learning in the coming era must establish the foundations for continuing learning throughout a full military career. Figure III-10 indicates the scope of this requirement. If one provides to aspirants for commissions only that learning which will allow them to function as second lieutenants, a great deal of money might possibly be saved; second lieutenants have little immediate need for computer programming, physics, or research techniques, and they might even get by without knowledge of military history or military law. But their capacity to grow will have been stunted unless they use post-commissioning time to correct the deficiencies. It is more appropriate to look upon precommissioning learning as educational and often theoretical, whose pay-off comes only after being amplified by practical experience in the field. Most professional schools would subscribe to this philosophy.

The winning of a baccalaureate degree sets the proper quality standard for precommissioning education, and general education in the liberal arts or sciences is enough focus for most officers. However, certain important caveats are essential to this prescription. The learning method should include extensive work in the communications skills, research and information skills, and in introductory work in analytical, computing and conceptualizing skills. Coursework should include essential supports to professional learning, in both the technical areas and in military history, military law, organizational management, national security affairs, and the behavioral sciences. The cadet must be given every encouragement to form a dedication to continued learning; to further this, adequate screening devices should prevent the enrolling of cadets whose capacity for learning is insufficient.

Precommissioning training should be extensive enough to assure the authorities that the candidates can function as military officers, that they will have the basic knowledge and skills of every soldier, and that they will know enough about the duties of an officer to undertake basic training in their specialties.

And yet none of this preparation is enough if the officer candidates have not begun to develop a deep respect for the dignity and worth of each human being -- even if living in a village like My Lai; or if they fail to hope that they will be respected for their integrity and sense of responsibility; or if they have not begun to understand that the highest standards of professional behavior for military officers are nothing more than an expression of how worthy men and women conduct themselves in all walks of life.

FIGURE III-10: PRECOMMISSION LEARNING

- ESTABLISH FOUNDATIONS FOR CONTINUING LEARNING THROUGHOUT CAREER
- MORE THAN PREPARATION FOR FIRST ASSIGNMENT
- BACCALAUREATE DEGREE, GENERAL EDUCATION
  - HUMAN BEHAVIOR
  - WRITTEN COMMUNICATION SKILLS
  - MILITARY HISTORY
  - MANAGEMENT
  - NATIONAL SECURITY STUDIES
- VALUES

Figure III-10

Learning Requirements for the Profession

If Army officers are to continue to learn through the changing times of the 1980's and 1990's, they must adapt to the new concepts of a military career, brought on by specialization and social transformation. They must also accept new requirements to maintain the Army as an efficient national institution. The quality of their response will be conditioned, however, by their awareness of a sense of professionalism which can set the standards for their performance within the context of known standards of the past. Careers and institutions are tangible, but professions are more elusive; professional military expertise wanes if not exercised sufficiently in peacetime, and professional corporateness becomes fragmented when nonprofes 'onals arrogate power to themselves for military decision-making when winning battles seems distant.

In the 1990's the erosion of military professionalism will be abetted by a variety of technological and societal forces. The value system of the young is expected to continue away from patriotism, public service, and self-sacrifice -- concepts which are the roots of military professionalism. They will tend to look upon military service as another job, an 8-hour day occupation, under which work conditions can be negotiated. They will be supported by the desires of civil authorities to substitute monetary payments for the traditional compensations of membership in a profession. Under these conditions the Army will be competing to enroll high quality men and women into a profession that faces increasing fragmentation in result of organizing and managing its members by specialty functions.

The consequences of declining military professionalism are serious. Professional values prized by military men and women cause them to insure discipline and obedience in a group that controls the nation's most dangerous weapons. Professional values underwrite civil control of the military. Professional expertise provides the best guarantee of effective military response to national security challenges. Professional corporateness and cohesiveness provide the base for recruiting and retaining quality personnel in the leadership of the Army.

What, then, is required to strengthen the bonds of professionalism across the officer corps in the 1990's? Many practices of the past which signalled to officers that they had unique responsibilities and values have been outmoded and will not be recovered in the immediate future: mandatory church attendance, strict social demands, exclusion of women, and dismissal for "conduct unbecoming" are among these. Perceptions by military members of what constitutes the profession have shifted since World War II, from a focus on separateness and

isolation from the civil community towards a focus on identification and accommodation with society's center. The 1990's call for a new blending of ideological and pragmatic views of the profession, recognizing both the uniqueness and the commonality of the military professional's relationship with civil society.

New research and writing on professionalism will be required of the Army if the profession is to be reconciled with rapidly changing times. The effort is essential for the Army must be more clear to its young officers in stating what a military professional in their era should know, should be able to do, and should believe. This is to enable Lieutenant John or Jane Doe to perceive their self-identity as that of a competent military officer. Once having done so, their central need to fulfill their potential will commit them to strive for the knowledge, skills, and values of the professional. If they are unable to make this identificaion, they should know so, for it will curtail their development and their ability to achieve the levels of success they may have mistakenly prescribed for themselves.

If officers are to achieve professional self-perception and self-actualization, their education must be amplified by sufficient evidence that military authorities support professional ideals and values, in policy and in command decision. The Lieutenants Doe, for example, might perceive themselves as utterly truthful and find fulfillment in being truthful, but will have great difficulty in believing and acting in this manner if senior officers seem oblivious or uncaring about lying and deceptive practices by members of their command. Rather, Lieutenant Doe needs to serve seniors who are role-models for moral and intellectual growth. The Lieutenant needs to hear and see professionals who profess and act within the tenets of clearly understood ethical and moral behavior.

In the same vein, it is difficult if not impossible for young officers to perceive themselves as "thinkers and deciders" and to commit themselves to a life of continuing learning, if authorities tell them that schooling is too costly, that advanced learning is not necessary for professional advancement, and that military officers need not be educated to the same level as their civilian counterparts. Rather, they have need to hear and see professionals who have a passion for, say, military history, and who can recount how Army civil and military authorities furthered that absorbing interest with the necessary time and resources.

Thus, there is a requirement for the Army to state new standards for professional knowledge, skills, and values; to provide the research and produce the learning materials on professionalism that the officer needs; and to educate the officer corps on how to provide the institutional supports that make "professionalism" a goal worthy of the officer's internal commitment. If these requirements are to be met, the Army must empower the service schools to assemble the faculties who are specifically trained on professional matters, must support research with the necessary funds and talented personnel, and must develop a system of management for the enterprise of Professional Military Education which will meet the needs of the officer corps in the 1990's.

Guide to the Annexes

This chapter has been in a very real sense an enunciation of the RETO philosophy. As such, it stands alone, for it is the support upon which our effort has been built. Even so, a number of topics are further developed in the Annexes.

The subjects of commitment, officership, and professional ethics are by their very nature difficult to quantify, yet central to the core of the officer corps. The first two are discussed at Annexes M and N respectively. Professional ethics is still under careful study even as the remainder of this report is published, so that Annex P includes a place for an Appendix to be published in the next few months.

Two other topics highlighted in this Chapter deserve further attention. Military History deserves a renaissance within the education and training system and therefore will be studied in another Appendix to Annex P to be published at a later date. Faculty development is a traditional issue for study teams concerned with education and training, for even good plans can fail miserably if they are implemented poorly. Annex Y, the last before the glossary, deals with the problems of attracting, developing, retaining and recognizing professional military faculty members at every level within the Army school system.

REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

CHAPTER IV

THE SYSTEM

Despite the fact that there is much that is good about the way the Army currently educates and trains its officer corps, some significant changes — additions and deletions — are in order if officers in the 1990's are to be properly prepared for their profession. Some changes will appear to fly in the face of tradition. All will strike an emotional chord somewhere and cacophony is sure to result if each proposal is perceived as independent of the others.

If any message about education and training of officers is made loud and clear, it must be that the whole process constitutes a system.

For that reason, the set of RETO recommendations describes such a system. It is simply myopic to look upon education and training needs of a captain without considering what he learns on the job, what he may have learned as a lieutenant (or even as a cadet or officer candidate) and what is expected of him as he advances to field grade rank. Nor is it appropriate to view resident schools as the only source of officer education and training, for the concepts of continuous learning, of seniors being responsible for development of juniors, and of professional growth have always existed and should not be permitted to languish. In short, over-concentration on a particular rank or learning experience can lead to suboptimization. Therefore, an overview of the proposed complete system precedes the more detailed accounting of its component parts and the rationale which supports them.

Criteria

It is only fair to begin a system description by noting the criteria it is expected to satisfy. The first items derive from the study directive, the latter three from the guidance of mentors on the Advisory Board:

- It must be based upon Army missions — both peacetime and wartime.
- It must satisfy individual career development needs.

- It must combine self-development, unit development, and institutional development from initial selection as a potential officer through career completion.

- It will be implemented in a constrained resource environment.

- It should be consistent with the system for managing officer personnel.

- It should be implemented in such a way that an officer's career is neither truncated nor despoiled because of the happenstance of transition from old system to new.

- It should be consistent with the development and preservation of commitment.

System Description

Annex B (fold-out) summarizes a proposed new officer education and training system which meets the established criteria. It is in the context of this total system that each of its components ought to be viewed. It was derived to meet requirements! It is not a "patched up" or "justified" existing system. Thus, the system description in succeeding paragraphs is an important frame of reference for analyzing any part of it.

A young man or woman contemplating a career as an officer will first be examined at an assessment center, where screening takes place for medical qualification, physical aptitude, motivation, and leadership potential. Assessment will apply to all precommissioning aspirants, since there is no point in expending scarce resources to train any officer candidate who cannot or will not meet minimum standards at the start.

A variety of precommissioning routes is likely to be available and more scholarship students will graduate annually. By the mid-1980's, a number of programs will have been tested and one or more will have been implemented. Tests include a 2-year ROTC program; an OCS for college graduates, some of whom will have benefited from scholarships at academic institutions having no ROTC program; and a Platoon Leader Course, similar to the Marine Corps program, which removes military training from the campus and offers it in two concentrated summer sessions. For the first time, as a result of Military Qualification Standards I (MQS I), all newly commissioned officers will possess a common basic inventory of military skills and knowledge, regardless of their source of commission.

Basic courses will be considerably longer than those now offered, to teach the new officer the specialty related skills and knowledge required in the first 3 years of service. The officer will validate these skills through on-the-job performance to become MQS II qualified by the end of his 3d year.

The focus during an officer's early years will be on self-development and on the responsibility of commanders for the professional progress of their subordinates. Unit association will be stressed and the socialization process will be enhanced by greater stability in the unit—both from the standpoint of longer tours not truncated by a need for early attendance at an advanced course and from the standpoint of longer command tours as well.

Every officer will have written standards which set forth the unambiguous requirements which must be met for qualification in the entry specialty at that level (MQS II or MQS III). Learning in a resident mode will be limited to critical skills taught in short TDY courses. Unit commanders will certify that these requirements have been met. The advanced course as it is known today, will be significantly reshaped. Some skills now taught in the advanced course will be taught earlier in the expanded basic course while other skills will be taught later at a staff school. The majority of the present advanced course skills will be learned in company command courses and other TDY functional courses or will be learned on-the-job, in the unit, as an integral part of MQS III. Before their 10th year of service, all officers will have completed a rigorous nonresident course (including a locally administered pass-or-fail examination) to prepare them for later attendance at a staff school. The combination of self-development (including some professional reading and a requirement to complete certain college courses), unit development, commander responsibility, short resident courses as needed, and required nonresident course, together fall within MQS III—to be completed in its entirety before the 10th year of commissioned service or before promotion to major, whichever occurs first.

For the first time, every officer will receive some training in staff procedures. All new majors will attend the Combined Arms and Services Staff School (CAS^3), and about 20 percent will be selected for additional training in higher order staff skills and advanced knowledge at the U.S. Army Command and General Staff College (USACGSC). A few will attend other service staff colleges. No longer will the Armed Forces Staff College (AFSC) be considered equivalent to USACGSC, for its mission and its curriculum always have been different. Only those officers who have been selected for joint assignment will attend AFSC and each officer who does attend will already have graduated from either CAS^3 or USACGSC.

Other training and education as required to meet specialty or functional job related needs will be offered in much the same way it is now. Graduate education will continue to be provided when Army needs dictate, but better means will be available to prove that it is a position or specialty related requirement and that the Army fully utilizes all of its highly educated assets in a more rational manner.

All officers selected for command at battalion or brigade level will attend precommand courses—regardless of whether they are Active or Reserve Component, combat arms, combat support, combat service support, or training unit commanders.

The number of officers attending various senior service colleges (SSC) will not change significantly from today's number, but the curriculum at the United States Army War College (USAWC) will focus more closely on the conduct of joint and combined land warfare in a coalition environment, and programs for simulation exercises and war-gaming will be implemented. As USAWC becomes more Army specific, so too can we hope that National Defense University (NDU) will respond more fully to certain minimum wartime/mobilization Army needs. In any case, attendance at one SSC or another will be driven by the unique requirements of pending assignments or of officer specialization and projected contribution, rather than because a small amount of PCS funds could be saved by using geographic location criteria.

Education and training for general officers will be more frequent even at the expense of "underlaps" to permit certain inter-assignment transition training which many senior leaders regard as imperative.

Foreign language skills will be encouraged for all officers, and the Army will do a much better job in managing the education and skill retention of certain officers whose fluency requirements cannot be ignored.

With some modification to suit the special needs of each group, Active Army commissioned officers (including lawyers, chaplains, and officers of the Medical Department) and warrant officers, and officers of the Reserve Components will be included in the system.

An education and training system is itself a subsystem within the overall Officer Personnel Management System (OPMS). A number of adjustments in OPMS may improve the effectiveness of the education/training subsystem and these are pointed out in later chapters.

Getting There From Here

Each part of the system builds upon what precedes it and provides a foundation for that which follows. Thus, it can only be implemented on a phased basis if it is to succeed--and no officer should be victimized by the transition.

In some cases, important education and training requirements are not currently being met. That situation cries out for early solution. Our phasing plan for CAS^3, for example, seeks implementation several years before proponents at USACGSC had proposed. Even if CAS^3 should evolve into a better course with more time, the fact that over one-half of the field grade officers currently receive no formal staff training justifies phasing in CAS^3 rapidly. We recommend an approach which seems possible, though difficult, for the Leavenworth faculty, and which also promotes officer commitment as well as favorable attitudes toward CAS^3. As CAS^3 is phased in over several years, it would pick up at least twice as many officers as are simultaneously reduced from USACGSC. At least initially, then, officers will be centrally selected for CAS^3 and a certain prestige will be associated with attending.

We recommend the earliest possible conduct of various precommissioning tests, even though some budgetary reprogramming may be required; for in the absence of more efficient or more productive approaches, the Army is simply not going to meet its accession requirements in the coming years.

Much of what is proposed in this study relies upon early completion of a rigorous front-end analysis. Every position in the Army (with particular emphasis through the rank of major) must be dissected with care to provide a comprehensive set of tasks which are associated with it. The process will doubtless be laborious and costly, but it simply must be done if the education and training system is to impart the correct skills to the right people at the proper time. TRADOC has already made the necessary plans to conduct a front-end analysis. That effort should be funded as soon as possible.

Once the front-end analysis is complete for lieutenants, MQS I can be finalized and implemented. As the front-end analysis for captains proceeds, MQS II and MQS III should follow. Because MQS III would make little sense without MQS II, or MQS II without MQS I, these protions of the system must be implemented sequentially. On that basis FY 87 is the earliest time at which MQS III can reasonably be implemented.

A detailed and deliberate implementation plan is provided in Annex A. Almost 9 years seems a long time to finally bring a system

on line, but even that period will be inadequate barring dedication of manpower and funds to completion of necessary intervening tasks.

Resource Implications

Each step toward full implementation has resource implications, generally calling for early program increases — in both dollars and people — as today's necessary investments in the Army's future. Indeed, it is FY 88 before any sizeable dollar reductions can be expected — and FY 88 is the first full year in which the complete system will operate. Annex A provides some initial time-phased resource estimates for various parts of the total system. Although these figures are likely to change somewhat during the staffing process, it is nonetheless true that more than $87 million would have to be spent over and above current officer education and training costs between now and FY 87 before any annual dollar reduction begins. After FY 87, about $22 million annual saving should accrue. Even those figures need some explanation, however, for the education and training world is not a planet unto itself, and a number of peripheral programs now ongoing or planned for the near future would affect the base cost irrespective of RETO analysis and recommendations:

- An urgent need for increased aviation training rates caused us to recommend an annual increase of about $10 million for that effort. This recommendation is being addressed separately by the Aviation Special Task Force. Thus, the above resource estimates do not include these additional costs.

- A front-end task analysis is necessary before MQS is implemented. The cost of a front-end analysis is not included within the estimated system cost, for the analysis was planned before the study was directed and there is sufficient reason to conduct it even if this study is disapproved in its entirety.

- The most important saving available from implementing this study lies in the people area. Not only would staff and faculty reductions (mostly from ROTC cadre) be possible beginning about FY 85, but after FY 88 the total system could operate with 1,000 fewer military staff and faculty requirements. Better yet, the shift in emphasis to self development, learning in the unit, and TDY courses will transfer more than 2,500 officers (mostly captains) from the student account to operational accounts. Because the captain shortage has already become acute and because the near term accession shortfall for lieutenants will not be cured overnight, a program which makes more captains available to the field is valuable.

We were charged to develop programs with the prospect of implementation in a constrained resource environment. The recommended system has kept that admonition in the foreground, though Army requirements have been the principal determinants in configuring the system. Modest long term savings are possible, but the real benefits will accrue from the Army's ability in the future to meet actual requirements for officer education and training.

Guide to the Annexes

A schematic representation of the proposed system is provided as a fold-out at Annex B. The reader may find it useful to refer to this depiction of the entire system as he concentrates in later chapters on individual parts of it. A phasing plan as well as some approximate resource estimates is provided at Appendix 1 to Annex A.

REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

CHAPTER V

THE FORMATIVE YEARS

The point was made in Chapter III that a combination of circumstances will make it imperative that the Army of 1990 attract the best talent to its officer ranks, and then, by providing an environment for continuous learning, prepare them to handle increasingly greater responsibilities. Attracting the best will be easier said than done, given the sharp future decline in youth as a percentage of the available work force. The continuous learning environment will have to be especially well conceived, given the projection that the Army will have a coincident requirement for both specialists and generalists. Approaching acquisition and development of young officers on a "business as usual" basis simply will not be enough.

Precommissioning

There are three primary sources from which new lieutenants are commissioned annually -- Branch Immaterial Officer Candidate Course (BIOCC), the United States Military Academy (USMA), and Reserve Officer Training Corps (ROTC). BIOCC accounts for only a comparative few and USMA has just been subjected to exhaustive study and is now in the process of implementing a number of recommendations approved less than a year ago by the Chief of Staff of the Army. Therefore, the primary RETO focus has been upon ROTC, which currently produces the bulk of the new additions to the officer corps.

Current Problems

The Army can point with great pride to a host of outstanding contributions from former ROTC cadets who now form or who have formed a part of its leadership. Nonetheless, a careful examination of the current ROTC program yields some startling revelations:

• About two-thirds of those who join ROTC terminate during their first 2 years in the program -- some because they drop out of college altogether.

• There is no initial measurement of medical status, physical fitness, leadership potential, or even motivation for the military.

• Intelligence standards are inadequate.

• Thousands of ROTC scholarships are awarded annually; yet there is no guidance or control over academic majors. (Majoring in circus management is considered neither better nor worse than majoring in nuclear engineering).

• A large share -- 63 percent in fact -- of the colleges do not have an opportunity to participate in ROTC programs so the graduates of many fine academic institutions are essentially untapped by the Army.

• An annual shortfall for officer accessions is projected for the foreseeable future.

Initial Measurement

For only modest costs, accession assessment centers collocated with Armed Forces Examining and Entrance Stations (AFEES) could provide the means to measure medical, physical, motivational, and leadership areas -- for ROTC as well as USMA candidates (the latter are currently assessed at a number of temporary centers put in operation from time to time to meet West Point's need to screen applicants). This approach alone could serve the dual purpose of identifying and concentrating on those whose potential for substantive future contribution as officers is greatest, and at the same time signalling to the applicants that if they meet the Army's standards, they are part of a select group.

While an initial assessment could streamline the ROTC program by eliminating some who ought never to join in the first place, it would not make any contribution to the officer production shortfall problem. That problem requires a different sort of approach altogether.

Alternative Programs

If not enough ROTC cadets are graduating annually, we ought to increase their numbers. But, how? Various ROTC detachments now devote an inordinate amount of time and energy to recruitment. The Army already may have gone too far in making ROTC programs more popular and palatable than proper and professional.

The key to the acquisition puzzle lies, we believe, in capitalizing on current strengths of Army and other Service ROTC programs; and in tapping the relatively large pool of annual graduates whose alma mater does not have ROTC on campus.

One area in which the current ROTC system enjoys the relative luxury of oversubscription is its scholarship program. The cost of higher education is burdensome for all but the most affluent, so that there are about eight applicants for each scholarship. Clearly, more scholarship students could graduate annually at the same resource level if significant numbers of scholarships were offered for 2 or 3 years rather than 4. While the eight to one ratio of applicants to recipients could change, the indications are strong that good selection of highly qualified students would still be possible. Further, if the bulk of scholarships were for the last 2 years of college, the unacceptable attrition rates now found in the first 2 years would disappear.

Thus, a 2-year ROTC program is attractive. Its features might include military subjects only in the last 2 years (for both scholarship students and other ROTC cadets), a single 8-week summer camp, a contract at the beginning of the junior year, and monthly $100 stipends, with no change in standard military courses. Such a program has the advantages of lowering costs, attacking the attrition problem, and continuing to "show the flag" on campus. In fact, it already exists (on a restricted basis) and yields an acceptable product. On the other hand, it does conflict with heavy demands for student time, has resistance to change implications, and requires congressional approval for full scale implementation.

The Marine Corps Platoon Leader Course program has merit and could well be modified to accommodate Army needs. Under such an approach, there would be no military instruction at all on campus, the entire gamut of necessary military knowledge being

concentrated in two summer camps (6 weeks in pre-junior summer, 10 weeks in pre-senior summer). Scholarships -- mostly 2-year -- would be offered and a monthly $100 stipend would be available to those who signed a contract after their first summer camp. Procurement managers would work out of the United States Army Recruiting Command (USAREC) to ensure steady input. Lower costs coupled with larger markets, and absence of academic conflict are obvious strengths. More subtle, but very muct to be desired, is the notion that all newly commissioned officers would have received the same military instruction, and standardization not now possible could result. As with the 2-year ROTC program, there are some cautionary notes. Taking away two summers from the average college student would hardly be popular and the absence of continuous military presence on campus could adversely affect the officer candidate recruiting effort. Once again, the resistance to change implications must be reckoned with and congressional approval would be necessary.

How might the Army reach those who are unwilling or unable to commit the lion's share of their summers and who are students at non-ROTC institutions? The answer may lie in a College Graduate Officer Candidate School (OCS) approach wherein the scholarship help and the $100 stipend are available upon signing a contract at the beginning of the junior year, but all military instruction is delayed until after graduation. Procurement managers would be in USAREC as in the Platoon Leader Course option. Low costs, large market, absence of academic conflicts, and the ability to produce a standardized product upon commissioning are significant strengths. On the negative side of the ledger must be recorded the absence of continuous military presence on campus and especially the lack of military socialization during college years. As with other alternatives, there are resistance to change implications and congressional approval is required.

No matter which combination of these innovations is implemented, however, destruction of the proud ROTC heritage of particular institutions is neither recommended nor desired. A number of distinctively military colleges have long produced outstanding officers and their catalytic effects on professionalism and commitment should be preserved.

Programs such as 2-year ROTC, Platoon Leader Course, and College Graduate OCS should be tested as quickly as possible, for the accession shortfall problem is neither temporary nor insignificant. Testing all need not result in final selection of one to the exclusion of the others. The Army will need to preserve a modicum of flexibility in any new system, for, ironically,

the need for increased specialization can best be answered by broad diversification in the number and type of academic institutions whose graduates will join the officer ranks. Thus, the Army of the 1990s should conduct a precommission program that combines the various alternatives in a way that fully supports evolving Army needs.

Military Qualification Standards

As we explored officer education and training experiences, a certain consistency developed in what we originally had perceived as diverse problem areas and deficiencies. Tough as seemingly independent sets of problems were, they did begin to fit together in a way that led almost inevitably to Military Qualifications Standards (MQS). A few of the many difficulties we had identified included these:

- There is no commonality of military skills and knowledge amongst the various sources of commissioning,
- The only common educational requirement for commissioning is a baccalaureate degree.
- Self-study is not encouraged and those who are motivated to self-improvement are without guidance as to what they must learn.
- There is redundancy between basic course content and military instruction in some precommissioning sources.
- There is redundancy between advanced courses and basic courses.
- A significant number of skills required by company grade officers are best learned on-the-job, rather than in resident schooling.
- Some assignments do not provide daily experience opportunities to achieve and maintain specialty expertise.
- There is no precise definition of qualification in any specialty at any level, nor any guidelines for on-the-job learning.

But where is the consistency? Simply stated, there is a real need to be explicit about what officers must know and do, to establish unambiguous standards, and to make available the mechanism to assist officers in attaining acceptable levels of performance. This need should be satisfied in the 1990 Army by MQS.

Provided that individual task analysis is undertaken and accomplished well, the Army will be able to establish Military Qualification Standards which will be the framework for officer education and training in subsequent years. Links will be forged to connect resident schooling, self-study, and on-the-job experience, and a new partnership will be created between an officer and his commander. Military Qualification Standards will consist of two components: Military Skills and Knowledge, those immediate skills and knowledge which an officer requires to perform successfully in his specialty; and Professional Military Education, the broader knowledges, skills, and insights which form the basis for an officer's continuing professional development.

The MQS concept is described in detail at Annex D. Some of its features include:

(1) A definition of specialty qualification.

(2) Strong emphasis on individual achievement.

(3) Linking resident schooling and on-the-job experience.

(4) Relating skills and knowledge to the Army Training Evaluation Programs (ARTEP) and Soldiers' Manuals.

(5) Administration, supervision, validation of task accomplishment, and certification of qualification -- all by commanders, and

(6) Clear written standards, perhaps in booklet form, together with criteria for validation -- a means for an officer to gauge his learning.

The previous discussion of precommissioning took note of the virtues of a "standard" product. How much more efficient the Army education and training system could be if only all new officers were equipped with <u>common</u> military skills and knowledge at the time of commissioning. MQS I (eligible for commissioning) will do this equipping with about 500 hours on campus, in summer camp, or in an OCS program. As a part of MQS I, each new officer will

validate prescribed skills and will take a diagnostic test at the start of his basic course. The Professional Military Education component will require the officer to complete the baccalaureate and a college course in each of the following fields of study: human behavior, communication skills (writing), military history, national security studies and management. (Under certain cricumstances, completion of some or all of the college courses may be deferred until the 10th year of commissioned service.)

Note that MQS I is entirely independent of any specialty. It focuses on common military skills and knowledge and establishes a foundation of the broader knowledges, skills, and insights necessary for continuing professional development.

Specialty specificity will first be demanded as a part of MQS II (eligible for promotion to captain). The basic course (probably longer than the present one) will teach all initial specialty skills and some skills will be validated during that period. Once an officer joins a unit, his commander validates his performance of other skills included within the military skills and knowledge portion of MQS II. Professional Military Education continues with implementation of a modest directed reading program and professional discussions between the officer and his or her commander. Officers who had deferred college courses from MQS I would also be expected to pursue these courses.

Once an officer is qualified at MQS II (approximately 3 years service), he may commence work on MQS III (eligibility for promotion to major). The majority of military skills will be learned on-the-job rather than in extended periods of resident training. Nonetheless, certain critical skills will be taught in short, functional TDY courses. Professional Military Education will continue in terms of a directed reading program and completion of the MQS I required undergraduate courses.

Under the RETO system, all officers can expect to receive staff training upon entry into the field grade ranks. Attendance at this formal course of resident instruction will require MQS III certification which in turn requires successful completion of a 120-hour nonresident preparatory course, including passing the course final exam.

In short, MQS I, II, and III together provide the framework for a total program of officer education and training for the first 10 years. MQS makes sense because every officer will, for the first time, have a clear understanding of what he needs to know

as an officer and as a specialist. Commanders at every level will necessarily take renewed interest in development of their subordinate. Furthermore, because MQS ties together all learning experiences in a systematic, continuous, and coordinated way, it meets well the study directive's exhortation to "develop ... with the prospect of implementation in a constrained resource environemnt".

Resident Schooling for Lieutenants and Captains

Within the MQS framework, some changes in the current approach to resident schooling are appropriate. The PCS advanced course should be replaced by a set of learning experiences which include a longer basic course, TDY courses for company commanders and other courses to meet various functional needs, development in the unit (particularly under MQS III), and staff training for virtually all officers as they enter field grade ranks.

The advanced course is remembered fondly by many officers. Resident military training, in fact, is viewed by nearly 60 percent of the captains and above as the most useful training they have received in support of their primary specialties. How, then, could we have reached a conclusion which replaces the advanced course with the set of substitutions listed above?

The answer lies in a relatively detailed analysis which showed that:

(1) There is a real need for certain features not now found in officer education and training efforts, and

(2) It is possible to provide through other means the learning experiences now available in advanced courses.

Various basic courses now place heavy emphasis on teaching new lieutenants to become reasonably adept at skills their troops are expected to perform. Signature analysis shows, though, that there are a number of duty modules clustering tasks which lieutenants are expected to accomplish in each of the various specialties, but for which no training is currently provided in the basic course. In addition, signature analysis for captains identified a number of tasks which amounted to continuation of those previously practiced as lieutenants. In general, such tasks ought to be learned as early as possible. Even so, some are now being introduced for the first

time in the advanced course. Both of these requirements argue for a longer basic course. Signatures also highlighted skills best learned on the job or under the watchful eye of a concerned commander -- and MQS fulfills that requirement.

A discussion of the concept of a Combined Arms and Services Staff School (CAS^3) appears in Chapter VI. Suffice to say, at this point, that a strong case can be made for training new majors in skills they must use throughout most of the rest of their careers. The advanced course is too early for this training.

An important part of the advanced course deals with the techniques of company command, and teaching company command in a resident mode is proper and correct -- provided, of course, that the teaching precedes the commanding. The personnel managers have made great strides toward getting officers into the advanced course before they command companies. Even so, there is a finite limit on possible efficiencies in that respect as long as PCS constraints and stabilization policies do not change drastically. Currently over one-third of the combat arms officers entering the advanced course have already commanded at company level. Note, though, a fundamental conflict -- early advanced course is good timing for getting company command training before it is needed, but bad timing for offering staff training needed 6 or 7 years later. By teaching company command in a TDY mode, <u>most</u> officers could recieve the instruction before they take the reins. This latter sequence is critical to achieve combat readiness in the 1990 Army.

A necessary part of each current advanced course is the concentration on certain specialty specific functional areas. Such concentration is appropriate, preferably as close to the time it is needed on the job as personnel management policies permit. Again, providing short TDY functional courses would offer more flexibility in optimizing timing.

In short, there are <u>needs</u> for lengthening the basic course, for teaching command skills before assumption of command, for delaying instruction in critical staff skills until they are needed most, for offering timely functional courses, for emphasizing the continuous learning process in units. It is <u>possible</u> to provide the learning experiences now offered by the advanced course if the needs are filled as proposed in the RETO system.

There remains one aspect of the advanced course, though, which quantitative analysis does not account for, but which is

nonetheless important. The advanced course provides for continuation and reinforcement of the initial socialization process — traditionally the last time that those officers who will not attend USACGSC (approximately 60 percent) will ever be able to share experiences with their contemporaries in an academic environment. In the 1990's the longer basic course allows for a more complete interaction with one's peers at the optimum time to begin the socialization process. The continuation and reinforcement of this socialization will be accomplished for all majors at a crucial time when the officer is first offered tenure under the Defense Officer Personnel Management Act (DOPMA) and concurrent with the shift of perception from a specialty point of view to an Army-wide combined arms point of view. Thus, the delayed socialization process will drive home an important point at the proper time — that teamwork is essential for success as a field grade officer. (Even without DOPMA, it must be assumed that officers remaining on active duty beyond 10 years are career professionals.)

However, there is no avoiding the fact that reshaping the advanced course with a new system for professional development will necessarily remove a family tour at branch school from every officer's prospective career pattern. Socialization with families at the advanced course as it now occurs will surely be lost. But the socialization process in various units and at various posts will be enhanced, for early tours will no longer be truncated to meet a target of hitting the advanced course before command — and the trauma of moving day will occur two times less for all. Young officers in the 1990's will be professionally developed in an environment which allows them to know better and form deeper associations with those with whom they daily work. MQS will necessarily increase the role of commanders in development of subordinates; and longer command tours could do much to make the leader/led relationship both professionally rewarding and personally satisfying.

Guide to the Annexes

The concept for a precommissioning screening system and discussions of the ROTC program and scholarships are contained in Annex C, though detailed plans for conducting proposed tests have been left to proponents who will be called upon to administer them.

MQS is developed in depth at Annex D, to include a number of notional models at Appendixes 2 through 8 illustrating how MQS will apply at various levels in representative combat, combat support, and combat service support specialties. Annex P further develops the Professional Military Education aspects of MQS. Because we recognize that major changes to the advanced course require careful explanation, Appendix 9 to Annex D develops that rationale.

REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

CHAPTER VI

THE FIELD GRADES

With increased rank come greater responsibility and broader horizons. The relatively narrow, specialty specific, troop oriented focus for most company grade officers must necessarily evolve at the rank of major into a view which begins to include and integrate diverse functions and units.

Of all ranks major is the one with the least command opportunity. Moreover, few lieutenant colonels will escape their rank without having served at least once as a staff officer. Signatures at the ranks of major and lieutenant colonel for the whole Army shed some interesting light on that assertion. Using as a criterion for significance a 40 percent chance or better that a duty module will be required of an officer in a particular grade, a total of 20 significant, Army-wide duty modules for major and 15 for lieutenant colonel have been identified — and 14 of these are common to both grades. The majority involve staff and management activities of a general nature. It is fair to say, then, that no matter what combination of specialties a field grade officer possesses nor what branch brass he wears, he needs some fundamental training as a staff officer — and he is as likely as not to need it as soon as he is promoted to major, for the newness of his rank will not be a bar to staff assignment.

While the capability to analyze signatures is new, the awareness that a great deal of staff activity falls to the lot of field grade officers is not. All majors may need staff training, but less than one-half of them get it in a structured resident mode right now. Those who are talented and fortunate enough to be selected for U.S. Army Command and General Staff College (USACGSC) often receive the training several years <u>after</u> promotion to major — just as likely <u>after</u> performing for several years in an important staff position.

If follows that Army needs might better be served if all officers were permitted to attend the current 42-week USACGSC as early as possible during their majority. Given a world of unconstrained resources, such an approach might well be the RETO recommendation, for the USACGSC experience is highly beneficial to those who have it and to the Army as well. But there is little chance of finding the unlimited resources necessary to meet all Army needs.

Early in our efforts, then, we concluded that:

(1) All field grade officers need some staff training.

(2) Staff training should be provided as soon as possible upon selection for major.

(3) Resource constraints make a long course for all at USACGSC an unlikely option.

A number of alternatives can be derived from these conclusions. The first two are easily dismissed. The latter two deserve serious consideration:

(1) Exclusively nonresident training.

(2) Staff training in advanced courses.

(3) A shorter USACGSC course for all.

(4) A long USACGSC for some, short staff course for all.

There is no doubt that the least expensive alternative would be to provide necessary staff training in the nonresident mode, requiring it for all field grade officers. The approach is unsatisfactory, though, for totally independent work conflicts directly with the nature of a staff officer's duties. A staff officer must be a member of a team and he must practice with the team if he is going to produce the best possible results. Some independent study is necessary, even desirable, but there simply has to be a period during which those receiving staff training are brought together to practice the arts of coordination and integration. Thus, the need for staff training for all field grade officers cannot be satisfied fully without some resident training.

Why not provide more and better staff training in the advanced course then? Two strong reasons militate against such an approach. First, the advanced course is conducted so far in advance of the period during which most officers need to apply staff training above brigade level that normal learning decay would reduce retention and, perhaps, relevancy, given an era of rapidly changing sophisticated systems and accelerated doctrinal evolution. Moreover, the current emphasis on company command skills in the advanced course requires it be conducted as early as possible, frequently before promotion to captain. Second, virtually all the students at any particular advanced course carry a common specialty (or one of a tight group of closely related specialties). The most effective team practice for a staff officer, however, occurs when his efforts are in conjunction with

others whose specialties are diverse. There is a certain synergism associated with a group of officers whose military background, training, and expectations differ markedly one from another. The advanced course simply is not the proper vehicle for field grade staff training. Indeed, one of the reasons which led to a recommendation to replace the current advanced course was the realization that necessary staff training ought to occur later and should be conducted for groups which include combat, combat support, and combat service support officers. To the extent that battalion and brigade level staff training is needed by some, TDY functional courses will suffice.

We have already established that <u>all</u> field grade officers need <u>some</u> combined arms staff training. But do some field grade officers need significantly more than a certain minimum level of competence? We are firmly convinced that an emphatic affirmative response to that question is in order, for Army requirements demand it.

The argument for training a certain number of officers in higher order staff skills is both complex and emotional. The intensity of emotionalism is directly related to the extent to which the numbers selected might deviate from today's USACGSC class size: without yet quantifying it, however, some number of officers with advanced training in higher order staff skills and advanced knowledge is nonetheless important.

There is no precise division between general staff skills and non-general staff skills, so that a list of general staff duty modules is difficult to compile. Nonetheless, a fair approximation can be made by observing that if there were such a thing as a general staff position, the chief of staff of a division, or the G-3, would be in that category. We started with the signature for these positions and added to it using a Delphi method (successive iterations sharpening collective judgements of a group of experienced officers). Not surprisingly, we found that very few positions in the Army have a signature calling <u>only</u> for general staff skills, and no field grade position has a signature calling for none. Thus, there is a bit of the general staff in virtually all field grade positions. In addition, some skills are clearly more important than others so that we assigned a weight from one to five to each duty modules. The weighting process was admittedly subjective, but a later sensitivity analysis showed that variations of plus or minus one weighting unit had little effect on the outcome.

By comparing and weighting the relative frequency with which various general staff duty modules occur in each specialty and in the Army as a whole, we were able to deduce that about 20 percent of each year-group entering field grade ranks requires advanced training in general staff skills. Within that percentile and using a comparable methodology, a composition by specialty can be derived. (See Annex E).

Requirements differ by specialty, with combat arms officers apparently having greater requirements for general staff skills than others. However, TRADOC's planned front-end task analysis will provide a more precise basis for determining class composition by specialty.

In this methodology we deliberately avoided identifying specific positions as requiring a general staff officer. As mentioned earlier, all staff positions require more or less of the general staff skills. A commander needs to be able to apply his general staff officers to those specific locations or functions needing attention--functions which will vary from unit to unit and from time to time. The distribution of graduates will be determined by using the same signature methodology applied to the commands.

Quantitative analysis supports some staff training for all and advanced staff training for a few. But there is an important emotional argument which cannot be ignored. Opportunity for as many as possible for as long as possible is a fundamental tenet within the officer corps and is a reflection of our societal mores. For all intents and purposes, battalion command is not possible unless an officer is a USACGSC graduate; selection for senior service college does not happen for most of those who have never commanded; and most of those passed over for promotion to colonel have never attended USACGSC. To select so few for USACGSC so early, the argument goes, is to condemn most too soon to a second class career.

In fact, though, a closer look at the proposed system demonstrates that it actually provides opportunity for more officers. In today's Army, the percentage of selectees for USACGSC is approximately equal to that for promotion to colonel. Thus nonselection for USACGSC very nearly sounds the death knell to the aspirations of more than one-half of the officer corps. A 20 percent selection for USACGSC followed later by even a 50 percent selection for colonel mathematically ensures that many graduates of a proposed short staff course not only can compete, but also will be selected for later promotions.

A caveat is in order, however. If opportunity is to be seen as widely available, some graduates of the shorter staff course must be selected annually for battalion and higher command and for senior service college. The Army should take whatever positive measures are necessary to see to such a visible demonstration of the value and importance of graduating from the proposed short staff course.

Because it is rigorous, demanding, and valuable for individual officers as well as the Army, the Corresponding Studies Program (CSP) now conducted by the U.S. Army War College (USAWC) has earned an excellent reputation. USAWC's CSP includes two short resident phases (about 2 weeks each). The Army should extend this kind of opportunity to those not selected for resident USACGSC. Like the USAWC program,

officers would apply for the course and a selection board would choose up to 400 annually. This concept would require major revisions and upgrading of the current nonresident USACGSC program, but it would provide the means for outstanding CAS^3 graduates to better prepare themselves for particularly challenging responsibilities.

The Combined Arms and Services Staff School (CAS^3)

Since all field grade officers need some staff training, a school should be established for that purpose. Such a school must provide staff training to the Reserve Components as well, for the analysis of common skills and knowledge identified no diminution of need for those not on active duty. Thus, we propose the establishment of a Combined Arms and Services Staff School (CAS^3) with a mission as follows:

MISSION: Train all majors (Active and RC) for service as staff officers, with the Army in the field, in peace and war.

Within the scope of this mission, CAS^3 would train officers to:

(1) Prepare battalion and brigade level estimates, plans, orders, analyses, and directives, integrating organic and divisional combined arms and services.

(2) Prepare training programs for individuals and units and supervise implementation.

(3) Manage resources of manpower, equipment, money and time.

The mission statement uses the terminology "train all majors" (emphasis added) in recognition of the fact that even those comprising the 20 percent selected for USACGSC will be expected to cover CAS^3 material early in their course of study.

The point was made earlier that, while nonresident instruction alone could not accommodate all requirements for staff training, it could contribute significantly — on a cost effective basis — to some portion of the needed staff training program. Thus, all officers would be expected to complete a 120-hour nonresident studies program (a pre-CAS^3 program that includes a locally administered 6-hour final exam) between their 5th and 10th year of service. MQS III certification cannot occur unless the pre-CAS^3 course and examination have been successfully completed.

Shortly after selection for major, all officers can expect to attend a resident staff course. Those not selected for USACGSC would attend the resident 297-hour CAS^3 course on a TDY and return to unit basis. Necessarily concentrated, this course would integrate staff communications throughout and would make maximum use of a tactical scenario, including round-out with RC forces, interoperability with other armies, and Time Phased Force Deployment Lists (TPFDL).

While 288 RC officers would attend CAS^3 annually (a 50 percent increase over the number now attending the RC associate course), an option would be available to the RC for a nonresident CAS^3 which, provided approval is granted, will satisfy RC education prerequisites for promotion to lieutenant colonel and colonel. As many as 5,400 RC officers annually could avail themselves of this opportunity.

A Common Course Length

A frequently suggested approach to the problem of providing staff training to all majors is to cut the current USACGSC course length in half. In effect, the thinking is that half as much for twice as many would create maximum opportunity for all. For the half of the officer corps not now getting any staff training, the alternative would certainly be attractive. Insofar as Army needs are concerned, however, the approach is neither totally satisfactory from a mission standpoint nor is it cost effective.

We have already noted that analysis of duty module signatures demonstrates a need for special training in higher order staff skills for about 20 percent of the Army. Our own review of the probable curriculum requirements as well as careful study by the USACGSC faculty leads us to conclude that not less than a full academic year (42 weeks or so) is required to impart the higher order staff skills and advanced knowledge to a group of highly motivated, high quality officers who have prepared themselves in advance with the pre-CAS^3 package. Thus, we assert that halving course length (say to 21 or 22 weeks) would not permit satisfaction of an identified training need.

Other Staff Schools

There is a clear need, both in peacetime and in war, for mutual understanding and teamwork amongst the various services. Neither the Nation nor the Army could exist very long without air and sea power, strategic forces, or some ability for rapid deployment. Each of the services must maintain a pool of officers who have acquired

and who maintain in-depth knowledge of the capabilities and procedures of the others. And each of the services must ensure as well that all of its officers achieve a certain minimum level of proficiency as a member of a joint and combined arms team.

To that end, a number of spaces are set aside annually at each of the service staff schools for representatives of the other services. The process should continue, for there is no time set aside for catching up on coordination in a "come-as-you-are-war." To maximize the value of this interchange, Army students must be able to articulate Army positions and procedures with confidence. Thus, officers selected for sister service or foreign staff schools should complete CAS^3 before attending them.

Careful analysis of duty module requirements led to affirmation of the need to provide in-depth training in higher order staff skills to some officers. That need cannot be fulfilled, however, by attendance at the Armed Forces Staff College (AFSC). The mission and the curriculum of that institution are so significantly different from those of USACGSC and the proposed CAS^3 that the current policy of considering AFSC equivalent to USACGSC or other service staff schools should be discontinued. To be sure, AFSC does serve a useful purpose in preparing officers for joint assignments, but it simply is not a substitute for USACGSC. Accordingly, the Army should send to AFSC only those officers who are to be assigned to joint duty and who have already received staff training at CAS^3 and, for some, further education at USACGSC.

Summary

The Army of the 1990's will have significant requirements for competent staff officers in the field grade ranks. About 20 percent of the staff officers will need to have had in-depth training, but all will need to be brought to a certain minimum level of proficiency. The former requirement should be filled by USACGSC and sister service staff schools, the latter by CAS^3. Imparting the required competency should be the aim of all education and training, not providing a "ticket punch." Therefore, no institution should be considered to provide equivalent training unless it does in fact provide equivalent training.

Guide to the Annexes

Annex D is devoted in its entirety to further development of the issues raised in this chapter. Appendix 1 surveys the overall preparation of field grade officers. Appendix 2 provides the set of common skills and knowledge which caused us to conclude that all majors must receive some staff training. CAS^3 and USACGSC are discussed in Appendices 3 and 4 respectively.

The concept of training and education as required has been alluded to frequently in this and other chapters. Application at the field grade ranks is discussed in Appendix 5.

Appendix 1 to Annex O discusses an assessment concept for mid-career development.

REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

CHAPTER VII

THE SENIOR GRADES

Duties change and horizons broaden as an officer advances in rank and experience. Education and training must keep pace since it does little good to teach an officer how to do the job he did last — or fail to teach him at all things he must know but cannot acquire on his own. Yet, our current education and training effort does a bit of both.

Consider how job requirements evolve over the course of a complete career. At the company grades, [illegible] tend to be specialty specific; upon entry into the field grades, Army-wide needs for staff officer competency begin to surface; and by the time an officer has achieved enough seniority to perform tasks involving great responsibility, specific position requirements emerge and demand relatively unique, sometimes tailored, attention. Thus, education and training for the senior grades tends to be a function of particular job demands. Not all such demands are now being met.

Precommand Courses

More and more, we are warned, the Army is moving away from its traditional image of "equipping the man" and in the direction of "manning the equipment". Sophistication and complexity must be reckoned with. Reckoning means not only understanding how to employ new and more lethal systems, but also how to precipitate and develop the soldier-machine symbiosis. And, partly because these new systems demand new techniques, doctrine is changing rapidly.

Even a new battalion or brigade level commander coming directly from a troop assignment has cause to be apprehensive about all that is expected. The fact is, though, that most command selectees have not been with troops for as much as 5 to 6 years. A new Army awaits the commander-to-be. All volunteers, many more women, new ways to train and fight and new items of equipment all present challenges.

In early 1977, TRADOC recommended and CSA approved a precommand program for those officers selected to lead TO&E combat arms battalions and brigades. Conducted on a TDY basis at various locations, the course now includes:

- How to fight - 1 week - Fort Leavenworth
- Command Development (the human side) - 1 week - Fort Leavenworth
- How to train - 1 week - Branch School
- How to maintain - 1 week - Fort Knox

In addition, many command designees attend the Senior Officers Legal Orientation Course (SOLO) -- a 4-day program -- and those selected for overseas command receive some language training. TRADOC has proposed transition to a 5-phase program which includes a substantial amount of self-study beginning 6-12 months ahead of time and a diagnostic vehicle to promote some commonality of knowledge upon entry into the resident phases. The diagnostic would also indicate areas where the selectee might seek additional instruction. Thus, precommand preparation is now evolving as a comprehensive, cost-effective means to prepare colonels and lieutenant colonels for TO&E combat arms commands.

But what about TDA organizations? Combat support and combat service support? Surely the leaders of these units should not be ignored, for together they represent 50 percent of those centrally selected for command. To meet the Army's requirements, command courses must be tailored to specific needs by type command and must be made mandatory for all selectees. Even TO&E command designees are not currently required to take precommand courses. All too often, the press of today's business stands in the way of preparing for important future responsibilities, particularly where senior officers are concerned. It is the Army generally and its soldiers particularly which suffer from such short-sightedness.

Tailoring is best accomplished when the measurements are precise. Thus, a detailed front-end analysis of each command position should be accomplished. That effort has already been planned by TRADOC.

No matter how good the formal instruction may be, though, familiarity with a unit before assumption of command can be invaluable. To the extent possible early assignment of command selectees to units in the field should be accomplished. Reorientation in a troop environment -- perhaps as a brigade executive officer, or assistant G2 -- would contribute to the confidence of the prospective

commander and would permit some reductions in formal course time at tailored precommand courses.

Senior Service College

Selection for senior service college (SSC) indicates full fledged membership in a group more exclusive than that promoted annually to colonel. No wonder, then, that the officer corps views SSC selection as a quality cut. No wonder, too, that field commanders frequently state that certain positions must be filled by SSC graduates — even though it is not clear what specific skills and knowledge are imparted by the various SSCs or whether these positions would ever require application of such abilities. Yet, if a quality stamp were the only purpose to be served by the USAWC and similar institutions, SSCs could be abolished and only the annual selection retained.

As with all the alternatives we have examined, the proof of the SSC pudding lies in the valid requirements therefor. The numbers selected, subsequent utilization, curriculum design — all must stem from identified Army needs.

By the time an officer is promoted to colonel, he is more likely to be the executive manager who employs a staff than he is to be the staff officer himself. Indeed, some broad areas in which special ability is required of senior officers include:

- Manage diverse activities at a high level of responsibility.

- Make effective decisions in areas of marginal personal technical competence.

- Function effectively in interagency, interactivity, interservice, or international environment.

- Provide effective senior level functional management in peace and war.

- Use new, senior-level managerial skills, knowledges and abilities.

SSCs can fulfill such needs. What's more, they are well equipped to orient the learning process along mission specific lines (e.g., joint and combined land warfare at USAWC; defense management and

materiel acquisition at the Industrial College of the Armed Forces (ICAF); and national security policy formulation at the National War College (NWC)). Unfortuantely, the current choice of institution for selectees is governed more by his or her geographic location (thereby minimizing costly PCS moves) rather than by individual or assignment related needs.

While it makes sense to have a requirements driven system, achieving that goal is fraught with difficulty. A subjective analysis of all Army positions for colonels and general officers was conducted by RETO, effectively supporting an annual requirement for SSC student loads of the size programed for entry in FY 79.

Preliminary analysis thus supports current class size, but there is little correlation between actual assignments of the class of 1978 and positions identified by RETO as requiring SSC education.

The Army must identify those specific executive management positions for which SSC background is required so as to produce and maintain a pool of SSC graduates of the size needed to fill those and all other colonel's positions as well with qualified officers.

SSC curriculum should be modified as appropriate, including some shift from discussion group format where in-depth analysis and intense student involvement are indicated.

The proposed RETO system regards professional military education as a continuum. Each succeeding learning experience should build upon all that has gone before. Thus, for example, closer coordination between USAWC and USACGSC is in order. Moreover, each SSC should focus on the specific needs for which it was established. The USAWC must sharpen its focus on the conduct of joint and combined operations in a coalition warfare environment. Considerable instructional effort must be devoted to specific wartime requirements such as emergency action procedures (crisis management), strategic deployment, tactical employment and sustainment of large size (corps level and above) combat formations, and the practice -- through simulations and war-gaming -- of high level military decisionmaking.

At the same time that the Army adjusts curricula under its control, JCS should be asked to review the offerings of ICAF and NWC to make them more responsive to the actual needs of the various services.

Nothing to this point should be construed, however, as an argument for diminution of quality in SSC student bodies. The most promising officers should continue to be selected for SSC. Nor

should unique faculty requirements be ignored, especially as USAWC moves in the direction of the curriculum and instructional methodology changes proposed above. Assignment to an SSC faculty which takes on more of the actual teaching load for its highly select student body should be viewed as prestigious. In addition, Army support for USAWC faculty development -- whether it be through advanced civil schooling, reorientation in operating environments, research, or otherwise -- must be strong if that institution is to serve best the purpose for which it was established.

General Officer Development

Because we are so firmly convinced that learning should be a continuous process -- a system which builds upon what has transpired before as it prepares an officer for duties not yet undertaken -- it was clear from the start that we had to consider the education and training needs of general officers. Our consideration led us into four major areas: (1) the nature and extent of "problems" in the Army's general officer leadership, (2) the way industry and academia approach preparation of executives, (3) the way sister services and other armies prepare officers for flag rank, and (4) the views of general officers themselves.

The latter field of investigation proved most fertile, for no less than 54 face-to-face semi-structured interviews with general officers were conducted. Overwhelmingly, there is agreement on a need for continuing professional military education of general officers. Selection of the right man or woman is crucial; assignment of the selectee to the right job for the proper length of time is necessary; but resources devoted to adequate senior level education and training could pay huge dividends. Furthermore, three distinct needs within the framework of general officer learning can be identified:

- Transitional (interassignment refresher).
- Orientational (updating with accurate, timely, useful information).
- Developmental (theoretical and practical skills relevant to general officer-specific duties and responsibilities).

Before considering alternatives which can accomodate these needs, a look at actual and perceived problems is in order.

General officer reassignments occur too often and tend to be ill-timed. The interviews revealed a concern about not being kept informed (the CSA Weekly Summary notwithstanding). There are many who consider themselves technically deficient in key specialty-specific positions. Outsiders who work with the Army's general officers note their relative ineffectiveness at top government echelons, especially when compared to flag rank officers of the other services. Finally, the current system (or more accurately, the lack of one) for educating and training general officers violates some basic principles of executive development as perceived in both civilian industry and academic circles.

To address these problems as well as to account for the triad of transitional, orientational, and developmental needs, a number of alternative programs were examined. The optimum solution lies in the following proposal:

- Transitional training between assignments, tailored to specific jobs. This program should be offered even at the expense of assignment underlap.

- Orientational training by way of periodic updates for all general officers and designees -- attended and partially conducted, to the extent possible, by the CSA.

- Developmental training through short courses, supplemental literature for all general officers and the conduct of developmental labs for new brigadier generals.

Orientational and/or developmental training conducted by MACOMs for senior commanders and managers as appropriate to their specific needs.

Guide to the Annexes

Senior service colleges, precommand courses, and continuing education and training for general officers are discussed at Appendixes 1, 2 and 3, respectively, to Annex F. The reader may find it enlightening as well to review Annex H, wherein the discussions dealing with the development of senior officers in other armies demonstrate that the U.S. Army system, both as it is currently configured and as we have proposed it, is austere by comparison.

A concept for assessment of officers at the SSC level is covered at Annex O and a specific proposal for an executive development laboratory for newly selected brigadier generals is detailed at Appendix 2 to the Annex.

Faculty development is discussed in detail at Annex Y.

REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

CHAPTER VIII

TRANSITION TO WAR — MEETING EXPANSION NEEDS

It is not enough to devise a cost-effective system which will meet the Army's peacetime requirements. The Army is, after all, an instrument of national policy. As such, it must provide part of the visible deterrent to hostile aggression and it must fight if deterrence should fail. It follows, then, that the Army officer education and training system must prepare officers in peacetime for their wartime roles; it must lend itself to transition from peace to war; and it must meet the minimum education and training needs of a rapidly expanding force.

Given a data base which associates duty modules with specific positions and which includes voluminous subjective information gleaned from a variety of sources, it has been possible to design a comprehensive system which appears to meet the Army's peacetime requirements.

Wartime expansion inevitably will exert great demands upon both students and faculty of all Army schools. It is not reasonable to meet these demands by dismembering the education and training system--expansion implies acquisition of untrained new assets, as well as quantum jumps in responsibility for those not yet fully prepared for their new roles. In short, an officer education and training system is crucial in time of war.

Converting the System

In the event of rapid expansion, some predictable changes in the demography of the officer corps would occur:

- Activation of Reserve Component (RC) units and members of the Individual Ready Reserve (IRR), laterally expanding the officer population at each rank.

- Time-in-grade at each rank would be reduced so that all officers could expect to assume greater responsibility earlier than under peacetime conditions.

- Aside from activating the RC, most of the population growth in the Active officer corps would be from the bottom. (Some lateral entry at ranks above lieutenant for certain highly technical skills may be possible, but it would be small compared to the many new lieutenants who would be accessed).

Each of these demographic changes places unique demands upon the officer corps.

Producing New Lieutenants

In time of previous major wars, the United States Military Academy (USMA) has been able to respond quickly by commissioning first classmen (seniors) at once and all other cadets upon completion of their third year. That tradition should continue under the proposed RETO system, with USMA providing a mobilization course of instruction, including major elements of MQS I and MQS II in the 3-year program.

In a similar fashion, ROTC seniors should be commissioned. ROTC juniors should be activated and sent to basic training and OCS. If expansion requirements are large and continuous, ROTC should be disestablished and all those officers and enlisted soldiers now involved in administering the program made available immediately for other assignment.

Even such major changes in USMA and ROTC would be a drop in the requirements bucket, however. Expansion would demand establishment of branch OCSs with programs of instruction based on elements of MQS I and MQS II. A course length of not more than 20 weeks should be sufficient to meet minimum proficiency levels in a wartime emergency.

The process for training new lieutenants in an emergency, then, is not a great departure from that tested in wars past. Even so, training to meet wartime standards (based on MQS I and MQS II) should assist in providing a minimum proficiency level on which commanders in the field may rely and with which new officers may confidently assume their duties.

To acquire officer candidates in sufficient numbers, some departure from the peacetime concept of an all volunteer army would surely be in order. We have assumed, for purposes of this analysis, that some sort of selective service system would be put into operation as soon as an emergency is foreseen and rapid force expansion commences.

MQS II and MQS III

Even a no-frills wartime OCS will require staffing with experienced cadre. Yet, wartime demands on experienced officers are inevitably large and not all will be met. Therefore, each of the branch schools must make the transition to its new mission

essentially without any increase in existing resources.

Since the most essential elements of MQS II will be included in the various mobilization precommissioning programs already outlined, the basic course at each branch school can be phased down and disestablished -- probably within 6 months of the time expansion commences.

Resident portions of MQS III will be compressed as well. Company and battery command courses will be shortened to provide only that training essential for minimum proficiency as a small unit commander in wartime. By the same token, only combat essential TDY functional courses will continue. Those which had been established to prepare for performance of normal peacetime duties will be disestablished as soon as possible after emergency is declared.

Staff Training

CAS^3 for all majors will be needed far more in time of war than in peacetime. Once the Reserve Components have been activated, the only viable way that further requirements for senior officers can be met is to move people up rapidly within the system. If careful analysis of requirements data demonstrates a strong need for staff training for all field grade officers now, how much stronger must be the need for those who would be called upon even sooner to perform these staff duties in a battlefield environment!

As a matter of priority, then, CAS^3 must grow as needed depending upon the extent of mobilization or expansion. Serving the needs of newly activated RC members as well as Active officers, the school could handle as many as 3,000 students per year by conducting 5 classes each lasting for 9 weeks. By increasing student and faculty workloads, adding faculty, and reducing course hours from 297 to 240, as many as 4,800 students could be handled annually with 8 classes of 6 weeks duration without affecting USACGSC courses.

This latter institution must continue to function, even during a period of rapid expansion. It's course length should <u>not</u> be reduced and to the extent that facilities permit, the student population should actually be <u>increased</u> (to a maximum of 726 per year). To the extent that any future war -- or threat sufficiently grave to precipitate mobilization -- becomes protracted, Army requirements at all levels are certain to increase dramatically. The lessons of

military history make clear the importance of capable, complete, and continuing high level staff effort, particularly after the first shock of going to war is over and the national adrenalin level begins to subside. It will not be easy to pull the most capable young majors out of important operational positions to put them in an academic environment, but the longer term best interests of the Nation and the Army will be better served by doing it.

Precommand Courses

The relative proportion of time and effort devoted to learning and practicing technical, tactical, administrative and human skills in command will be considerably different during peacetime than during wartime. By concentrating only on combat requirements, command preparation can be accomplished in 2 weeks (as opposed to the 4 weeks recommended under normal peacetime conditions) and the number trained annually could be increased from about 600 to about 2,000.

Senior Officers

As the USAWC continues to strengthen its emphasis on joint and combined land warfare and as it establishes a wargaming capability, it will become ideally suited in time of crisis to provide certain rapid refresher courses and doctrine updates for senior officers. In particular, the USAWC should be prepared to conduct a 4-to 6-week mobilization course dealing with corps level joint and combined operations and to offer a 2-week tactical command and staff course for newly activated division command groups and staff principals. Any other decisions dealing with possible curtailment or suspension of the standard curriculum for those in attendance can be made at the time a national emergency is declared. Any major reduction in the SSC program to accommodate emergency conditions will be a conscious decision on the part of the Army to sacrifice a long-term educational investment because of overriding short term needs.

The Reserve Components

It is important to convert the officer education and training system as mobilization or expansion needs demand. As an integral part of its day to day peacetime function, though, the system must not ignore those who may be called to active duty in time of crisis.

The special needs of the Reserve Components have been a matter of constant consideration throughout the course of the study. Full time representation and participation by senior officers from the U.S. Army Reserve (USAR) and the Army National Guard (ARNG) have provided important links between the Active and Reserve components.

The education and training system must provide a practical means to ensure that RC officers at every rank can obtain and maintain skills, knowledge, traits, and values they will need to apply in the event they are activated. To the extent possible, education and training in resident schools ought to be shared Active/RC experiences, for dependence of each component upon the other is a fact, and communication and understanding are fundamental in any successful partnership. This socialization process is sufficiently important to cause us to believe that space should be made available for the RC in every major resident schooling experience offered by the proposed system.

Precommissioning

Assessment centers for initial measurement of officer candidates of all types (USMA, ROTC, BIOCC) should function as well for RC personnel being processed for branch immaterial OCS and for OCS conducted for the RC.

Various OCS options now leading to a reserve commission will continue to be available, as will direct commissioning when appropriate. ROTC active duty for training (ADT) selectees will receive mandatory assignments to ARNG or USAR for their period of obligation. The proposed test of 2-year ROTC, college graduate OCS, and Platoon Leader Courses should be evaluated, when complete, for applicability to RC needs. In short, except for USMA, precommissioning training and education is not significantly different for the RC than for the Active Force. This sameness is purposeful, for the objective of MQS I is clearly to prepare young men and women to be officers -- not to be "reservists" or "specialists" or "generalists" or any other generic characterization.

MQS II and III

Analysis of quantitative requirements has demonstrated the need for a longer, more comprehensive basic course. That need can be satisfied for Active officers without major resource increases in the system because there is to be an offsetting reduction when advanced courses are phased out. No matter how valuable or

cost-effective a longer basic course may be to the Army, though, many Reserve officers simply cannot take that much time away from their civilian employment unless an obvious national emergency requires it. Thus, the expanded basic course should be available but not mandatory for the RC.

Detailed study will be required, once MQS has been implemented, to determine the extent to which it should be applied to the Reserve Components. The most likely prospect is that MQS II and III will be tailored for the Reserve Components. That is, RC-MQS will be largely stripped of skills and knowledge necessary for efficient peacetime operations and will be devoted primarily to RC needs, especially preparation for specific wartime missions.

MQS III is in part an adaptation of a good idea borrowed from the RC, for MQS III certification is a prerequisite for promotion -- similar to promotion gates long operable for RC officers. Ironically, implementing this Active gate is to be accomplished at the same time the advanced course (the Reserve gate) is eliminated. The problem is more perceptual than substantive however, since a new gate derives naturally from the system configuration. The pre-CAS^3 nonresident course and final exam must be satifactorily completed before promotion. That requirement should apply to Active and Reserve component officers alike. Finally, all functional courses and company commander courses should be opened for RC quotas.

The Field Grades

The 9-week CAS^3 program -- which builds upon the nonresident pre-CAS^3 course -- represents the apparent optimum for imparting needed skills to the bulk of the officer corps. For the RC, this implies that a number of distinct advantages accrue:

-- The 9-week resident phase of CAS^3 will replace the current 4 1/2 month RC course. (In general, shortening the time required away from civilian employment increases the number of RC officers likely to take advantage of the course). 288 RC officers (a 50 percent increase over the current RC course) can attend.

-- The RC/AC socialization process is greatly enhanced because there will be no <u>separate</u> resident CAS^3 for reservists.

In spite of the fact that significantly more RC officers can be expected to attend resident CAS^3, it is nonetheless true that even 9 weeks is more time than many can spare from civilian employment. A nonresident CAS^3 course must be prepared and offered, on an

unlimited basis, to those who cannot attend the resident course. In addition, a CAS^3 USAR school course should be developed. New RC promotion gates for lieutenant colonel and colonel would then require completion of CAS^3 in one of the available options.

Setting aside a certain number of spaces in the resident USACGSC course for RC officers is supportive of the total force concept. Even though the total class size at USACGSC would be roughly halved under our proposal, the Army should continue to offer enrollment in the long USACGSC course to at least 10 RC officers annually.

Further, nonresident USACGSC course participation procedures offered to active officers should apply equally to the reserve components. Because USACGSC would no longer be available to all reservists, however, it should no longer represent a promotion gate (thus the selection of CAS^3 for that purpose).

Precommand Courses for RC

The point has been made several times that resident courses -- even very short ones -- present difficult problems to the citizen soldier, for resident training cannot be undertaken without some sacrifice and probable interference with civilian employment. Thus, nonresident options should be available for every proposed resident school for the Active Components with one major exception -- precommand courses.

The responsibilities of battalion and brigade commanders are sufficiently great and their duties so increasingly complex that we have seen fit to recommend that precommand training be mandatory for all command selectees -- TDA as well as TOE, combat support and service support as well as combat arms, Reserve Components as well as Active officers. Because it makes sense to plan on preserving unit integrity of various USAR and ARNG organizations when called to active duty, it makes sense as well to see to it that RC unit leaders are prepared to perform their tasks in concert with Active units and with full knowledge of the latest doctrine and procedures.

However, some portion of the tailored precommand courses should address problems unique to RC command designees. Also, the courses should be designed so that only the most essential part requires resident attendance and the remainder can be taken at USAR schools or through correspondence. Another option should be to take the precommand course 1 or 2 weeks at a time.

Senior RC Officers

Little change is required insofar as SSC for RC officers is concerned. Space for 20 USAR and ARNG officers should be set aside annually in the resident courses at SSC, and RC quotas now extant for the corresponding studies program should continue. By the same token, RC general officers should be invited to participate in all of the various training and education experiences proposed for active duty general officers.

Summary

Briefly stated, any education and training system which purports to prepare officers for war must itself be prepared for war. Each peacetime school or other learning experience must be convertible to meet the needs of a nation during the mobilization for and conduct of hostilities. Each peacetime school or learning experience must be likewise designed to permit adequate preparation of Reserve Component officers whose training time in peacetime is limited, but who are expected to assume full responsibilities commensurate with their rank in time of war.

Guide to the Annexes

The process whereby various military schools should be converted for mobilization or expansion is described in an appendix to each annex dealing with a major chronological segment of an officer's career Thus, Appendixes D-10, E-4, and F-4 address the transition issue for precommissioning and company grades, field grades, and senior grades, respectively.

Annex Q describes the entire RETO system in the special light of RC needs, though a summary of RC implications may also be found along the bottom of the fold-out schematic diagram at Annex B.

Special RC needs for a representative non-OPMS specialty are discussed at Appendix 3, Reserve JAGC, to Annex T.

REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

CHAPTER IX

COMPLETING THE PICTURE

A number of education and training issues do not lend themselves well to categorization by rank. Others have to do with special training needs. This chapter deals with such topics in order to complete a picture of the total system.

Faculty Development

A good faculty may not make a poor education and training system successful, but a poor faculty can easily doom even the best such system. Throughout the course of our study and deliberation we have constantly been concerned with the issue of ensuring competent and dedicated faculty at every level. Today's education and training system falls short of the faculty development mark in several important respects:

o There is no specialty within OPMS to recognize the very real need for military subject matter experts, at various levels, who are particularly adept at imparting their skills and knowledge to others.

To be sure there is currently an education specialty (SC 47) but it is only sparsely populated and exists only at unique institutions such as USAWC and USMA, where it is generally carried by tenured educators whose expertise lies in certain academic disciplines. There is also an instructional technologist specialty (SC 28), but it applies to those officers skilled in the techniques of teaching rather than in particular subject areas. Indeed, we question the need for either SC 47 or SC 28.

o With exceptions at USMA and USAWC, there is no real long-term program for faculty development at the various Army schools.

o Neither the officer corps in general nor assignments personnel in particular look upon duty as a member of the faculty at various specialty schools as particularly prestigious or career enhancing.

We even allowed ourselves to be trapped by the truism that every Army officer must be competent as an instructor and so we briefly considered recommending some sort of "cream of the crop"

system for forcing quality officers into the faculty stream. But the law of diminishing returns doesn't allow a simple "assign-top-quality-and-you'll-solve-the-problem" solution to every Army problem. Even so, we remain convinced that at least the same priority now applied for JCS and DoD assignments should apply.

The Army should establish a new advanced entry specialty for professional military faculty members whose assignments can alternate between this new specialty and some other throughout the course of an officer's career. Because the concept is so important, we have notionally assigned the numerical designation SC 01. Officers carrying SC 01 would become subject matter experts in particular areas of importance to the Army and, because of repetitive assignments, would be recognized as authorities in their military fields. All service school and military college faculties would include SC 01 officers, and tenured positions would be available in greater numbers at every school, particularly for the senior grades.

Foreign Language Skills

Foreign language skills are indisputably important to the Army -- at a variety of competency levels. There is clearly a need for great linguistic capability on the part of those who deal in intelligence matters or whose duties put them in constant contact (e.g., as attaches) with representatives of non-English speaking nations. It is important as well for an officer who is assigned in an advisory capacity to be able to communicate effectively with his counterparts. Even those assigned to U.S. units stationed abroad will find their effectiveness -- to say nothing of local acceptance -- greatly enhanced by at least a conversational ability in the local tongue. And the study of foreign language is itself a valuable experience even if the language training is never subsequently used. In short, the case can be made that the Army's overall effectiveness would be improved if every one of its officers had foreign language training.

As a practical matter, though, language training is generally time consuming and relatively expensive; and language skills tend to be highly perishable unless they are frequently practiced. On the basis that the Army ought to have the right to say something about what it pays for, we seriously considered recommending mandatory language study for ROTC scholarship students and we noted with pleasure that language requirements continue to apply at USMA. But some undergraduate programs, particularly in the hard sciences, are so completely filled with required courses that the imposition of mandatory language training could only occur at the expense of lengthened programs, unmanageable overloads, or the loss of interest in

an Army career on the part of officer candidates with other skills sorely needed in an increasingly technological force.

Thus it was that we reached the conclusion that every potential officer, regardless of the source of commission, should be encouraged rather than required to include 2 years (or equivalent proficiency) of foreign language study in his or her undergraduate studies. At the same time, the various command sponsored programs which provide basic conversational skills to those selected for assignment abroad (as well as dependents who volunteer) should be continued and actively supported. Self-paced language electives ought to be available in the various Army schools at every level, basic to SSC, and they should be offered as alternatives for partial fulfillment of graduation requirements.

Encouraging conversational abilities or some basic language training for the officer corps in general is valid, but some officers need more than passing familiarity with a second language. Unfortunately, the Army does not now attend very well to this latter need.

Consider the quantitative requirements. Available data reflects the need for only 839 officers with foreign language proficiency. Only 107 foreign language requirements are listed for 1,168 validated Foreign Area Officer (FAO) positions, including 139 attache positions and 254 military-political area specialist positions. For Military Intelligence (MI) officers, only 5 Arabic, 2 Chinese and 11 Russian linguists are listed. In short, foreign language competency requirements for officers are grossly understated. Moreover, there exists no systematic reevaluation program to determine the extent to which highly perishable language skills are lost. In other words, the Army is currently faced with trying to match uncertain assets against unknown requirements. Even though the Army is aware of these discrepancies, as evidenced by the January 1976 completion of the Army Linguistic Personnel Study (ALPS), correcting the problem is a difficult and expensive process. Field responses concerning officer requirements have been less than adequate (possibly because of initial emphasis on enlisted needs). Even when requirements are accurately identified, the most critical language course at Defense Language Institute lasts a full year and it costs about $30,000 to train a captain there. Further, unless these skills are used, they are lost.

We are convinced that the Army must take the steps necessary to accurately document foreign language requirements. Beyond that, the proficiency of those officers who have been trained must be regularly tested, complete with award of an Additional Skill Indicator (ASI) and certification or decertification where appropriate. These tests should include measurement of speaking ability as well as the traditional listening and reading skills.

Regular testing implies that the means should exist to permit skill maintenance for those not actively involved in duties demanding regular use of their proficiency. The development of language maintenance packets now underway should therefore be accelerated.

Graduate Education

Certain skills and knowledge needed by the various services are best imparted in graduate schools. To determine which skills and knowledge, the Army currently relies upon a system which links requirements to specific jobs. Justification written by commanders in the field passes through major commanders for recommendation and then goes to the Army Educational Requirements Board (AERB), which recommends certain positions to ODCSPER for validation. When validated, positions are filled by assets (degree holders at the correct rank and with the appropriate discipline) or, when assets are unavailable, by selecting an officer for an appropriate graduate program on a fully funded basis. Budget pressures have tended to keep the number of validated positions fewer in number than identified requirements.

Limiting validation totals so that they fall within resource constraints leads to the appearance of underutilization of officers with advanced degrees, which leads to further fiscal pressures, and so on. The Army must find a way to separate actual requirements from those which budgetary limitations will allow to be funded.

Frequently, the Army is called upon to report the status of its performance in graduate education. And properly so, for degree programs are costly and they also impart skills which tend to have residual value upon completion of military service. However, to report annually an apparent excess of expensively trained assets measured against a list of understated requirements is a form of self-flagellation and is grossly inaccurate.

Even without the introduction of OPMS, some changes in the AERB process would be in order. Now that the various specialties have been officially recognized and designated, it would seem that specialty proponents should take an active part in the justification process. In fact the chances are great that a number of specialties can demonstrate unequivocally that there is a need for graduate education which is specialty-specific rather than tied to a particular position.

Provided the justification is sufficient, the AERB should recommend two categories of positions -- one group for validation, and a second which includes those real requirements for which funds might not be available. This latter group must include the recognition of reutilization positions in which graduate trained assets

should properly be placed, but for which narrow adherence to a specific discipline is less important than some broader field with which the job is concerned. A priority system — for funding and for position fill — should accompany this expansion effort.

Once a front-end task analysis has been accomplished for all officers, there could well be value in applying the signature methodology to the graduate education problem. The concept should be tested as soon as front-end task analysis data is available. Tailored course packages for particular identified requirements could enhance overall effectiveness of the graduate degree program.

Primarily because of the expense of the fully-funded program (about $35,000 for each participant), we devoted some attention to the concept of identifying particular courses or groups of courses, short of a graduate degree, which might adequately meet minimum job requirements at lesser cost. We rejected this approach (with certain very specific exceptions) primarily because it is incompatible with the important recognition of a real need for reutilization of officers with advance degrees. It is also true that an adverse impact on officer morale would be a likely consequence of such a move and universities may continue to give preference to degree seeking candidates.

Management and Executive Development

We carefully analyzed the education and training activities of a number of successful businesses. Implications for the Army were drawn at every level. Not infrequently, we found great similarities between Army and civilian approaches. Like the business world, the Army has seen fit to send a number of relatively senior officers annually to Executive Development Programs. Military participation is small — especially so when total resource responsibilities are compared — but those who have participated are generally enthusiastic about the value of such programs.

The benefits to be derived are not easily quantified, for only carefully selected officers with great potential attend in the first place. It is hardly surprising to find that officers who have been so trained perform extremely well.

Nonetheless, the conviction of Army participants that such programs are valuable together with the apparent commitment of major industry to them are sufficient to cause us to recommend some modest expansion of annual Army input to about 42 from the current 25. In addition, we believe that a methodology should be developed as

rapidly as possible for assessing costs and benefits, for we have the "gut feel" that a modest increase may be far less than is really needed. There is also a potential positive impact in the area of officer retention at all levels.

Education and Training of Non-OPMS Officers

A number of officers must daily practice a profession within a profession. The fact that a man or woman in uniform may be a lawyer, a chaplain, or a medical specialist makes him or her no less a professional officer. Nor does the fact of officership somehow connote lesser ability in or dedication to these professions practiced daily by others in the civilian community. The officer education and training system must be so designed that it can satisfy the unique needs of this dual professionalism, but it must do so with frugal demands on time, since non-OPMS officers are usually in short supply.

The study group included full time participation by senior officers from the Judge Advocate General's Corps (JAGC). The Office of the Chief of Chaplains (OCCH), and the Army Medical Department (AMEDD) -- each of whom has sought to ensure that the implications of any new education and training proposals for his special profession have been thoroughly considered. We drew careful boundaries at the outset, declaring the pure professional training that leads to ordination, passing the bar, capping a nurse, or licensing to practice as rightfully outside our purview. Professional military training as officers as well as that training necessary to link civilian profession to military profession has been in our bailiwick, however.

Much of what was done for OPMS officers was done in a similar way for these special groups. Thus, for example, surveys were prepared and distributed for lawyers and medical personnel -- but the surveys were tailored so that particular attitudes as well as special training needs might be highlighted. Two surveys were used with chaplains. One had only just recently been conducted as a USAWC study and the other involved about 10 percent of the chaplain's corps and six major installations.

Duty module data collection and analysis and signature construction were extended to non-OPMS specialties after concerted efforts were made to draw up a set of duty modules which would properly describe these unique duties. (Of approximately 900 duty modules on our master list, roughly half are associated with JAGC, CH, and AMEDD).

Education and training subsystems are proposed for each non-OPMS specialty as described in detail in Annexes T, U, and V. A few common threads do pertain, however:

o Basic courses, even for these special professions, must ensure that new officers learn about the Army and officership responsibilities.

o A means must be provided to ensure that professional specialists are able to maintain some familiarity with the latest in Army policy, doctrine, equipment, and the like. The rest of the officer corps should also have the means to maintain some knowledge of the people, problems, and procedures common to these special groups. Toward that end, one common shared experience will be CAS^3. (Virtually all officers will attend CAS^3 except that few physicians and dentists will be directed to do so -- unless some major improvements not now foreseen significantly increase their numbers in coming years).

o A number of lawyers, chaplains, and medical personnel will be selected for USACGSC and for USAWC. Even from the start we noted subjectively that the benefits accruing from association of non-OPMS with OPMS officers in a scholastic environment were sufficient to justify the cost of sending a few to major Army schools. Our subjective judgement was reinforced by the quantitative analysis of duty module signatures that demonstrated the need for a small number of officers with higher order staff skills in each of the non-OPMS specialties.

Chaplains

Figure IX-1 summarizes a proposed education and training system for chaplains (see Annex U for a detailed description). A unique feature of this subsystem is the concept of tying certain learning experiences to relatively predictable crisis or pivotal points in ministry in the Army.

Several distinct stages are passed through by men and women of the cloth in uniform, each requiring some preparatory transition if the crisis of change is to bring positive growth in vocation and in ability to support the religious needs of the Army. Three of these stages have particular relevance for chaplain education and training.

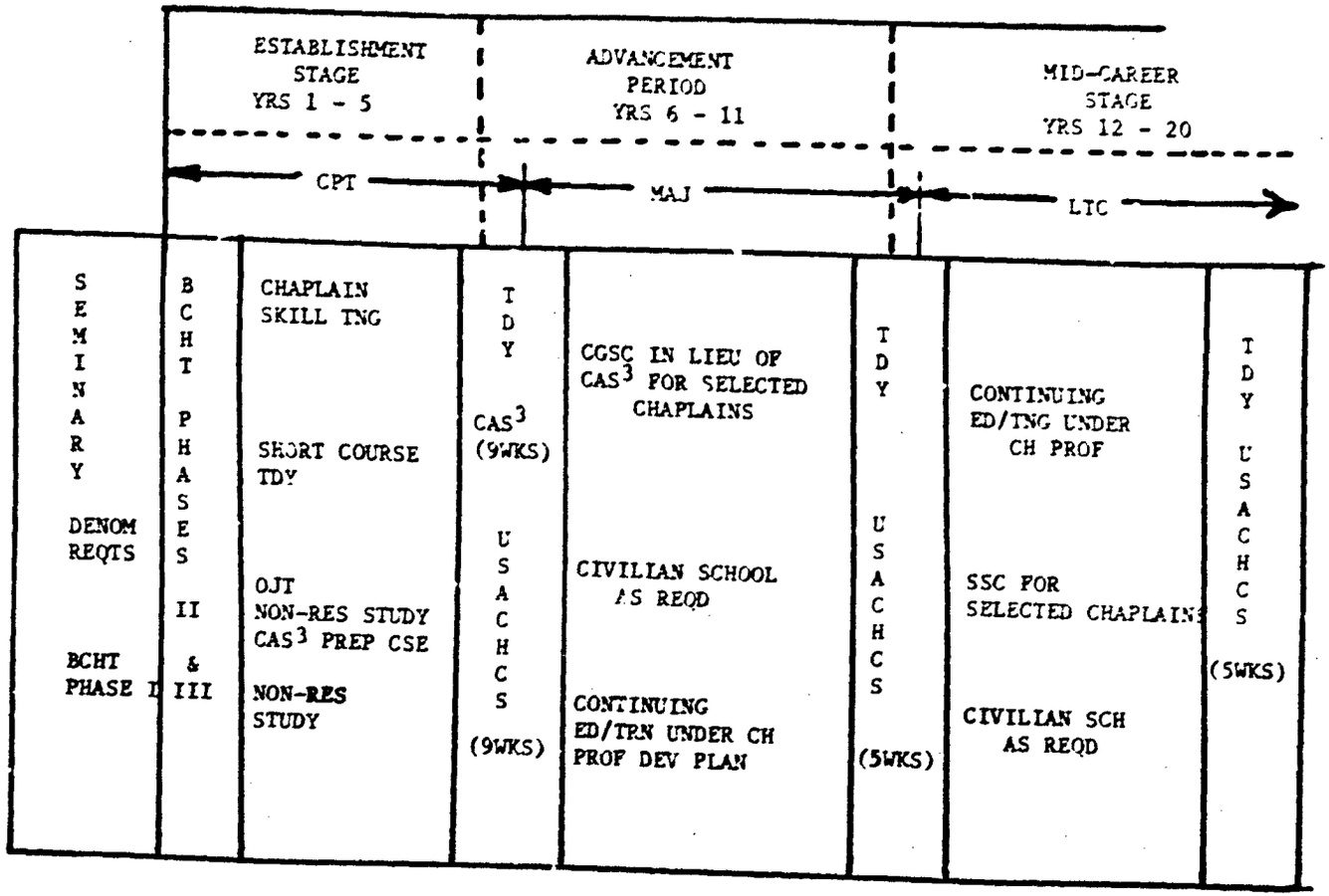


FIGURE IX-1

*BCHT PHASE II IS 6 WEEKS TDY AT USACHCS ENROUTE TO FIRST DUTY STATION. BCHT PHASE III IS 1 YEAR SOJT AT FIRST DUTY STATION.

The establishment stage begins with the crisis of entry into a career field. The redesigned Basic Chaplains Course (BCHT) provides the necessary preparation and extends supervised training throughout the chaplain's first year of active duty.

After 3 to 5 years of trying seminary knowledge in a world of real people and problems, there is a need for personal assessment of strengths and weaknesses and for help in understanding which pastoral skills need to be worked on. CAS^3 plus another TDY training period of 9 weeks should facilitate smooth entry into the next stage -- the advancement period -- which extends from the 6th to the 12th year. Under DOPMA, chaplains would be considered for promotion to the grade of major at year 6, at which time they should attend CAS^3.

In the advancement period, chaplains develop a professional style of ministry that will mesh with the work of the military community. At the end of the period, about the time of promotion to LTC, training is needed to acquaint the chaplain with skills related to supervision of ministry at echelons above brigade. Five weeks TDY at the U.S. Army Chaplain Center and School at the 11th-12th year will satisfy this need, and will also provide occasion for focusing on important issues connected with the mid-career stage. During the mid-career stage of ministry, chaplains experience a new sense of vocation -- an urge to be the "driver" rather than the "driven", accompanied by an awareness that the idealism of youth has been dissipated and some of the original goals may never be achieved.

The chaplain must emerge from the training at year 12 with an ability to interact <u>in ministry</u> with other staff members at echelons of division and higher and must expect to play an active role in the formulation of appropriate policy in areas of religion and moral welfare.

Another 5-week TDY period for 06 chaplains serving their first tour of duty as installation chaplains will provide them with skills and knowledge related to the complex task of managing the diverse resources for ministry required at installation level.

In short, special needs of Army chaplains will be best served by replacing the current single long advanced course with a set of short TDY experiences timed to coincide with transitional professional crises or pivotal points. In addition, a system for continuing education and training under the recently implemented Chaplain Professional Development will assist in guiding chaplains throughout their careers.

Judge Advocate General's Corps

Figure IX-2 summarizes a proposed education and training system for JAGC officers (see Annex T for a detailed description). With a few notable exceptions, this approach essentially mirrors the system for OPMS officers.

It is difficult for a young lawyer-officer to maintain a balanced perspective, for, aside from a brief sojourn in an orientation course at Fort Lee, his or her primary knowledge of the Army may be derived from the atypical cross section who avail themselves of various legal services. A JAGC basic course is appropriate to provide a suitable introduction to the practice of military law, but a brief, combat oriented TDY course (about 4 weeks, probably at Fort Benning) is recommended as well. Some measure of field training and the study of leadership should be offered to every new military lawyer. Knowledge of the Army as well as appreciation for military procedures will be enhanced thereby.

Qualification standards for JAGC officers should be defined and published, just as MQS will be for OPMS officers. By the time the 3d year of commissioned service is completed, each military lawyer should have selected -- or been assigned -- one or more legal specialties. As in MQS, the leader (in this case, the SJA or the supervisor) has important responsibilities for professional military development. To maintain and build upon professional competence, a formal Continuing Legal Education (CLE) program should be available and adaptable to suit diverse needs.

Trial advocacy training should be conducted in the field, using SJA facilities as a cost effective solution to meeting the urgent requirement for developing advocacy skills.

There is a need for post-graduate military legal education, and a 31-week post-graduate course (foreshortened from the current 41-week advanced course) is recommended to satisfy that need. Majors and promotable captains would attend this course between their 7th and 11th years of service. It would prepare military lawyers for supervisory positions, emphasizing substantive law and procedure as well as leadership and management behavior. Civilian post-graduate legal education, based upon validation of certain positions, would be provided only as Army requirements dictate.

After the period of post-graduate military legal education, advanced military training for JAGC officers becomes an integral part of this system recommended for OPMS officers. That is, all military lawyers would attend a staff school (most would go to CAS^3, a few to USACGSC) and a select number (based on position validations yet to be accomplished) would be selected for SSC.

PROPOSED JAGC SYSTEM

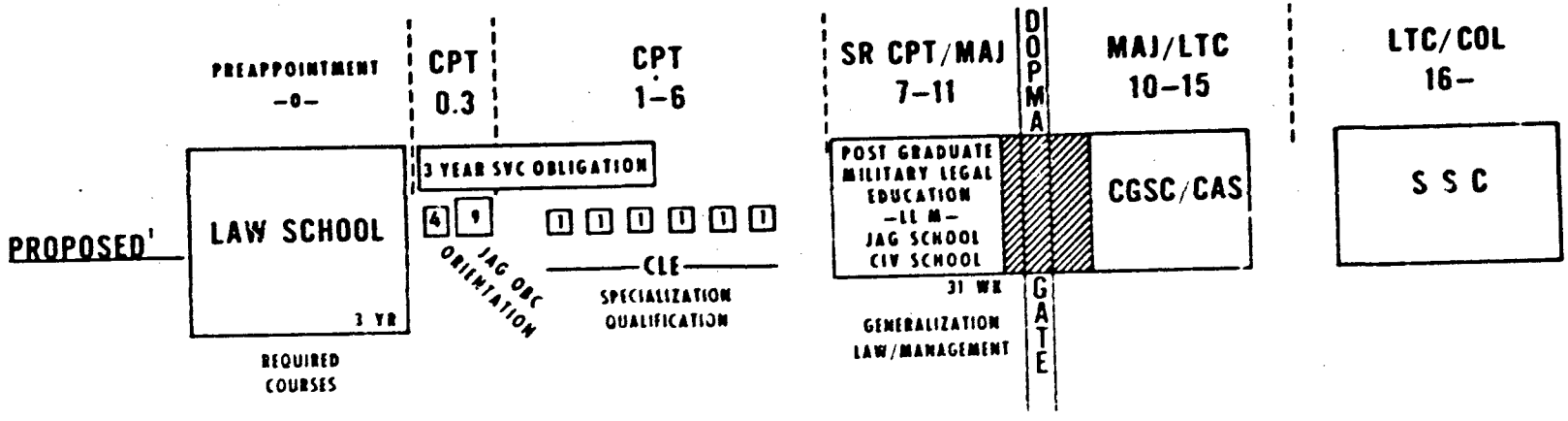


Figure IX-2

Army Medical Department

Annex V provides a detailed description of our AMEDD education and training review and Figure IX-3 summarizes the impact of certain RETO proposals on the needs of health care professionals.

A large portion of AMEDD training and education is necessarily concerned with the professional aspects of health care. The exacting demands for acquiring and maintaining professional competence in the field of health care generally lie outside the scope of the RETO Study. Yet, AMEDD officers share the responsibilities of officership with all officers.

We expected at the start to have to make special concessions or even to have to design a completely separate and unique AMEDD officer education and training system. However, we discovered that recommendations and proposals we had largely devised from OPMS officers generally fit AMEDD needs as well. Our data supports the need for all new AMEDD majors to attend CAS^3 and for a certain number of health care professionals to attend USACGSC and SSC. In recognition of the current and projected shortages of qualified medical personnel (particularly physicians), however, we believe that The Surgeon General should have the option of delimiting CAS^3 attendance when the best interests of the Army would be served thereby. Thus, AMEDD would be unique in the sense of being the only officer group for whom the CAS^3 experience is not absolutely mandatory. Along the same lines, the number of AMEDD officers who attend USACGSC and SSC will be a function of the balance between long- and short-term needs.

Warrant Officers

Valid Army requirements dictate the retention of a corps of technically oriented personnel above the enlisted grades. Highly specialized skills must be practiced daily by warrant officers, for the very nature of their duties tends to remove them from supervisory and managerial roles of senior enlisted personnel. In some cases, the Army invests considerable sums to impart such skills (for example, for warrant officer aviators, physician's assistants). In other cases, long years of experience qualify enlisted personnel for appointment as warrant officers. In every case, though, warrant officers are technicians.

Unfortunately, the current systems for acquiring, training, assigning, and releasing warrant officers are fraught with problems.

RETO IMPLICATIONS ON AMEDD

AREA	ACTION	IMPACT
BASIC COURSES	EXPAND	ADD 2-4 WEEKS - INCLUDES SOME TASKS ADVANCED COURSE
ADVANCED COURSE	DELETE	BASIC; TRAINING / EDUCATION AS REQUIRED
CAS^3	ALL 04*	STAFF TRAINING AVAILABLE TO MEET REQUIREMENTS
CGSC	REVALIDATE POS	SLIGHT DECREASE; STAFF TRAINING AT CAS^3
SSC	REVALIDATE POS	SLIGHT DECREASE; TRAINING BY SPECIAL METHODOLOGY
PROMOTIONS	SPECIALTY FLOOR	MINOR; AMEDD SEPARATE BOARDS; WILL REQUIRE FLOOR BY SSI
WARRANT OFFICER	GRADE POSITION	MINOR; PHYSICIAN ASSISTANT

* Surgeon General may curtail if other needs prevail.

FIGURE IX-3

Consider annual fluctuations in officer strengths. Constraints and directives imposed by echelons above the Army annually set year-end officer strength levels--and the constraints themselves don't usually get set precisely until late in the budget cycle. Since warrant officers can be procured relatively quickly from the NCO ranks, the Army tends to "take up the slack" with warrant officers. But such an approach is not necessarily in the Army's best interest, for it erodes technical expertise from the enlisted ranks and from time to time it forces premature separation of warrant officer specialists whose skills are sorely needed, but for whom promotion opportunities may have been so limited in lean years that they have been trapped in the "up-or-out" net.

Warrant officers should be acquired because the Army really needs them and when they are released it ought to be because the Army no longer needs their skills. The Army should not access warrant officers solely because it might otherwise "lose" some authorizations. The Army should actively seek authority to retain in grade any warrant officer whose skills are needed-regardless of whether or not he or she may have been passed over for promotion.

The current warrant officer education and training system roughly mirrors that which applies for commissioned officers. There is an orientation course for new appointees to acquaint them with duties and standards for warrant officers; an advanced course to renew technical knowledge and broaden existing skills in particular specialties; and an MOS-immaterial senior course "to prepare selected individuals for successful performance in the most demanding positions in their career fields." In addition, all warrant officers are expected to achieve the "goal" of at least an Associate of Arts degree by the end of the 15th year of service.

This sequence is similar to the commissioned officer system of basic, advanced, and USACGSC experiences as well as the commissioned officer goal of a baccalaureate degree, however it is not appropriate for warrant officers whose functions are quite different. Any learning experience ought to exist to fulfill a real requirement and not solely because it is satisfying or a good motivator to demonstrate commissioned officer-like educational progression.

Consider the Associate of Arts goal. To be sure, a number of warrant officers positions require far more education than others. Some are validated by the AERB process and a few warrant officers have received graduate degrees under fully funded programs. But a minimum requirement for all is disruptive, for the general rule is that a warrant officer has been appointed on a best qualified basis within a technical specialty. Vocational training could be valuable

to many, but an Associate of Arts degree has questionable across-the-board applicability to accomplishment of the primary tasks associated with warrant officer jobs.

The Army should encourage additional education for its warrant officers, but the requirement for an Associate of Arts degree for all should be dropped. To the extent that funds are available to support civilian education for warrants, they should be invested in education to meet identified requirements.

Requirements are ill defined, though. There is no system for grading warrant officer positions. Furthermore, in spite of the assertion that the senior course is designed to prepare for performance "...in the most demanding positions," the fact is that a new CWO-1 is as likely as a CWO-4 to fill a requisition for a given warrant officer position.

A detailed front-end analysis for warrant officers should be undertaken as the basis for providing a firm statement of requirements. Once the front-end analysis has been completed, every position should be graded and assignments should subsequently be by grade.

The orientation course is appropriate for new appointees; and the warrant officer advanced course (or suitable TDY training) for in-depth learning in various specialty fields could be especially valuable once front-end analysis points out positions for which deeper knowledge or longer experience is required. On the other hand, we have found no requirements-based justification for the senior course. Indeed, the bulk of that program is devoted to the study of management--and warrant officers generally are called upon for their technical skill, not as managers.

In short, warrant officers serve a unique and necessary function. Their acquisition, training, education, assignment, promotion, and eventual release should all be based upon valid Army warrant officer requirements rather than an attempt to alter superficially comparable commissioned officer systems.

Commitment

From time to time, even in this broad overview, we have alluded to the effect of particular alternatives upon attitudes, motivation, socialization processes, and the maintenance of an environment most conducive to attracting and retaining a high quality officer corps. Officers all ourselves, we knew from the start that commitment is an important -- and fragile -- thing. At every general officer conference

and frequently in the thoughtful comments of the many who corresponded with us the subject arose.

To the uninitiated, it may seem incongruous to pay much heed to an intangible, particularly since the entire study has sought to identify tangible requirements as the basis for designing an education and training system. Yet, we would argue that difficulty in quantifying an imperative is no justification for ignoring it. Comprehensive studies dealing with the complex subjects of commitment and officership may be found therefore in Annexes M and N. Both recommend ways and means for improving motivation and dedication.

In terms of the recommended system as a whole, though, we regard certain new features as particularly important to the sense of belonging, of fulfillment, and subsequent commitment to a young officer. We have sought to place better trained commanders in role model positions for longer periods of time and we have specifically charged them with increased responsibility for the development of their subordinates. This enhanced commander-subordinate relationship is vital.

Certain demotivators do exist now for larger portions of the officer corps and the pressure, particularly from experienced senior leaders is, as often as not, in the direction of either expanding the opportunity for experiences perceived as essential to later success, or at least, against any action which would tend to diminish this opportunity.

We must demur.

Today's Army is split down the middle in the field grade ranks between those who are selected for staff college and those who are not. The unselected half have no real hope of becoming commanders or of going to SSC, and their promotion prospects to colonel are bleak. To squeeze a bit elsewhere and increase USACGSC selection another 5 percent or so would still leave approximately 55 percent regarding themselves as second class citizens. But making the USACGSC selection much narrower than selection for promotions and providing all officers with some staff training allows 100 percent of the officer corps to aspire to successful careers.

A small number who receive special training is acceptable because the Army needs it and because all of the rest of the officer corps can perceive themselves as belonging to a large and capable group. A large number (as we now have) who receive special training creates animosity and diminished dedication for many in the unchosen half. The most important consideration though is to decouple command selection and promotion opportunity from the school selection process.

A similar phenomenon pertains to command selection. Longer command tours would result in fewer battalion and brigade opportunities. It would necessarily follow that SSC selection could then occur for many officers who had never commanded above company level -- since we have made no recommendation to reduce SSC attendance. SSC opportunities today, however, are nearly nil for such officers.

In short, the recommended actions are in the best interests of the officer corps, for they offer more equitable opportunity for achieving the rank of colonel and selection for SSC. They are also in the Army's best interests for they more thoroughly meet Army requirements.

It is crucial in this context that these proposals be faithfully represented, for misunderstanding can itself be a demotivator. A sound, carefully reasoned, information program is therefore imperative.

In fact, a major lesson resulting from the study of officer commitment is that the Army, as an institution of the 1990's, can ill afford to adopt any program or policy which fails to take careful cognizance of the individual or collective reactions of the officer corps and its families.

Guide to the Annexes

Foreign Language skills are discussed at Appendix P-3 and graduate education at Appendix P-4. This latter issue is, of course, important to the non-OPMS specialties. Thus, Appendix V-5 provides a representative discussion (in this case, for AMEDD officers).

Management and executive development are analyzed in some detail at Annex J.

Faculty development is discussed in detail at Annex Y.

Detailed descriptions of subsystems of the proposed RETO system are provided for lawyers, chaplains, and AMEDD officers at Annexes T, U, and V, respectively.

Warrant Officers and their special education and training needs are addressed at Annex W.

The commitment and officership issues, previously raised in Chapter III, have again been discussed in this chapter. The reader may find it useful to review the commitment and officership papers at Annexes M and N. respectively.

Finally, a plea has been made in this chapter and elsewhere in the text for providing the officer corps with a clear and reasoned description of the RETO proposals. Appendix 2 to Annex A provides an information plan which should provide the basis for that necessary action.

REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

CHAPTER X

MANAGEMENT OF OFFICERS

The officer education and training process we propose is not only a system itself but a subsystem of the Officer Personnel Management System (OPMS). It follows, then, that its compatibility with OPMS is a major consideration.

Based on the analysis of considerable data and its translation into requirements, it became increasingly apparent that by introducing a certain discipline into OPMS while it is still in its infancy, our proposals for education and training could become even more effective without any significant further increase in resources.

Consider, for example, the policy for assigning officers. Two officers may be of equal quality and members of the same specialty, but the experience and previous training of each are such that one is better prepared for performance in one specialty skill identifier (SSI) than another. Assigning by specialty alone rather than by SSI may therefore put the wrong man in a job, or may require expensive preparatory training for an individual when another already trained asset is available. Sometimes professional development needs demand diversity of assignment type and associated training. The point is, though, that assignment should be tied to need rather than happenstance. We have sought as avidly to eliminate training redundancy as we have to activate solutions for unfilled needs.

There is a caveat, however. A change whose sole purpose is to optimize a subsystem is frequently a suboptimization of the whole system.

This chapter deals with a number of issues uncovered during our peregrinations through the various officer specialties. We have found—and so recommended—a number of actions which could, if taken, serve to improve the overall effectiveness of officer education and training. On the other hand, we are acutely aware that there are cogent reasons that some of these actions could be detrimental to other subsystems within OPMS.

Thus, assertions, and proposals contained in this chapter and in Annex X are offered for careful review by the appropriate members of the DA staff. We suggest they be dealt with case by case and separately from our recommendations concerning the overall system.

Commander Management

Motivating every officer to strive for command is inconsistent with OPMS. And putting as many as possible in command by reducing tour lengths may be a real burden to the troops who must bend to the winds of too frequent change.

We considered the possibility of making command a specialty because there are certainly identifiable traits—and quite a few intangibles—which make one officer a better commander than another. Even so, duty module analysis demonstrated that commanders must have strong technical proficiency in specialties with which various unit operations are associated. This technical proficiency prevalency caused us to drop the command specialty idea.

On the other hand, if an additional skill indicator (ASI) were created for commanders, it could be assigned early in an officers career and those with the ASI could be managed, trained, and educated as future commanders. Those without it could set about the business of acquiring strong capability in the other aspects of specialties. Provided command tours are lengthened sufficiently, the prerequisite for promotion connotation must necessarily disappear; for as soon as there are significantly more SSC and colonel promotion selectees than there are battalion command selectees, the officer corps will believe the fact that specialty proficiency is honorable, in their best interest, and a viable way to achieve success.

If these ideas were implemented, they could serve to improve unit effectiveness and readiness. Stability for the troops would accrue and the commander's status as a role model would be enhanced. A heavy reliance on commanders in development of junior officers during MQS III makes these latter points particularly important.

Yet, the concept is an emotional one, for most officers have been taught from the start that command is the ultimate in military experience. Then, too, expansion of tour length would be viewed by many as a diminution of opportunity unless an adequate public affairs effort were launched. The latter arguments notwithstanding, we believe early award of a command ASI and longer command tours at battalion level and higher should become Army policy.

Specialists and Generalists

The so-called "specialist-generalist" controversy generally involves argumentation concerning the rapidity with which technology and knowledge advance, or the need to narrow job fields to meet

human capabilities, as opposed to the need for perceptive, integrative management of diverse activities in the Army.

The fact is that the Army does not need either one or the other. The Army needs both.

OPMS is in a sense an institutionalization of the need for specialists and recent guidance to a selection board for colonel supported the specialist requirement. But generalists will always be needed, though probably in relatively fewer numbers as the Army becomes more hardware oriented. In a future world of a smoothly functioning OPMS, generalists will come from the ranks of specialists. Some will need to be "functional generalists", called upon to integrate activities within a group of related specialties. A very few will be true generalists, crossing specialty lines frequently. But each category has its niche in the 1990 Army.

Certain important actions could reinforce that concept.

Coding and Assigning

The current coding system within OPMS assigns the designation "11X" to any position whose duties are specialty immaterial. Two avoidable problems accrue: (1) All such positions are toted by the computer as belonging to specialty 11 (Infantry), creating an apparent requirement which far exceeds actual needs for infantry officers, especially in the senior grades; and (2) Some "specialty immaterial" positions are in fact "combat arms material" and coding that fact could enhance assignment capabilities as well as provide more definitive data on the Officer Record Brief (ORB). Therefore, the Army should create a true specialty immaterial code as well as a combat arms specialty code. This initiative for the combat arms is consistent with the use of specialty code 70, logistics management, in the logistics area.

In a broader sense, our own reviews of every officer position type in the Army have convinced us that not all agencies and organizations have followed the same ground rules for coding positions. In some cases, in fact, there is at least the appearance that a particular specialty code may have been assigned to a position more to ensure assignment of a "quality" officer than to reflect the true needs of the job. Now that OPMS is underway in earnest and the officer corps is beginning to understand it, the time has come to issue more precise position coding of every officer position. This action should not be delayed, for a massive front-end task analysis of all officer positions should be accomplished prior to the start of MOS--and the more precisely each position is coded, the more effective will the front-end analysis be.

More precision may be in order for position coding, but more flexibility should exist in the assignment of dual specialties to an officer. There are identifiable cases, for example, wherein the knowledge and proficiency requirements in a single specialty are so great that a select few officers should be permitted to carry only one specialty. For most officers, the principle of equality between primary and alternate specialties will be violated over time and one specialty will dominate. The primary specialty should be truly primary and the alternate secondary. As experience and learning continue during an officer's career, he should be able to request designation of either of his specialties as his preferred primary. In that light, any of the combat arms should be permitted as a secondary specialty.

Promotion by Specialty Floors

Even without recommended improvements in position coding, the Army can determine with reasonable accuracy its current and future needs by rank in each of the various specialties even though these requirements fluctuate as the force structure and unit organizations are changed and refined. The probability of meeting future requirements is greatly influenced, however, by the promotion system. We examined the issue of promotion by specialty because it so clearly impinged upon potential redundancies or short falls in education and training needs at each grade level.

The Army has long held to the notion that promotion should be awarded to the best qualified officers whose future potential is greatest. We do not propose that notion be changed. Yet, we would argue that "best qualified" and "future potential" implicitly demand qualifications to meet the Army's requirements at the next grade.

A system of hard quotas was considered, but it was quickly rejected as unworkable. A rigid adherence to precise quotas in the face of imprecise and changing requirements would make little sense. Not only that, but also the approach is incompatible with the previously specified need for some generalists. Expensive separate boards and more than 50 "branches," each striving to better its own quota, are problems the Army does not need.

Establishment of minimum floors within each specialty would avoid the above disadvantages, could preserve the necessary flexibility, and accomplish the objective of ensuring minimum capability for adequate performance in each specialty at the new grade. A successful test of a similar approach at the most recent AUS colonel's board bodes well for application at the rank of lieutenant colonel.

We recommend minimum specialty floors at these ranks and requesting the regulatory or legislative actions necessary to permit implementation.

If the concept were accepted, minimum floors could be established after careful consideration of mobilization requirements, the size of various contender pools, hard skill investment costs which the Army has made and other factors which from time to time the CSA considers appropriate. Boards would be charged with meeting floors only with otherwise fully qualified officers. In addition, they would be expected to recommend retention-in-grade when the Army's best interests would be served thereby, and to recommend specialty changes if appropriate.

The proposal is not appropriate for promotion to major simply because most senior captains will have held an alternate specialty for too short a period, and many will have had no real training or experience in it. The Army's needs by specialty would be better met by adjusting secondary specialty designations as appropriate after selection for promotion, but before heavy investments in education and training in the secondary specialty have been incurred.

Aviation

Each of the 46 OPMS specialties and many non-OPMS specialties were analyzed by members of the study team. For each, a number of recommendations is published in Annex X. We wrestled with one set of training requirements, in particular, though, whose resource implications are sufficiently great to merit special noting. The Army must take a number of immediate measures to alleviate problems in the aviation specialty, for the projected shortfall in trained aviation assets is alarming.

The training rates for new commissioned aviators should be increased by about 190. Many pilots should properly be warrant officers, but there will nonetheless be a continuing need for commissioned officers in the cockpit. These latter individuals should continue to carry aviation as one of their specialties, but they must be proficient as well in their entry specialties, for it is with these combat arms units they will fight their aviation assets. Indeed, we believe that as many combat arms officer-aviators as possible should command companies in their entry specialties. A commissioned combat arms aviator who is not qualified in ground combat is not a fully qualified Army aviator.

Proponency

For each OPMS specialty, proponents have been designated at Department of the Army (DA), at MILPERCEN, and at various Army schools. The quality of the proponency system varies from specialty to specialty — not because one designated proponent is necessarily a better officer than another, but rather because the emphasis on proponency responsibilities and resultant allocation of resources varies considerably from specialty to specialty. DA proponency in particular should be strengthened. Indeed, we believe that specialty proponency should be assigned as an additional duty to a general officer at DA for each specialty and a full time action officer should be available to assist these designated general officers in carrying out their responsibilities.

When OPMS was first implemented, the best way to make a clean and obvious break from the old branch-oriented assignments structure was to organize for OPMS along grade lines. The Army has gone further down the OPMS trail now and the officer corps is just beginning to understand OPMS. The response to our officer survey, however, reveals a disturbing lack of confidence within the officer corps as to whether their best interests are being served by assignments personnel organized in this fashion.

Reorganization is a difficult, sometimes counter-productive, undertaking. It should not be done without carefully weighing all the pros and cons. Nonetheless, we believe that improvements in the efficiency of the proposed education and training system as well as an uplift in officer morale would stem from reorganizing OPMD assignments divisions along specialty vide grade lines.

Finally, we believe much could be gained from an Army view of professional development in the context of the total Army's needs. This view could be organizationally reflected by removing responsibility for professional development policy from EPMD and OPMD and assigning it to a separate directorate where a systems approach could be applied for education and training of all personnel from private to colonel associated with a particular system, e.g., Field Artillery.

Guide to the Annexes

Most of the issues in the early portions of this chapter are addressed in more depth at Annex R. Commander Management, the specialist/generalist issue, promotion by specialty floors, and specialty proponency and primacy are separately addressed in the Appendices thereto.

Annex S is devoted in its entirety to the problem of educating and training officers as aviators.

The RETO effort involved an in-depth look at each of the officer specialties as a necessary first step towards designing an officer education and training system to meet Army requirements. This specialty by specialty analysis yielded more than 130 recommendations which could improve the effectiveness of the proposed RETO system. Highlights of these specialty analysis are contained at Annex X.

Detailed notebooks supporting the various recommendations were prepared for each of the specialties. These are not published as part of the final report. However, they have been turned over to the OPMS Steering Committees, since the data they contain may prove useful for preparation of future editions of DA Pamphlet 600-3 as well as for offering a lucrative list of agenda items for future committee meetings.

REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

CHAPTER XI

RECOMMENDATIONS

If the Army is to meet the challenges of the 1990's, learning must be a continuous process in the officer corps and a viable cost effective system must exist for officer education and training. Accordingly, it is recommended that,

1. With respect to Precommissioning Screening, (Annex C):

a. The United States Army move immediately to develop further the medical, physical fitness, and mental Assessment Center concept for full implementation during FY 81.

b. The Department of the Army, ODCSPER, begin work to develop guiding directives and regulations for program management of Assessment Centers.

c. U.S. Army Training and Doctrine Command (TRADOC) be tasked to develop the Leadership Laboratory for Assessment Center use.

d. The Army Research Institute be charged to identify or develop the interview and paper/pencil instruments for determining motivation and interest in the military profession for precommissioning candidates.

e. All commissioning program applicants be processed through the Assessment Centers to aid respective selection processes and establish comparative norms.

2. With respect to Alternatives to the Current ROTC Program, (Annex C):

a. A screening system be developed that incorporates medical, physical fitness and mental testing for entry qualification to all precommissioning programs.

b. A test be conducted of:

(1) A 2-year ROTC program involving junior and senior year students. Cadets matriculate through a 2-year ROTC curriculum on campus, and one 8-week summer camp. The program also includes qualifying applicants through Assessment Centers.

(2) A Platoon Leaders Course (PLC) program which involves junior and senior year students who achieve precommissioning qualification by attendance at two summer camps, totalling 16 weeks. Program contains no on-campus instruction.

(3) A College Graduate Officer Candidate School program which acquires potential officers in the junior and senior year through assessment center qualification. Students, under contract, agree to attend Basic Training and the Branch Immaterial Officer Candidate Course after graduation, followed by a term of active duty.

c. The following guidelines apply to the proposed test:

(1) Test the 2-year ROTC program in at least one school currently administering the 4-year program plus at least one school with no current ROTC.

(2) Test other programs in that segment of the college market currently untouched by Army ROTC programs.

(3) Select, for test validation, both public and private colleges and universities of various student densities.

(4) Include at least one predominately Black college in each pilot test.

(5) Begin recruiting in selected schools during school year 1978-79, with the pilot tests beginning during school year 1979-80.

(6) Allocate a certain number of ROTC scholarships to test schools for recruiting incentives.

3. With respect to the ROTC Scholarship Program, (Annex C) the following actions be taken:

a. Develop a general list of academic disciplines which relate to Army requirements from which scholarship recipients must select a major course of study.

b. Prescribe courses in communication skills (writing) and human behavior (psychology) as mandatory courses for all scholarship recipients.

c. Revise the current scholarship contract that requires active enlisted duty for dropouts, by adding an alternative "payback" requirement to the government for all financial benefits

received in connection with the scholarships for those students who default on the scholarship contract provisions.

d. Increase the total number of fully-funded ROTC scholarships from 6,500 to 12,000.

e. Dedicate 1,000 ROTC scholarships annually to students who will elect to serve in the Reserve Components after an Active Duty for Training (ADT) period.

f. Encourage the Army National Guard and the U.S. Army Reserve to explore additional college assistance programs to meet their accession requirements.

4. TRADOC and other training and education proponents complete a thorough and detailed front-end task analysis of all officer positions in the U.S. Army. (Annex D)

5. With respect to Military Qualification Standards, (Annex D):

a. The U.S. Army require the following Military Qualification Standards (MQS) for all newly commissioned officers:

(1) Validation of the standard minimum curriculum of common military skills and knowledge.

(2) Completion of a baccalaureate degree from an accredited institution, supplemented by a college course in each of the following five fields of study: communication skills (writing), human behavior (psychology), military history, national security studies, management. (With approval, USMA and ROTC cadets may defer completion of the courses in military history, national security studies, and management until completion of MQS III. College option OCS candidates may defer completion of all five college courses until completion of MQS III. Enlisted OCS candidates may defer completion of the baccalaureate degree and the five college courses until completion of MQS III.)

(3) Prior to attendance at the Basic Course an officer must attain a satisfactory score on the Military Skills and Knowledge Diagnostic Examination.

b. The DA ODCSPER be tasked to develop the qualification standards for MQS I based on the front-end analysis.

c. The U.S. Army require the following Military Qualification Standards (MQS II) of all officers prior to completion of their 3d year AFCS.

(1) Validation of a set of military skills and knowledge common to the officer's primary specialty.

(2) Completion of a Directed Reading Program.

d. The Training and Education Specialty Proponents be tasked to develop Military Skills and Knowledge qualification standards for each Basic Entry Specialty.

e. The DA ODCSPER be tasked to develop a Directed Reading Program for MQS II.

f. The DA ODCSPER be tasked to develop a program to coordinate the teaching of the prescribed college courses at locations convenient to Army installations.

g. The Training and Education Specialty Proponents be tasked to develop Basic Course COIs for each Basic Entry Specialty to teach the military skills and knowledge required for MQS II.

h. The U.S. Army require the following Military Qualification Standards (MQS III) of all officers prior to completion of their 10th year AFCS.

(1) Validation of a set of military skills and knowledge common to the officer's primary specialty.

(2) Completion of a Directed Reading Program.

(3) Completion of college courses specified in 5a(2) above if not previously accomplished.

(4) Completion of the pre-CAS^3 NRI course and examination.

i. The Training and Education Specialty Proponents be tasked to develop Military Skills and Knowledge qualification standards at the MQS III level for each Basic Entry Specialty.

j. The DA ODCSPER be tasked to develop a Directed Reading Program for MQS III.

k. The DA ODCSPER be tasked to develop a program to coordinate the teaching of the required graduate college courses at locations convenient to Army installations.

l. The Training and Education Specialty Proponents be tasked to develop COIs based on front-end analysis for company commander courses and/or other short TDY functional courses required to teach critical MQS III specialty skills.

m. The Training and Education Specialty Proponents be tasked to develop exportable training material to assist the OJT learning of those MQS III skills not taught in TDY functional courses.

6. With respect to Training and Education for Majors and Lieutenant Colonels, (Annex E):

a. A CAS^3 be established at the Combined Arms Center, Fort Leavenworth, KS to train all Active Army and Reserve Component majors for service as staff officers with the Army in the field.

b. The 9-week resident course be preceded by a nonresident 120-hour pre-CAS^3 course and a 6-hour locally proctored examination.

(1) The resident CAS^3 be designed to accommodate 600 students per course, 4 courses per year, with normal attendance of 500 Active Army, 72 Reserve Component officers and a maximum of 13 Allied officers per course.

(2) A nonresident CAS^3 be developed for Reserve Component officers who do not attend the resident course.

c. All Active Army officers not selected for USACGSC attend the resident CAS^3 in a TDY-and-return status prior to the end of their 12th year of service.

d. Completion of the nonresident pre-CAS^3 course and examination be a part of Military Qualification Standards III. (Recommended in Annex D).

e. CAS^3 graduates be considered for all duty positions (including command and high level staff) commensurate with grade, experience and specialty qualification.

f. An actual or implied prerequisite of graduation from USACGSC, Armed Forces Staff College (AFSC), or equivalent be explicitly removed from the selection process for battalion command and SSC once CAS^3 graduates have achieved the appropriate rank and years of service to compete for selection.

g. The 42-week USACGSC course at Fort Leavenworth be modified to include CAS^3 and continued for centrally selected officer students in all specialties between their 10th and 12th years of service:

(1) Reduce attendance at the resident course to approximately 20 percent of a year-group.

(2) Determine USACGSC class composition by specialty to meet Army needs in various commands for officers trained in higher order staff skills and possessing advanced knowledge.

(3) Reduce Allied officer enrollment from 94 to 56 in each USACGSC course (a maximum of one per work group).

(4) Increase Reserve Component spaces at USACGSC from 4 to 14 annually (one per section).

(5) Discontinue the current resident 18-week Reserve Component course at USACGSC.

h. Sister service and foreign staff college attendance be continued for centrally selected Army officers and that they be CAS^3 graduates prior to attendance.

i. The current USACGSC nonresident program (design based on the 18-week RC course) be replaced with one that centrally selects 200 Active Army and 200 Reserve Component CAS^3 graduate applicants annually for a 2-year "Corresponding Studies Program" based on the full academic year regular course along the lines of the current USAWC program.

j. The Army recommend to the Joint Chiefs of Staff a complete review of the curriculum at the current 22-week permanent change of station AFSC course with a view toward creating short, functional, TDY courses for Army CAS^3 and USACGSC graduates enroute to joint assignments. Additionally, AFSC should develop NRI packages.

k. The current AFSC not be considered equivalent to USACGSC and those officers (about 20 percent) selected for higher order skill training and advanced knowledge education not attend AFSC until after completion of USACGSC or a service staff college and are enroute to a joint assignment.

l. The Army create a comprehensive faculty development program for the USACGSC which insures:

(1) Subject matter experts.

(2) Sufficient numbers to allow at least 50 percent of the instruction to be small-group, instructor-led seminars.

(3) Tenured and extended-tour faculty.

(4) A student to faculty ratio of about 5 to 1.

m. DA Pamphlet 600-3 include a more precise statement of Army policy concerning the purpose and role of OJT and TDY functional and specialty courses; and include a more accurate list of courses available both in the "Specialty Development Guide" and in a separate annex of DA Pamphlet 600-3.

n. Office of the DA OCSPER and MILPERCEN formally monitor the status of specialty/assignment-relevant training and education courses including the annual input and inventory of officer assets in coordination with DA Specialty Proponent and the Training and Education Proponent.

7. With respect to Senior Service Colleges,(Annex F):

a. Department of the Army analyze all positions authorized for Army colonels and general officers (including those serving outside the Army) to establish specific SSC level education requirements by curriculum orientation (Service Schools, NWC, or ICAF).

b. DA policy governing SSC selection and assignment to specific SSC courses of instruction be modified to accommodate a criterion that is based primarily on Army requirements and individual development needs which would take priority over the geographical location of the officer at the time of selection.

c. Selection boards be instructed, based on existing DA criteria, to recommend granting constructive credit to exceptionally qualified officers.

d. SSC eligibility criteria be modified to recognize as eligible those officers who are graduates of the Combined Arms and Services Staff School.

e. Long-term, postgraduate utilization of Army SSC selectees be determined by DA and disclosed to officers before they begin the academic year at a senior service college and their immediate postgraduate assignments announced early in the course of study.

f. DA identify, through position analysis, requirements for short (TDY) training/developmental courses oriented on specific

assignment preparation for colonels, to be attended either in lieu of, or as a supplement to, SSC.

g. DA expedite the development and publication of doctrine for combined arms and logistic operations above the division echelon to include joint and combined operations in a coalition warfare environment.

h. The mission statement and objectives assigned to the USAWC be revised by DA to establish an increased instructional emphasis on the Army's wartime mission: The integrative aspects of joint and combined land warfare.

i. The Commandant, USAWC, develop a curriculum based on stated Army requirements, mission and objective statements as well as structural guidance provided by DA.

j. DA support the development and fund the requirements of an increased simulation and wargaming capability at the USAWC to support student instructional objectives and increased command and staff readiness of Army operational forces.

k. Commandants, USAWC and USACGSC, continue the close coordination necessary to achieve the required measure of continuity between the two levels of instruction.

l. DA recommend to the Joint Chiefs of Staff a revision of National Defesne University (NDU) curricula so as to be more responsive to the Army's needs for graduates who can perform their respective and integrative service roles under wartime mobilization and operational conditions.

m. USAWC prepare and make available to Army students at NDU and the other SSC a preparatory instructional module to assist them in achieving the necessary joint and combined land warfare competency.

n. If the revision proposed in 7-1 above proves impractical, withdraw Army SSC selectees from NDU to attend USAWC, and tailor the USAWC curriculum to meet the Army's identified needs for SSC graduates in joint and combined land warfare, national security policy formulation, and defense management and materiel acquisition competencies. (This recommendation was not approved for inclusion in the implementation plan.)

o. USAWC develop and adopt an instructional methodolgy designed to promote a more direct and duty-related

student involvement in the learning process and to require demonstrated competence in command, staff, and executive management skills such as abilities to apply analytical techniques, conceptualize, organize, plan, delegate, and contribute to the overall formulation and/or execution of strategic and tactical decisions.

p. DA recognize and support the unique faculty requirements of the USAWC.

q. USAWC develop a short mobilization course to support the requirements of total mobilization or some unforeseen order of magnitude expansion.

8. With respect to Battalion and Brigade Precommand Courses, (Annex F):

a. TRADOC and other training and education proponents conduct a front-end analysis of all battalion and brigade command positions for which commanders are centrally selected to determine the skills and knowledge required.

b. TRADOC, based on the "front-end" analysis, design and institute tailored precommand programs for combat arms, combat support, combat service support and training units to include preattendance study materials and self-administered diagnostic tests.

c. DA direct the attendance at precommand courses be mandatory for all centrally selected battalion and brigade commanders.

d. MILPERCEN assign command designees to the division, corps or post where they will eventually command as soon as possible after command selection.

e. TRADOC develop a shortened, single-site precommand refresher course for battalion and brigade commanders under a full or total mobilization scenario.

9. With respect to Continuing Education and Training for General Officers, (Annex F):

a. DA establish an Officer Personnel Management System, (OPMS) related coding system for each general officer position so that selection and assignment can be rationalized to these coded positions. (Not approved for inclusion in the implementation plan.)

b. General officer assignments be stabilized for a minimum of 2 years.

c. DA direct an analysis of all general officer p[illegible]ions to determine the skills and knowledge required in each for u[illegible] in developing relevant continuing education and training programs for general officers.

d. USAWC individually tailor inter-assignment transition training and education modules as appropriate for each general officer upon his reassignment.

e. DA direct participation of general officers, as required, in USAWC-conducted inter-assignment transition program.

f. Chief of Staff of the Army conduct quarterly executive update seminars for Reserve and Active Component general officers and designees. Attendance to be mandatory once annually for Active officers, invitational for Reserve Component. (This recommendation was not approved for inclusion in the implementation plan.)

g. Annual Brigadier General Designee Conferences conducted by DA be continued and improved to include, on a trial basis, executive development laboratories for all Active Component brigadier general designees.

h. Chief of Staff's Weekly Summary be improved and supplemented as required to keep general officers accurately informed in a timely manner.

i. DA direct USAWC coordinate the periodic review, summation and analysis of pertinent publications so that each general officer can be kept current with relevant professional literature.

j. Major Army Command (MACOM) commanders be encouraged to institute periodic command/management workshops.

k. USAWC develop and manage an Army-wide Tactical Command Readiness Program (TCRP) for use by field commanders at the corps level and above.

10. The number of officers who annually attend university Executive Training Programs be increased from 25 to 42 and certain other modifications be made to assess and maximize the value of Army participation in management and executive development programs (Annex J).

11. With respect to Data Collection and Analysis, (Annex K):

a. TRADOC become the repository of the RETO data base and tables, and that they be used for job task analyses and training development.

b. MILPERCEN utilize RETO output to initiate officer assignment by SSI and to support military occupation development.

c. The Army Research Institute and the training and education proponents refine the new RETO developed duty module list and associated task lists.

12. With respect to enhancing Officer Commitment, the following actions be taken (Annex M):

a. Place direct, explicit emphasis on officer commitment at every Army level, with the primary and initial thrust coming from the top leadership of the Army.

b. Place special emphasis, in terms of socialization, on the quality or early experiences of each new Army officer, to include his basic education and training, his first duty assignments, and the people who will be his role models during this period.

c. Identify and assemble into a cohesive, usable body of military professional knowledge at least the following: Military standards and ethics, military history and tradition, military roles and missions, public service aspect of military profession, self (internal) regulation aspect of military profession, tradition of the practice of military science as a calling.

d. Require that a formal assessment of the impact on officer commitment accompany each recommended change of personnel policies and procedures to the decision maker.

e. Until such time as a system of commitment assessment is established, assume that there is need for periodic positive reinforcement of Army officer commitment when deciding whether or not to change or establish personnel policies or programs.

f. Develop the following philosophical writings for direct provision to each member of the officer corps:

(1) Army values and goals (mission, professional, qualification, ethical).

(2) Army ethical system construct (to include at least the following three components: The ultimate principle toward which the efforts of the profession and its members are to be directed; the values to be employed in pursuit of the ultimate principle; and, the ethical system within which the values are to be employed to make value choices and decisions).

g. Institute a system of explicit professional standards, which are keyed to several important points of an Army officer's career. (This recommendation appears elsewhere in detail in RETO recommendations.)

h. Encourage and reward internal, written argumentation within the officer corps on such subjects vital to the survival of the Army as fragmentation of the officer corps, the Army as a "calling" or an occupation, professional ethics, social changes within the Army community and within the Army work environment, and the Army of the future.

i. Develop and implement a scientifically valid system to monitor, measure, predict, and influence commitment of Army officers. Such a system should have at least the following components:

(1) Capability to monitor and to anticipate broad societal (American and Army) trends (e.g., value shifts).

(2) Capability to ascertain values of Army officers.

(3) Capability to articulate/focus Army values and value system.

(4) Capability to monitor/measure state of officer commitment on a regular, continuing basis.

(5) Capability to monitor the impact on commitment of promulgation of individual Army policies and practices (see d, preceding).

(6) Capability to contribute in nontraditional ways to officer socialization.

j. Assign specific responsibility for policies and programs to monitor, measure, predict, and influence commitment of Army officers to the human resources development element of the Department of the Army Staff.

k. Develop a capability to monitor and to anticipate broad societal (American and Army) trends (e.g., value shifts) having an

impact on commitment. (See (1) preceding.)

13. With respect to our review of Officership, the following policies be adopted by the Army (Annex N):

a. Service in the Army must be reaffirmed as a way of life, a calling, and not just a job.

b. All "systems" must assist and not detract from inculcation of officership.

c. Consider the socialization of officers and their families which takes place in resident military schools as a factor when deciding the timing of such experiences at proper intervals in a career.

d. Resist change for change sake.

e. Examinations, if part of the Military Qualification Standards (MQS) system, should be criterion referenced go-no-go. MQS results should be reported separately and not become a block to be checked in the Officer Efficiency Report (OER).

f. All selection boards should be given access to OER's of current and two preceeding grades only.

g. Consider a reversal of the trend to greater centralization of selections.

h. Cause the primary specialty to be truly primary, the alternate to become secondary.

i. Have a single career manager to advise each officer on professional development (i.e., manager for his primary specialty).

j. Highlight the role of the commander in developing his subordinate officers.

14. With respect to an Assessment Concept for Mid-Career Development, (Annex O):

a. DA conduct a 2-year pilot test of the assessment concept at the U.S. Army Command and General Staff College, (USACGSC) regular course and the battalion and brigade precommand courses and designate TRADOC as program proponent.

b. ARI identify or develop the actual pencil and paper learning instruments to be used at the USACGSC regular course and battalion and brigade precommand courses.

c. ARI assist TRADOC with the evaluation of the program.

15. With respect to an Assessement Concept for Senior Service Colleges, (Annex O):

a, USAWC conduct the assessment program as planned in AY 1979-80.

b. The USAWC program be evaluated at the completion of AY 1979-80.

16. With respect to an Executive Development Laboratory for Newly Selected Brigadier Generals, (Annex O):

a. DA ODCSPER select the assessment organization to conduct the pilot development laboratory and develop the assessment plan to include the size and composition of assessment groups, specific dates for assessment, coordination with the Assessment Center staff and administrative details.

b. ARI assist ODCSPER in developing a format for use in preparation of a letter report to the CSA by participants in the development laboratory.

c. DA ODCSPER conduct pilot development laboratories for brigadier general designees in FY 1979 to FY 1980.

d. ARI assist ODCSPER with evaluation of the program.

17. With respect to Graduate Level Education for Army officers (Annex P):

a. Improvement be made in identification of requirements through task analysis of all duty positions; analyze clustering of tasks within OPMS specialties.

b. Improvement be made in the justification of requirements through application of task-analysis data.

c. Improvement be made in the depiction of the way graduate degree holders are employed by the Army, through better labeling of duty position degree requirements; identification

of cross substitutability of degrees in duty assignments; showing employment of degree holders against requirements in all reports to Department of Defense, Office of Management and Budget, and Congress.

d. A priority system be established for fully-funded schooling to meet the expanded degree requirements and for fill of graduate degree duty positions with degree holders.

e. More and better guidance be provided to field commanders on the identification and justification of graduate level educational needs, and on the employment of degree holders.

f. Requirements be defined and developed for less-than-degree graduate education, and develop course packages to satisfy those needs.

18. With respect to Foreign Language Training, (Annex P):

a. Officer foreign language requirements be documented.

b. Testing procedure be updated to include testing for speaking ability.

c. Officers who do not take the tests or who fail to achieve a grade of R2/L2/S1 be decertified.

d. Additional skill identifiers be assigned to officers who achieve "3" or better in two of the skills and at least "2" in the third.

e. Development of Language Maintenance Packets be accelerated.

f. Scholarship recipients be strongly encouraged to include 2 years of foreign language study in their undergraduate curriculum.

g. Self-paced foreign language electives be established in Army schools at all levels -- basic course through SSC.

h. Current command language programs be continued.

19. With respect to Professional Military Education, (Annex P):

a. The DA ODCSPER appoint a "Sterring Group for Professional Military Education" (PME) whose purpose is to draft regulations for

the establishment of PME as a distinct component of Officer Professional Development. These regulations should state the concept, purposes, and subject-matter scope of PME and provide for the command guidance, administrative support, and resource management necessary to sustain PME programs.

b. A separate and distinct DA staff element (division level suggested) be established to handle all matters relating to Officer Professional Military Education.

c. A program be established for continuing research and analysis by competent specialists, whose purpose is to develop learning materials in each of the PME fields.

d. Revisions of DA Pamphlet 600-3, Officer Professional Development and Utilization, include appropriate requirements in Professional Military Education.

20. With respect to the Reserve Components, (Annex Q):

a. RC applicants for Branch Immaterial Officer Candidate School (BIOCC) and Officer Candidate School, Reserve Component (OCS-RC) be required to process through Assessment Centers.

b. Reserve Officer Training Corps (ROTC) graduates programmed for Active Duty for Training (ADT) be identified as early as possible and their RC unit assignment be confirmed and announced.

c. RC options of OCS-RC and Army National Guard, Officer Candidate School (ARNG-OCS) be continued until adequate numbers of quality officers can be produced from ROTC and other programs.

d. RC options of Officer Basic Course Reserve Components (OBC-RC) at the Infantry, Armor, Field Artillery, Engineer and Signal Corps Schools be continued. The USAR school course and the extension course mode should also be continued.

e. The National Guard Regulations (NGR) and Army Regulations (AR) be changed to reflect the new promotion criteria.

(1) Education requirements for promotion to major be satisfied by completion of the 120-hour NRI pre-Combined Arms and Services Staff School (CAS^3) nonresident instruction and successful completion of the 6-hour examination following the course.

(2) Education requirements for promotion to lieutenant colonel and colonel be satisfied by completion of the CAS^3 courses or the USACGSC course.

f. RC option to attend resident functional courses be continued and dedicated spaced be allocated.

g. A Military Qualification Standards (MQS) system be developed for the RC officer. A quality control measurement system should be the product of TRADOC in coordination with Chief, National Guard Bureau (CNGB), Chief, U.S. Army Reserve (CAR), U.S. Army Reserve Components Personnel and Administration Center (RCPAC) and U.S. Army Forces Command (FORSCOM).

h. Each course be analyzed and a status on mobilization (M-Day) be determined with contingency plans made accordingly. Each course and the RC options should either be:

(1) Continued in a peacetime mode.

(2) Eliminate completely.

(3) Reduced in length/time/enrollment.

(4) Expanded in length/time/enrollment.

i. All new course development or present course modifications, be accomplished with RC options developed concurrently.

j. RC officers be required to attend courses developed for captain, lieutenant colonel, and colonel command selectees with the following modifications.

(1) Attendance to be allowed when necessary during command tenure.

(2) RC chain of command to have exemption/waiver authority when absolutely necessary.

(3) Options of (a) nonresident instruction (b) a "split" course (c) resident course version, and (d) attendance at a USAR school course to be developed where possible.

(4) Subject matter unique to the Reserve Components be incorporated into all courses of instruction where possible.

(5) Reserve Component unique course content be incorporated into command courses attended by RC officers.

21. With respect to OPMS Evolution, (Annex R):

a. More precise guidance for coding individual positions by specialty, by SSI and by specialty pairs be provided to the field.

b. A one-time review of every position coding be conducted as soon as possible after issuing the guidance.

c. Requisitions and assignment be made in accordance with SSI requirements rather than simply specialty codes.

d. The use of Specialty Code 11X to designate Combat Arms Specialty Immaterial be discontinued and replaced by a number not now used for any extant specialty; and, that another code be created for specialty immaterial positions.

e. The current principle of equality between primary and alternate specialties be modified to reflect that most officers should have a primary and a secondary specialty.

f. Specialties 11, 12, 13, 14 and 21 Infantry, Armor, Field Artillery, Air Defense Artillery, and Engineer respectively, should be permitted as secondary specialties.

22. With respect to Promotion by Specialty Floors, (Annex R):

a. Floors be established for promotion to colonel for all specialties, considering:

- requirements,
- assets,
- attrition, and
- the resulting utilization rate;

and weighted by:

- mobilization,
- number of eligibles, and
- the cost of hard skill training and education.

b. Selection boards be required to meet specialty floors only if sufficient qualified officers are found.

c. The system be extended for promotion to lieutenant colonel when legally feasible, but not to major and below.

d. Selection boards be required to recommend changing an officer's primary or secondary specialties in appropriate cases.

e. Selection boards be permitted to recommend retention-in-grade when in the best interest of the Army.

23. With respect to Commander Management, (Annex R):

(NOTE: these Study Group recommendations with respect to Commander Management were disapproved by the Chief of Staff, Army on 13 April 1978. They are included here for completeness of the report, but do not appear in the Implementation Plan of Annex A).

a. Command tours of duty be extended to a minimum of 3 years as quickly as possible without undue turmoil in the pool of currently serving and already selected commanders at the lieutenant colonel and colonel level.

b. An Additional Skill Indicator (ASI) for commanders be created.

c. Volunteers for the command ASI be selected from the group of previously successful company commanders at the captain level.

d. Those officers awarded the command ASI be managed so that they are developed in compatible secondary specialties and with the necessary schooling, assignments and counseling that best support their future assignment as commanders.

e. Command selection boards be continued with fewer selections to account for the longer tours.

24. With respect to DA Proponency for OPMS Specialties, (Annex R):

a. DA Proponency be strengthened by:

- designating general officers, by name, as "heads" for each OPMS specialty,

- providing "monitorship" authority to each of the Specialty Proponents (general officer head of an OPMS specialty),

- assigning lieutenant colonel action officers full time to each specialty or logical grouping of specialties to assist the general officer proponent.

b. OPMD assignments divisions be organized into three divisions; Combat Arms, Combat Support Arms and Combat Service Support Divisions, with a subordinate section headed by a colonel for each OPMS specialty. The sections to manage the careers, on a long-term basis, of all warrant and commissioned officers up to and including the grades of colonel who possess the given specialty as a primary specialty.

c. A MILPERCEN directorate, other than OPMD, be given professional development policy responsibility for officers and warrant officers (vice OPMD) and for enlisted members (vice EPMD).

25. With respect to the Aviation Program, (Annex S) the following actions be taken:

a. Routinely assign officers to initial flight training after a minimum of 1 year in qualifying assignments in accession specialty aligned with Armor, Infantry, Engineer, Field Artillery, Air Defense Artillery, Signal, Transportation and Military Inteiligence Branches. AMEDD and Aviation Material Management officers would continue to attend initial flight training after completion of their basic course.

b. Retain aviation as a specialty, but routinely place officers into the initial flight training mission track and hence, aviation units closely related to their entry specialty.

c. Establish a clear pattern of ground duty requirements for aviators. This would include 100 percent of the combat support and combat service support officers returning to one assignment in their entry specialty as a captain. For combat arms aviators, depending on the needs of the Army and individual's desires, as many as possible must be returned to ground duty in their entry specialty for full specialty qualification. Those who don't receive a qualifying assignment would be kept closely associated with their entry specialty through attendance at the specialty company commander's course and one or two less-than-90-day SD/TDY specialty qualification/validation assignments with their entry specialty units.

d. Establish a plan to preclude the projected field grade overages in the 1980's due to the overstrength 1966-70 year-groups.

e. Scrub the TAADs documents to determine the positions that require only flying skills with no officer managerial or leadership skills and convert these to aviation warrant officer positions. (Approximately 80 to 100).

f. Because of the difficulty in managing the aviator's career, the pressure for increasing utilization in aviation, and the very limited time available for qualifying assignments in entry specialties, as a matter of normal policy company grade aviators should be excluded from Army-wide support assignments to the maximum extent possible. The aviator must pull his "fair share" of these assignments within aviation such as the branch immaterial positions which comprise about 10 percent of the SC 15 company grade structure.

g. Increase training rates starting in FY 80 to allow enough SC 15 captains and majors to insure entry specialty qualifying assignments for full aviation qualification. (It appears that the training rate for SC 15 will have to be increased by about 169 officers per year. This would require the total aviation officer initial entry training output to be raised from 465 (FY 80) to about 654 annually. This includes approximately 84 students as presently programmed and a projected increase of 20 to support SC's 67J and 71.)

h. Require intensive assignment management. (A system which provides the status of all SC 15 assets on a timely, periodic basis must be developed. Further, a meaningful dialogue must be maintained between the manager and proponents. All facets of the individual aviation program -- entry training, assignments, utilization training to include the interaction of the aircrew training manual requirements and the flying hours program, etc. -- must be tied together so an attractive, viable, and productive career pattern is attained and maintained).

26. With respect to the Professional Development of Officers of the Judge Advocate General's Corps, the Office of the Judge Advocate General implement the set of recommendations contained in Annex T.

27. With Respect to the Professional Development of Chaplains, the Office of the Chief of Chaplains implement the set of recommendation contained in Annex U.

28. With respect to the Professional Development of Officers in the Army Medical Departments, the Office of the Surgeon General implement the set of recommendations contained in Annex V.

29. With respect to the education and training of Warrant Officers, (Annex W):

a. The Warrant Officer Advanced Courses be replaced with

TDY functionally oriented courses designed to renew knowledge, update existing skills and increase the technical proficiency of all warrant officers who require such training.

b. Warrant officer positions be tasked analyzed in conjunction with the recommended "front-end" analsis of commissioned officer positions.

c. Upon completion of the "front-end" analysis:

(1) Qualification standards be established for type Table of Organization and Equipment (TOE)/Table of Distribution and Allowance (TDA) positions.

(2) Functional TDY courses be revised or developed to support training needs.

(3) The Warrant Officer Senior Course (WOSC) be discontinued or reoriented to reflect valid CWO 4 training requirements.

(4) Civilian educational goals be modified in consonance with validated requirements essential for performance of duty.

(5) Warrant officer positions be graded in TOE/TDA.

30. With respect to the detailed analysis of each OPMS specialty (Annex X), the recommendations are in two parts. Part a summarizes key recommendations generally applicable to more than one specialty. Part b contains all specialty recommendations extracted from Annex X inclosures.

a. Summary recommendations:

(1) Requirements be validated and assets be increased in underaligned specialties. Priority effort should be directed to (1) publicize the requirements and (2) identify new accessions who possess qualifications for specialty codes (SC) 21-Engineer, 27-Communications and Electronics Engineering, 49-Operations Research/Systems Analysis, 53-Automatic Data Processing, and 86-Traffic Management.

(2) Special attention be given to requirements determination in specialties whose utilization rates are outside of accepted norms at certain ranks. In particular, it appears that downgrading of some positions, identifying and separating the specialty immaterial

positions and ensuring that coded positions require the designated specialty, could improve the demographies and utilizations. A one-time priority review should be made of the following specialties:

(a) 11-Infantry

(b) 12-Armor

(c) 13-Field Artillery

(d) 14-Air Defense Artillery

(e) 15-Aviation

(f) 21-Engineer

(g) 27-Communication and Electronics Engineering

(h) 41-Personnel Management

(i) 42-Personnel Administration

(j) 49-Operations Research and Development

(k) 51-Research and Development

(l) 52-Atomic Energy

(m) 54-Operations and Force Developments

(n) 73-Missile Materiel Management

(o) 74-Chemical

(p) 75-Munitions Materiel Management

(q) 81-POL Management

(r) 82-Food Management

(s) 83-General Troop Support Materiel Management

(t) 92-Supply Management

(u) 93-Logistics Service Managements

(3) Certain skills be transferred between specialties as indicated:

(a) SSI 48E Unconventional Warfare should be transferred to combat arms specialties from SC 48 Foreign Area Officer.

(b) Skills/Positions between SC 76 Armaments Materiel Management and 77 Tank/Ground Mobility Materiel Management be transferred and the specialties restructured into 76 Combat Systems Materiel Management and SC 77 Automotive/Ground Support Systems Materiel Management. At the grade of major certain primary SC 76 and 77 officers should be converted to primary specialty 91 Maintenance Management.

(c) SSI 28B Media Production should be changed to an Additional Skill Identifier in redesignated SC 50 Training Development.

(d) Some skills should be interchanged between SC 41 Personnel Management and SC 42 Personnel Administration to facilitate utilization and assignment.

(4) Trained assets be increased in SC 43 Club Management.

(5) Certain specialties be combined and redesignated as follows:

	Current	Proposed
(a)	83 General Troop Support Mat Mgt	73 Supply and Log Svc Mgt
	92 Supply Management	-do-
	93 Logistics Service Mgt	-do-
(b)	76 Armament Materiel Mgt	76 Combat Systems Mat Mgt
	77 Tk/G Mobility Mat Mgt	77 Auto/G Spt Mat Mgt
(c)	25 Combat Comm Elec	25 Combat Comm Elc
	26 Fixed Tlc Sup	-do-
(d)	28 A and B Instr Tech & Mgt	50 Training Development

(6) An undergraduate degree in a business related field be required for entry into SC 44 Finance and SC 97 Procurement.

(7) The practice of detailing non-combat arms lieutenants to combat arms positions for a 1-year period be reviewed for specialties 35 Tactical/Strategic Intelligence, and 36 Electronic

Warfare/Crypotology. Officers in these two specialties should first attend a combat arms basic course and achieve a modified Military Qualification Standard II qualification in a selected combat arm prior to attending the intelligence basic course.

(8) Two advance entry specialties be created to identify positions at field grade level as follows:

(a) 01 Senior Military Teaching Faculty.

(b) 38 Intelligence Systems Management.

(9) Specialty 47 Education be eliminated.

(10) The Army Nuclear and Chemical Agency be designated as the education and training proponent for SC 52 Atomic Energy.

(11) New SSI be created where voids now exist (e.g., SSI for Forces Development and Combat Development in SC 54 Operations and Force Development, and an SSI for Quality Assurance in SC 97 Procurement.)

(12) More emphasis be placed in on-the-job education and on-the-job training in SC 45 Comptroller, SC 46 Information and SC 56 Chaplain.

(13) A job task analysis be conducted for all positions in SC 49 Operations Research/Systems Analysis to support subsequent restructuring options.

(14) SC 15 Aviation be retained as a specialty with delayed entry (approximately 1 year) after MQS-II validation in a basic entry specialty, and aviators be placed into initial flight training mission track and aviation units related to their entry specialty. Captains be returned to MQS III Qualifying assignment in their entry specialty for full aviation MQS III qualification.

(15) Engineering be designated as a priority discipline in the selection of candidates for precommissioning alternatives to increase accessions in SC 27 Communications and Electronics Engineering and SC 21 Engineer.

(16) Specialty 44 Finance be used as a developmental specialty for Specialty 45 Comptroller.

b. Specialty by Specialty recommendations:

(1) Senior Military Teaching Faculty, SC 01 (Proposed). SC 01, Senior Military Teaching Faculty be created as outlined in the RETO main report.

(2) Infantry, SC 11

(a) MILPERCEN impose restrictions on alternate specialties available to SC 11 officers which are related to SC 11 and supportive of maintaining a resonable level of qualification in both specialties.

(b) MILPERCEN conduct a "scrub" of all specialty immaterial positions (code 11X) and redistribute the requirements as may be necessary to achieve a better balance and a more even distribution of specialty immaterial requirements among the various specialties.

(c) MILPERCEN designate an alpha-numeric code to replace 11X as specialty immaterial. Further recommend that the code selected be one that is not easily confused with any of the 46 specialties.

(d) Department of the Army support the concept and authorize funds for a thorough assessment of all applicants to precommissioning training.

(3) Armor, SC 12

That all tank battalion/armored cavalry squadron company grade officer positions, except battalion/squadron S2, be coded primary specialty 12 with the appropriate logistics/ administration specialty coded as the alternate.

(4) Field Artillery, SC 13

(a) Carefully analyzed, truly "specialty immaterial" positions should be so coded and managed so that effective utilization and contribution of SC 13 05/06 can be assured.

(b) Continue careful study of specialty pairing (utilization rates; relationships) so that viable alternatives are created for combat arms officers, and so that selection for schooling and advancement can be rationalized simultaneously to overall Army needs and the officer's specialty pair development. This need is especially important to combat arms officers, the majority of whom will make their major professional contributions outside their primary specialty.

(c) The MQS system will support the Army and the individual's SC 13 professional development needs, 01-04. It should be adopted for those levels.

(d) Improve specialty proponency at DA; MILPERCEN so that the Army's requirements and individual professional development needs are more fully rationalized.

(5) Air Defense Artillery, SC 14

(a) Carefully analyzed, truly "specialty immaterial" positions should be so coded and managed, so that effective utilization and contribution of SC 14 05/06 can be assured.

(b) Continue careful study of specialty pairing (utilization rates; relationships) so that viable alternatives are created for combat arms officers, and so that schooling, advancement and assignment can be rationalized simultaneously to overall Army needs and the officer's specialty pair development. This need is particularly important to combat arms officers, the majority of whom will make their major professional contribution outside their primary specialty.

(c) The MQS system will support the Army and the individual's SC 14 professional development needs, 01-04. It should be adopted for those levels.

(d) Improve proponency at DA, MILPERCEN so that Army's requirements and individual professional development needs are more fully rationalized.

(6) Aviation SC 15

(a) Routinely assign officers to initial flight training after a minimum of 1 year in qualifying assignments in accession specialty aligned with Armor, Infantry, Engineer, Field Artillery, Air Defense Artillery, Signal, Transportation and Military Intelligence branches. Army Medical Department and Aviation Materiel Management officers would continue to attend initial flight training after completion of their basic course.

(b) Retain aviation as a specialty, but routinely place officers into the initial flight training mission track and hence, aviation units closely related to their entry specialty.

(c) Establish a clear pattern of ground duty requirements for aviators. This would include 100 percent of the

combat support and combat service support officers returning to one assignment in their entry specialty as a captain. For combat arms aviators, depending on the needs of the Army and the individual's desires, as many as possible must be returned to ground duty in their entry specialty for full specialty qualification. Those who don't receive a qualifying assingment would be kept closely associated with their entry specialty through attendance at the RETC proposed specialty company commander's course and one or two less-than-90-day Special Duty/Temporary Duty specialty qualification/validation assignments with their entry specialty units.

(d) Establish a plan to preclude the projected field grade overages in the 1980's due to the overstrength 1966-70 year-groups.

(e) Scrub The Army Authorization Documentation Systems' documents to determine the positions that require only flying skills with no officer managerial or leadership skills and convert these to aviation warrant officer positions. (Approximately 80-100).

(f) Because of the difficulty in managing the aviator's career, the pressure for increasing utilization in aviation, and the very limited time available for qualifying assignments in entry specialties, as a matter of normal policy, company grade aviators should be excluded from Army-wide support assignments to the maximum extent possible. The aviator must pull his "fair share" of these assignments within aviation such as the branch immaterial positions which comprise about 10 percent of the SC 15 company grade structure.

(g) Increase training rates starting in FY 80 to allow enough SC 15 captains and majors to insure entry specialty qualifying assignments for full aviation qualification. It appears that the training rate for SC 15 will have to be increased by about 169 officers per year. This would require the total aviation officer initial entry training output to be raised from 465 (FY 80) to about 654 annually. (This includes approximately 84 students as presently programmed and a projected increase of 20 to support SC's 67J and 71.)

(7) Engineer, SC 21

(a) A job task analysis be performed by the Engineer School to determine precise requirements for engineer officers.

(b) The DA proponent continue to stress a publicity program aimed at increasing SC 21 accessions.

(8) Combat Communications and Electronics, SC 25, and Fixed Telecommunications, SC 26

(a) Consolidate specialties 25 and 26.

(b) Designate consolidated specialty as SC 25 entitled Combat and Strategic Communications and Electronics Officer.

(c) Develop description of consolidated specialty.

(d) Amend AR 611-101 and DA Pam 600-3 to reflect restructured specialty.

(e) Redesignate SC 26 officers.

(f) Recode authorization documents to reflect restructured specialty code. Recoding should be accomplished automatically by MILPERCEN.

(g) Designate alternate specialty for those officers currently holding both SC 25 and 26.

(9) Communications and Electronics Engineering, SC 27

(a) Increase Accessions into specialty.

(b) Eliminate the Signal Corps exception for the designation of primary specialties.

(c) Declare final designation of primary specialty upon accession to active duty.

(d) Devise a management system to facilitate identification of officers, both new accessions and permanent party who possess undergraduate/graduate degrees in Electrical/ Electronic Engineering.

(e) Designate Electronical/Electronic Engineering as a priority discipline for individuals receiving ROTC scholarships, particularly 4-year scholarships.

(f) Accomplish analysis of positions to determine if more positions should be classified as AERB designated.

(10) Instructional Technology and Management, SC 28

(a) Separate the training development/management functions from the media production function.

(b) Redesigante the training functions (SSI 28 A and C) as SC 50, Training Development Officer.

(c) Designate the specialty (SC 50) as a non-accession specialty.

(d) Designate media production as an additional officer skill and develop appropriate ASI. Eliminate SSI 28B.

(e) Award the new ASI to those officers who not qualify.

(f) Establish a service school course to produce an ASI qualified media production officer.

(g) Task Training Developments Institute (TDI), Ft. Eustis with the responsibility for developing description of redesignated Specialty (i.e. SC 50).

(h) Task TDI with responsibility for identifying all positions which should be designated as Training Development (SC 50) positions.

(i) Task MILPERCEN with responsibility for recoding positions.

(j) Task MILPERCEN with responsibility for amending AR 611-101 and DA Pam 600-3 to reflect restructured specialty, and newly established ASI.

(k) Designate agency for overall responsibility for the development of doctrine and training in the media production area.

(11) Law Enforcement, SC 31

(a) In order to determine the exact requirements for additional ORSA (SC 49) secondary skill coded positions, the specialty proponents should conduct a review of the specialty structure. Determining additional positions to be coded 31-49 would provide the needed ORSA expertise identified by the proponents during the RETO analysis.

(b) The training and education proponent should continue to develop the training needed to insure officers with SC 31 designated as their alternate specialty are provided the skills and knowledge required to perform in SC 31 positions.

(12) Military Intelligence, SC 35, SC 36, SC 37

(a) Require that all officers commissioned in MI serve an initial one-year combat arms detail.

(b) Establish an additional specialty--SC 38--to identify those positions requiring field grade officers with special training (or demonstrated competence) in the management of diverse intelligence systems.

(c) Provide appropriate training for officers assigned to strategic analyst positions by sending them to the Defense Intelligence School.

(d) Provide advanced intelligence training as needed for field grade officers, both at DIA and at USAICS.

(e) Determine a means of validating qualification of officers assigned SC 35 as an alternate specialty. Develop appropriate training programs.

(f) Eliminate SSI 35 C. Include tactical surveillance skills in SSI 35 A. Reevaluate the need for officer imagery interpretation specialists. If the requirement is justified, assign that skill and status of an Additional Skill Identifier (ASI).

(g) During the job and task front-end analysis which will precede full implementation of the RETO program, pay particular attention to those LT positions which might be upgraded to CPT or changed to warrant officer/NCO.

(h) Eliminate Area Intelligence (old 36 B) as an SSI. Justify the need for this type of officer specialist. If the requirement is justified, assign that skill the status of an Additional Skill Identifier. Include the functions associated with SIGSEC in SC 36.

(i) Determine a means of validating qualification of officers assigned SC 36 as an alternate specialty. Develop appropriate training programs.

(j) Eliminate SSI 37 D. Assign the functions associated with 37 C to SC 36. Assign an ASI to designate officers requiring ECM, ELINT and other low-density, highly technical skills.

(k) Increase efforts aimed at SC 37 officer skill maintenance as part of the peacetime utilization program for SIGINT Units.

(l) Determine a means of validating qualification of officers assigned SC 37 as an alternate specialty. Develop appropriate training programs.

(m) Require field grade officers assigned SC 37, initially as an alternate, to have SC 37 designated primary.

(13) Personnel Management, SC 41

(a) Realign functions within SC 41 and 42 to reflect more accurately actual position requirements and portray more logically commonly associated functions.

(b) Develop standardized method of titling duty position in SC 41 and put more discipline in the authorization documents system.

(14) Personnel Administration, SC 42

(a) Realign functions within SC 41 and SC 42 to reflect more accurately actual position requirements and portray more logically commonly associated functions.

(b) Develop standardized method of titling duty position in SC 42 and put more discipline in the authorization documents system.

(15) Club Management, SC 43

(a) Increase the number of trained officer resources authorized for SC 43 to achieve a 3:1 assets to requirements ratio.

(b) MILPERCEN and CMD, TAGCEN, establish and maintain the close coordination that is directed UP para 8-2, AR 230-60.

(c) Department of the Army adopt a flexible up-or-out policy that would provide for the retention in grade of highly competent, fully qualified, and experienced SC 43 officers who are nonselect for advancement in rank.

(d) MILPERCEN favor the assignment of SC 43 as an alternate specialty to officers with a closely related primary specialty and to the exclusion, insofar as possible, of combat arms and aviation officers.

(e) Unless SC 43 is discontinued as a separate specialty as a result of congressional, DOD or OMB action, Department of the Army retain a sufficient number of LT and CPT positions to justify the specialty as basic entry and to provide the necessary experience base.

(f) Department of the Army recognize and provide policy support to accommodate the training with industry requirements which are unique to the development and qualification of SC 43 officers.

(16) Finance, SC 44

(a) That SC 44 entry (commissioning) requirement be instituted to require an undergraduate degree in one of the business oriented disciplines.

(b) That attention be given to increasing the number of O1/O2 authorized positions.

(c) That migration from other specialties be encouraged at grade O3.

(d) That the competitive posture of SC 44 officers be improved through thorough orientation of promotion boards relative to the nature and scope of requirements placed on SC 44 officers; and through use of advanced military schooling quotas which recognize shortages at grades O4 and O5.

(e) That a program of advanced degree completion be instituted for the field grade years of SC 44 officers.

(f) That the range be broadened of potential "specialty immaterial" positions open to SC 44 officers.

(g) That strict adherence to standard position titles be enforced.

(17) Comptroller, SC 45

(a) Restructure SC 45 to include more developmental positions at the CPT/MAJ level. If necessary, this may require militarizing some civilian positions. Insure utilization at these developmental positions to the maximum extent possible.

(b) Increase the number of SC 45 positions validated by the AERB for officers with graduate degrees.

(c) Develop, in conjunction with civilian universities, alternative graduate programs to supplement the fully-funded graduate degree program.

(d) Develop short, high intensity refresher courses for officers returning to an SC 45 assignment following assignment in another specialty.

(18) Public Affairs, SC 46

(a) Expand the Army element at DINFOS to enable it to become the training proponent for SC 46.

(b) Restructure the TOE public affairs staff sections/units.

(c) Implement training with industry courses for selected positions in SC 46.

(19) Education, SC 47

That Specialty 47 be eliminated. Positions of permanent professor and associate professor at USMA would be coded 47, Permanent Educator Program and officers would be selected for this program by central board action. All other educator positions would be coded by ASI and officers managed by like ASI, ASI 5X (historian), ASI 6Z (strategist), or ASI 5K (instructor). Museum curator positions should be civilianized.

(20) Foreign Area Officer, SC 48

(a) That continued emphasis be placed on reducing the time required for training/education.

(b) That the remaining 48 E positions (04-06) be redesignated to the combat arms specialties with an ASI of 5G.

(c) That the present PCS FAO course be disestablished, and:

- Substitute appropriate TDY functional courses tailored to the needs of the various FAO SSIs.

- Limit attendance at these courses to newly designated FAO officers who do not yet have an advanced degree or area expertise, or those on orders to FAO billets or follow-on FAO training.

- Orient all FAO courses toward the military applications of FAO, leaving the academic training in area studies to civilian universities.

- Until disestablishment of the PCS course, restrict attendance to officers who are without graduate degrees or on orders to FAO assignments.

(21) Operations Research and Systems Analysis, SC 49

(a) A job task analysis should be done as a priority effort to determine requirements and associated skills as a preliminary step in developing restructuring options as needed, and in determining more accurately the educational requirements.

(b) The ALMC review the TAADS and re-title ORSA positions.

(c) The DA proponent continue to monitor the ALMC resident military training program to determine if it is an adequate replacement for the graduate degree requirement for certain ORSA positions.

(d) The DA Proponent in conjunction with the MACOMs prepare a publicity program to increase ORSA accessions.

(e) The DA proponent look at the feasibility of using the USACGSC elective program, cooperative degree program, and MMAS program as a means to train and educate additional ORSA assets.

(22) Research and Development, SC 51

(a) Appoint a general officer (DA Staff) as "the proponent" for SC 51. Provide him a full time assistant to monitor and coordinate mechanisms such as the Army Logistics Specialty Committee, and DARCOM/TRADOC working groups. Proponent should

participate in selection, training and utilization of officers in SC 51 and be a regular member of the OPMS Steering Committee on all SC 51 related matters.

(b) Recode all positions IAW "specific" DA guidance. Then institute discipline into the coding system.

(23) Atomic Energy, SC 52

(a) Education and Training (E & T) proponency for SC 52 should be taken from Office of DA DCSOPS and given to the Army Nuclear and Chemical Agency. DA proponency should remain in ODCSOPS.

(b) Combine the two SSIs in SC 52 into one SSI.

(24) Automatic Data Processing, SC 53

(a) TAADS documents should be rationalized and standardized.

(b) Consideration should be given to allowing some officers in SC 53 to "single track" instead of pursuing dual specialty development.

(c) Consideration should be given to establishing a short, TDY refresher course for officers enroute to an SC 53 position after 2 or more years in a non-SC 53 position.

(25) Operations and Force Development, SC 54

(a) Create two new SSIs (Force Development and Combat Development) in the existing specialty and manage assets accordingly.

(b) Review all SC 54 positions, recode where appropriate.

(c) Develop SC 54 education and training strategy including resident and nonresident courses.

(26) Legal, SC 55

(a) SSI's should be restructured as indicated to maximize ADP-assisted resource management.

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

(b) Establish professional development objectives, emphasizing OJE and short CLE courses, and provide intensive law/management course for majors.

(27) Chaplain, SC 56

(a) That the Army chaplaincy continue in the direction it has begun with its Professional Development Plan with the following exception: substitute CAS^3 and three TDY short courses for the Chaplain's Advance Course.

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

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

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

(e) That an assessment center for Army chaplains be considered for establishment at the U.S. Army Chaplain Center and School for the prupose of providing assessment and assessment instruments which will enable chaplains to determine appropriate utilization of the Chaplain Professional Development Plan.

(28) U.S. Army Medical Department, SC 60, SC 61, SC 63, SC 64, SC 65, SC 66, SC 67, SC 68.

No recommendation has been made that apply specifically to these specialties.

(29) Logistics Management, SC 70

Specialty 70 needs should be more explicitly linked to the feeder specialities (estimating each specialty's contribution) so that appropriate numbers of officers with broad expertise in logistics can be developed.

(30) Aviation Materiel Management, SC 71

(a) That SC 71 captain files be reviewed for possible redesignation into underaligned specialties.

(b) LTC requests for entry into SC 71 be denied.

(31) Communications-Electronics Materiel Management, SC 72

No recommendation has been made

(32) Missile Materiel Management, SC 73

Review LTC and CPT SC 73 positions to determine the potential for downgrading to correct distribution imbalances. Downgrading should be consistent with requirements for experience, training and position responsibilities. It should not be carried out solely to meet a distribution pattern.

(33) Chemical, SC 74

Carry through with the revitalization program to establish a SC 74 structure that will support progression from LT through COL and that will provide the operational experience at LT needed for effective performance at CPT.

(34) Munitions Materiel Mangement, SC 75

Review CPT SC 75 positions to determine the potential for downgrading to LT to correct distribution imbalance. Downgrading should be consistent with requirements for experience, training and position responsibilities. It should not be carried out solely to meet a distribution pattern.

(35) Armament Materiel Management, SC 76

(a) Review all SC 76 positions in company grades to determine possible CPT positions that could be downgraded to LT. Downgrading should be consistent with requirements for experience, training and position responsibilities. It should not be carried out solely to meet a distribution pattern.

(b) Proceed with restructuring of SC 76, 77 along "system management" lines as proposed by ALSC.

(c) Establish procedures to review files and "convert" officers with SC 76, 77 primary to SC 81 primary upon entry to field grade. Base the conversion of officers' desires, experience, projected jobs, and training. A suggested departure point is to retain SC 76, 77 officers who have the above noted life cycle management experience and transfer those with primarily maintenance experience to SC 91. Thus SC 91 would become a "capper" for the SC 76, 77 maintenance oriented officers. All officers in SC 76, 77, 91 would then select an alternate specialty.

(36) Tank/Ground Mobility Materiel Management, SC 77

(a) Proceed with restructuring of SC 76, 77 along "system management" lines as proposed by ALSC.

(b) Establish procedures to review files and "convert" officers with SC 76, 77 primary to SC 91 primary upon entry to field grade. Base the conversion on officers' desires, experience, projected jobs, and training. A suggested departure point is to retain SC 76, 77 officers who have the above noted life-cycle management experience and transfer those with primarily maintenance experience to SC 91. Thus SC 91 would become a "capper" for SC 76, 77 maintenance oriented officers. All officers in SC 76, 77, 91 would then select an alternate specialty.

(37) Petroleum Management, SC 81

Examine all captain specialty requirements to determine if some can be reclassified as lieutenant requirements.

(38) Food Management, SC 82

(a) Support OPMS Steering Group's approved changes.

(b) Examine all captain specialty requirements to determine if some can be reclassified as lieutenant positions.

(39) Traffic Management, SC 86

(a) Redesignate SC 86 as a primary specialty.

(b) Examine all captain requirements to determine if any can be redesignated as lieutenants.

(c) SC 86 remain a separate specialty.

(d) That SC 86 job description and functions be rewritten to emphasize its distinctive features.

(40) Marine and Terminal Operations, SC 87 and Highway and Rail Operations, SC 88.

No recommendation have been made that apply to these specialties.

(41) Maintenance Management, SC 91

SC 91 be used a a capper for SC 76, 77. Establish procedures to review files and to "convert" officers with SC 76, 77 primaries to SC 91 primary upon entry to field grade. Base the conversion on officers' desires, experience, projected jobs and training. A suggested departure point is to retain SC 76, 77 officers who have the above noted life-cycle management experience and transfer those with primarily maintenance experience to SC 91. Thus SC 91 would become a capper for SC 76, 77 maintenance oriented officers. All officers in SC 76, 77, 91 would then select an alternate specialty.

(42) Materiel and Services Management, SC 92

(a) Re-examine the duty modules required in specialties 83, 92 and 93.

(b) Review the captain positions in each of specialties to determine if regrading of some of the positions to lieutenant is feasible.

(43) Transportation Management, SC 95

(a) Examine all lieutenant positions for recoding to a basic entry specialty or position upgrading.

(b) Further narrow specialty accessions to exclude those officers without prior logistics education or training.

(44) Procurement, SC 97

(a) An undergraduate degree or equivalent experience in a business related field be required for entry into Specialty 97, Procurement.

(b) A new skill indicator (SSI), 97D, be created for the quality assurance function.

31. With respect to Faculty Development, (Annex Y):

a. The Department of Army institute a system of variable tenure for the faculties of all service schools and the USACGSC.

b. All service schools and USACGSC establish and maintain long range comprehensive faculty development programs.

c. Specialty Codes 28 (Instructional Technology and Management) and 47 (Education) be disestablished.

d. Two new specialties, Training Developments and Senior Military Teaching Faculty (SC 50 & SC 01) be created with duty positions coded appropriately at all service schools and colleges.

e. As a matter of policy, the Department of Army assign qualified colonels to instructor positions throughout the Army school system.

f. Teaching faculty be stablized for at least 3 years throughout the Army school system.

g. Staffing guides such as the TRADOC school model should not be used to determine faculty requirements at long courses such as USACGSC.

32. The Implementation Information, and Action Plans at Annex A be used as a guide to institute in a deliberately phased manner the proposed RETO training and education system.

REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

ANNEX A

IMPLEMENTATION PLAN

1. PURPOSE. To collect in one Annex the actions necessary to implement the recommendations of the Review of Education and Training for Officers (RETO).

2. GENERAL.

a. This Annex includes only those recommendations approved for further consideration and inclusion in the implementation plans. Inclusion does not necessarily imply final approval unless so stated by other official documentation.

b. The study group did not provide for nor recommend the establishment of a residual group or organization to oversee or manage the implementation. Instead, the recommendations are envisioned as being implemented by the agency/ies in whose area of functional responsibility they lie. This approach was taken because the comprehensive nature of the changes to be made demands such close coordination of the actions with other day to day activities of running the Army, that those responsible for the functional area should undertake the actions.

c. Resource implications included in the appendices were provided to RETO by the Army Staff and others who will ultimately be responsible for the implementation. They are rough estimates which will need to be refined by implementing agencies as part of the normal programing and budgeting activities of the agency/ies.

3. IMPLEMENTATION PLANS. Three plans are appended:

a. Phasing Plan. This plan is a schematic representation of the phased implementation of the RETO recommended system. It is designed to show the interdependence of sequential actions. It contains the related resources year by year. The phasing is as optimistic as RETO dared to recommend without incurring the dangers inherent in undue haste. In the spirit of the new philosophy which the Army at large must adopt as part of the RETO system, the temptation should be resisted to accelerate the implementation to a crisis level that will harm the effectiveness of the system in the long run. (see Appendix 1)

b. Information Plan. The RETO training and education system, to be successful, hinges on adequate understanding, acceptance and support by many audiences. For this reason, the RETO Study Group considered it essential that the implementation should include a long range and deliberately orchestrated information plan targeted with specific messages for specific audiences. This plan, geared to the Phasing Plan, is at Appendix 2.

c. Action Plan. The actions required to carry out the implementation in accordance with the Phasing Plan are contained in the Action Plan. The responsible action agencies are identified therein. The RETO Study Group attempted to strike a balance that while giving adequate direction does not usurp by unnecessary detail the responsibility and authority of the agencies involmed for the planning of their own activities. (see Appendix 3)

4. RECOMMENDATION. That this implementation Annex be used as a guide to institute in a deliberately phased manner the proposed RETO training and education system.

3 Appendixes
1. Phasing Plan
2. Information Plan
3. Action Plan

REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

APPENDIX 1

PHASING PLAN

TO ANNEX A

IMPLEMENTATION PLAN

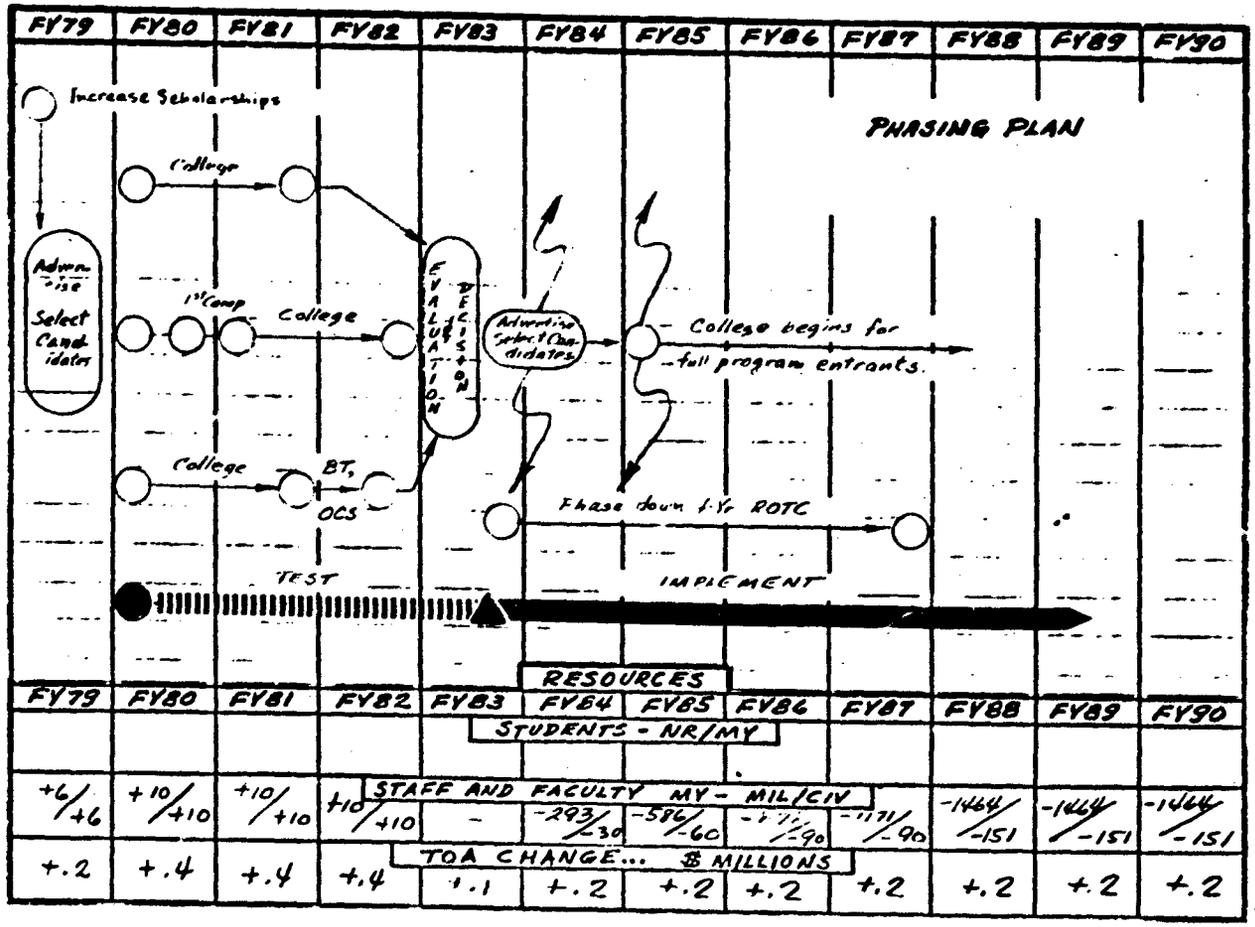
Precommissioning

Increase scholarships to 12,000
--4,000 4-year
--8,000 2-year

Test these programs
--2-year ROTC
--College graduate OCS
--Platoon leader course

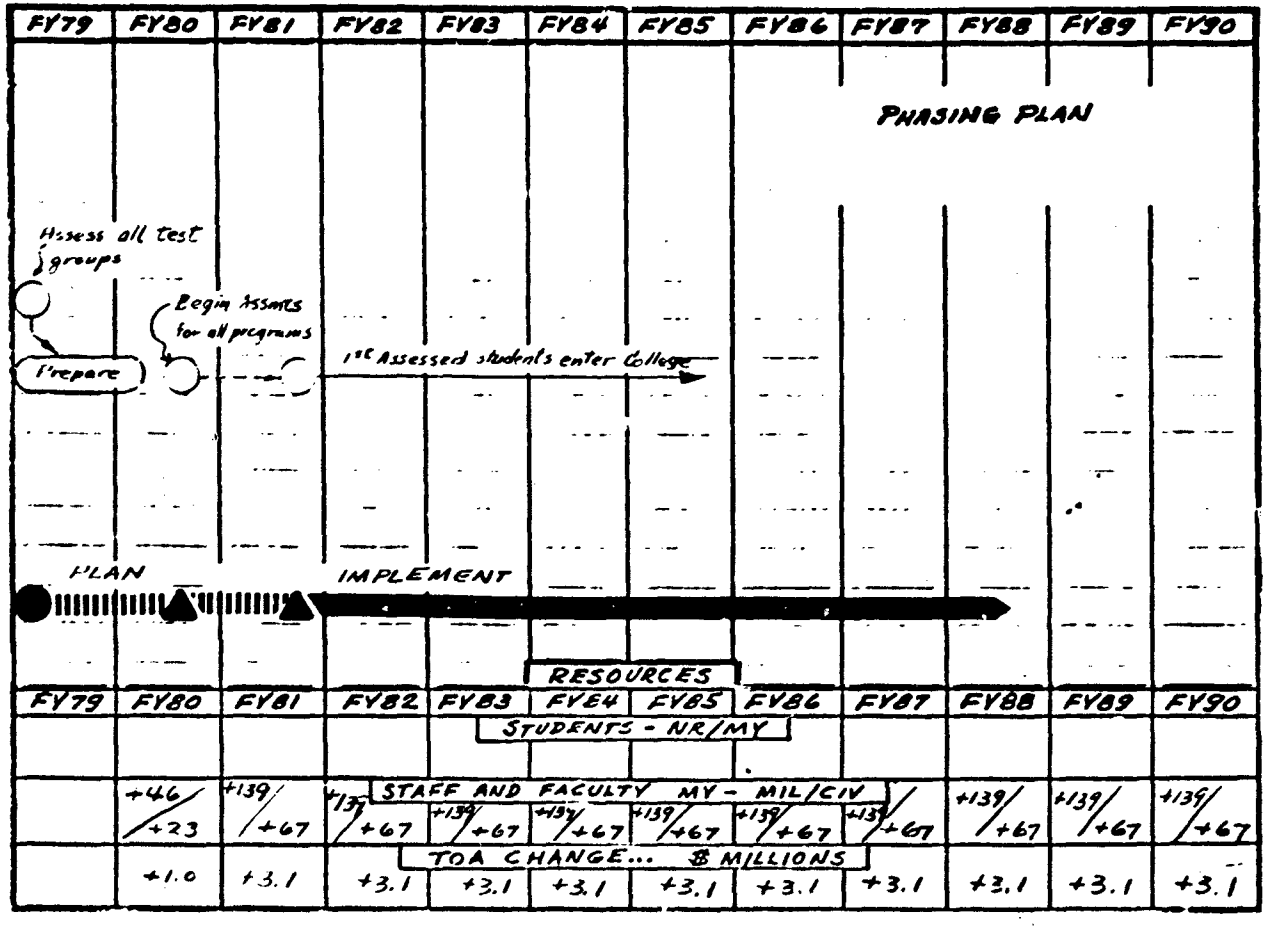
Select best after test

USMA -- no change



Accession Assessment Center

Create centers collocated with USAREC AFEES stations
--Medical exam
--Physical fitness test
--Motivation (interview/ paper)
--Leadership potential (simulation device or exercise)



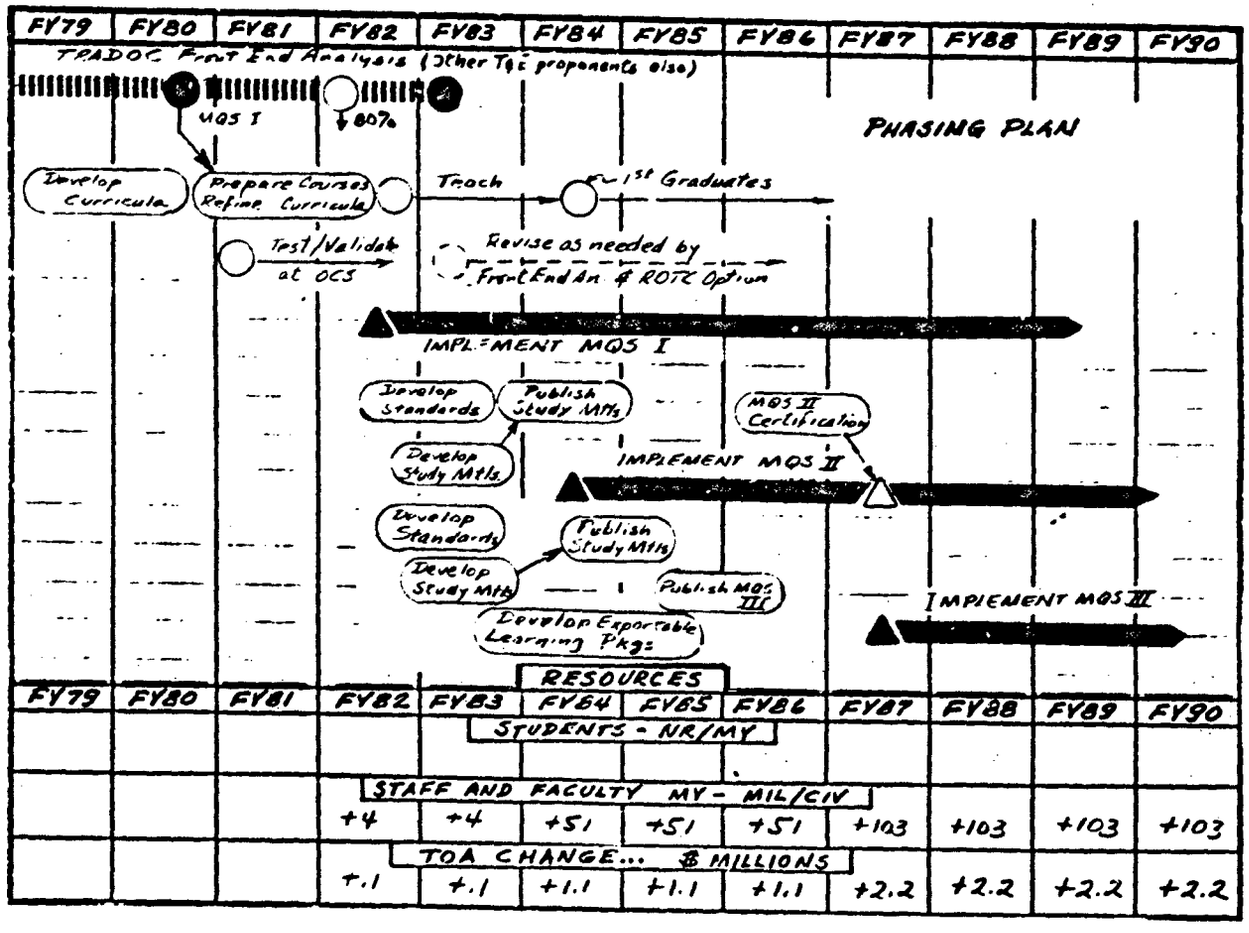
FY79	FY80	FY81	FY82	FY83	FY84	FY85	FY86	FY87	FY88	FY89	FY90
	+46/+23	+139/+67	+139/+67	+139/+67	+139/+67	+139/+67	+139/+67	+139/+67	+139/+67	+139/+67	+139/+67
	+1.0	+3.1	+3.1	+3.1	+3.1	+3.1	+3.1	+3.1	+3.1	+3.1	+3.1

Military Qualification Standards

MQS I (Precommissioning)
--Standard minimum curricula of common military skill and knowledge
--Begin work on required courses

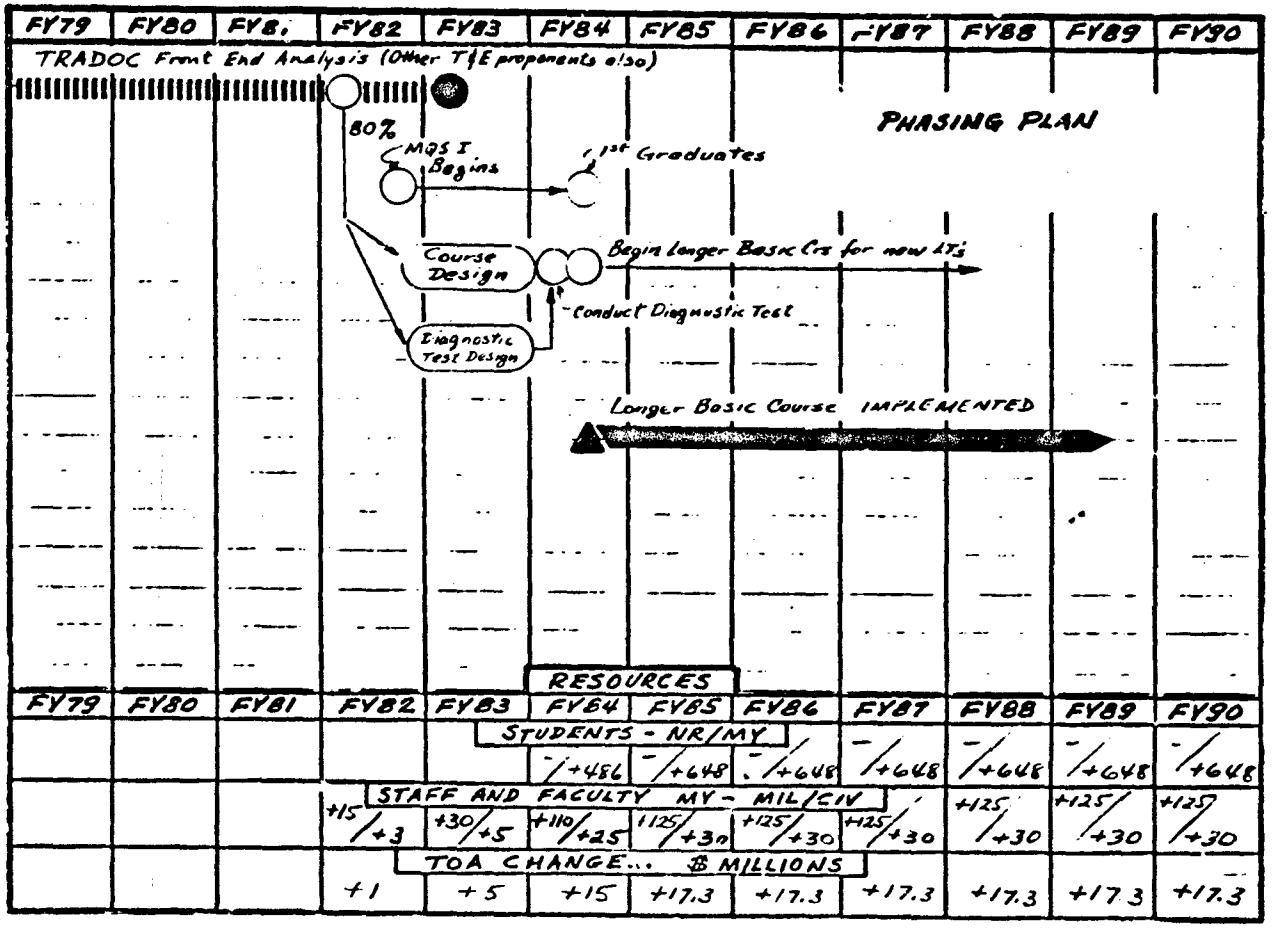
MQS II (0 to 3 years AFCS)
--Directed professional reading
--Standards for each entry specialty
--Continue required courses

MQS III (4 to 10 years AFCS)
--Standards for each specialty
--Develop functional TDY courses
--Develop exportable packages
--Complete required courses
--Directed reading
--Pre-CAS^3 NRI

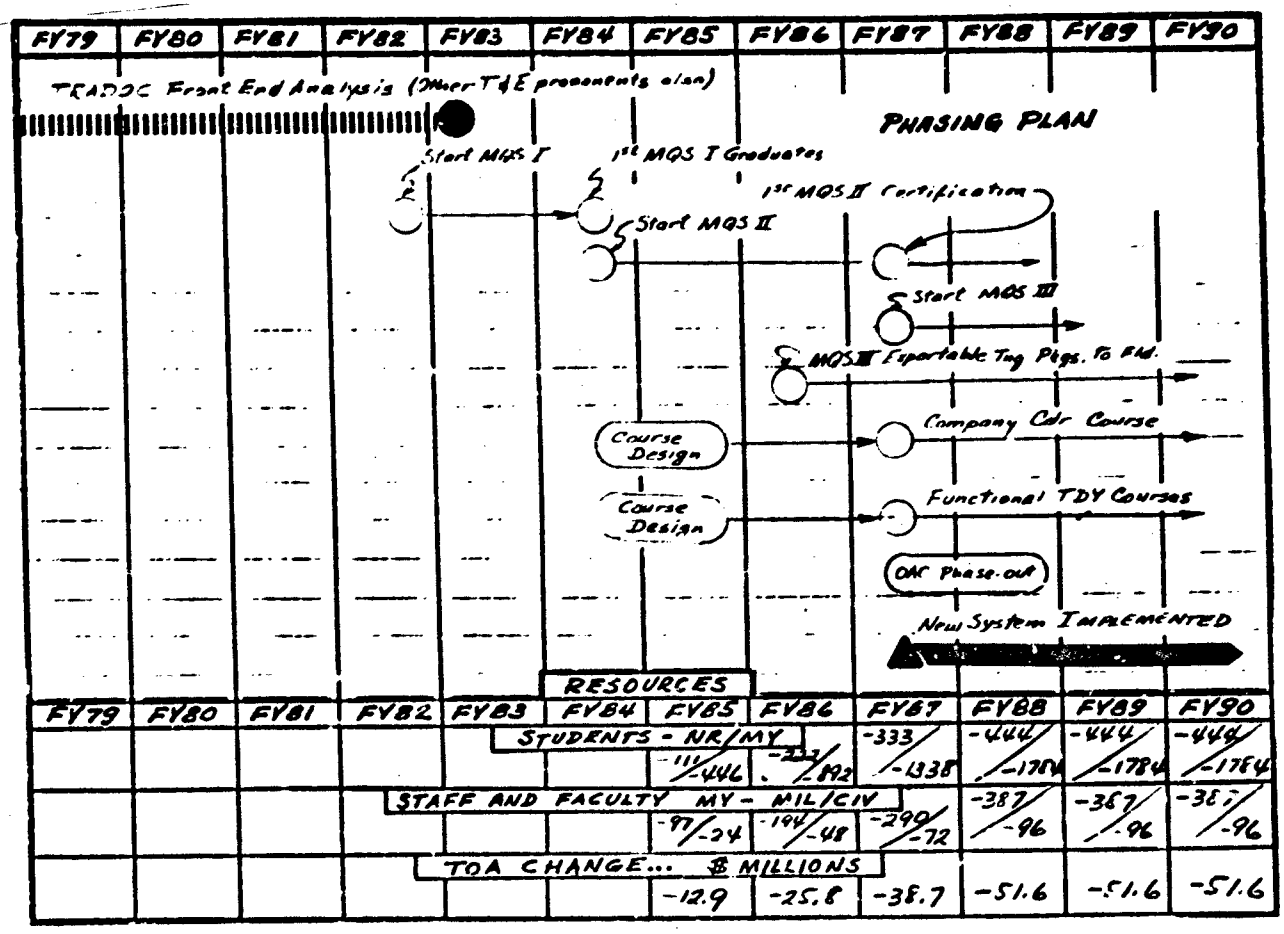


LTs Education and Training

Expand Basic Course
--Average 19 weeks
--All newly commissioned attend



CPTs Education and Training
--Commander course just before command (5 weeks)
--Functional courses as required by specialty (4 weeks)
--Selected courses:
NRI
Unit schools
OJT/OJE
Self-study



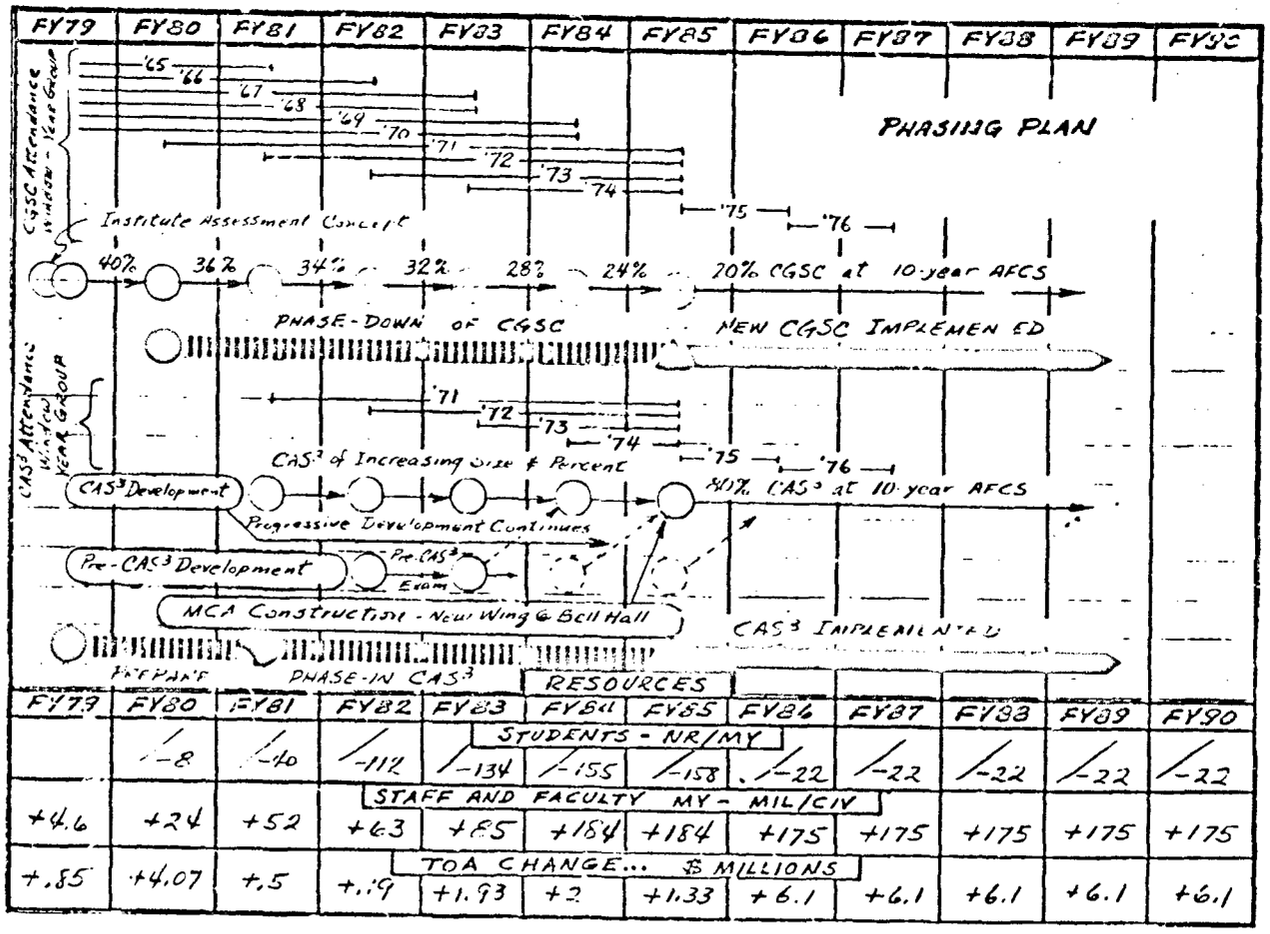
MAJs and LTCs education and training

Establish combined Arms Service Staff School (CAS^3)
--100% take NRI and exam
--100% attend CAS^3 (include 288 RC/yr)

CGSC
--20% continue to CGSC (include 10 RC)
--CGSC NRI selected by board for:
200 RC/200 AC annually

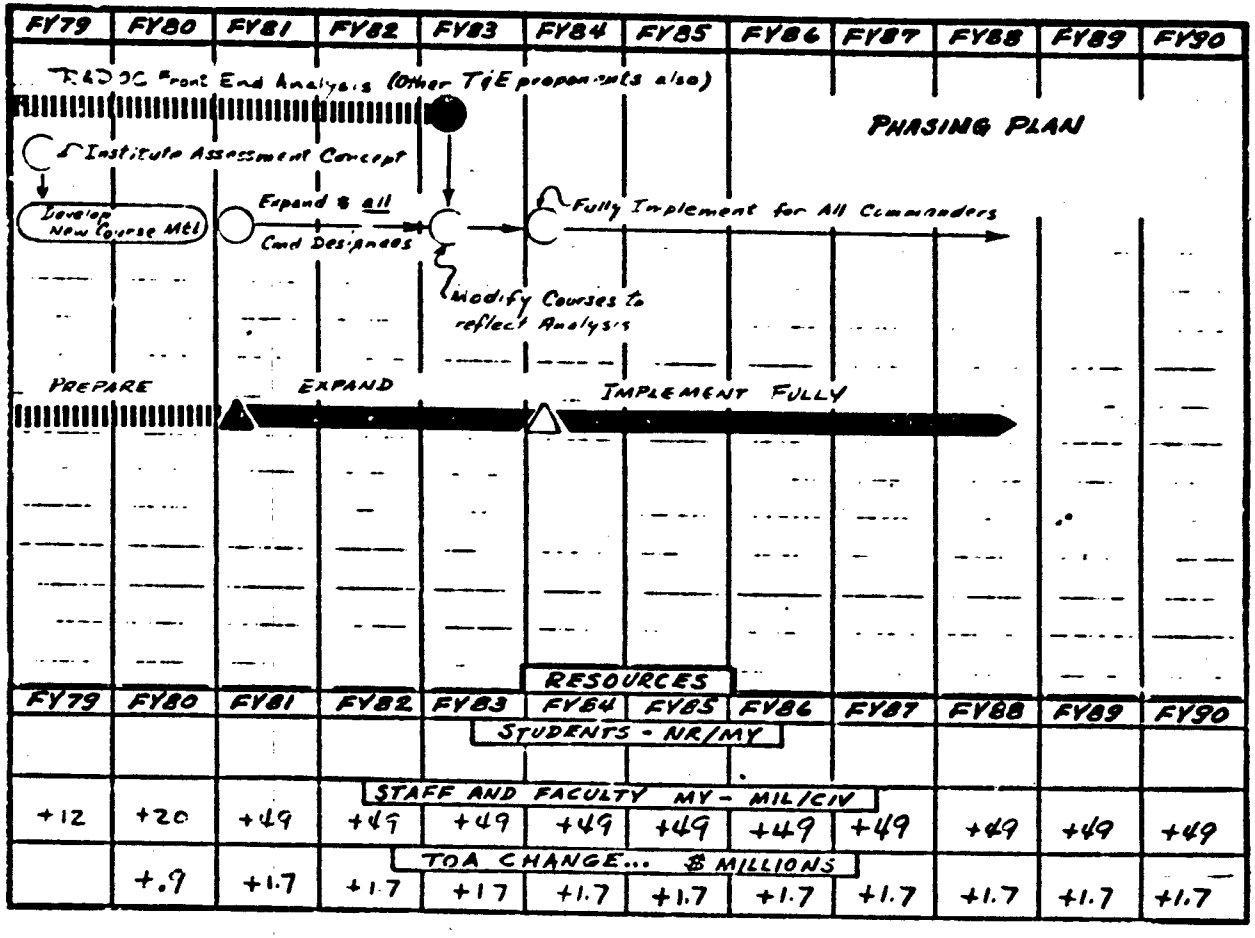
25% education and training as required

Withdraw support from AFSC as equivalent to CGSC



Pre-command Courses

Tailored command course for all 05 and 06 command designees

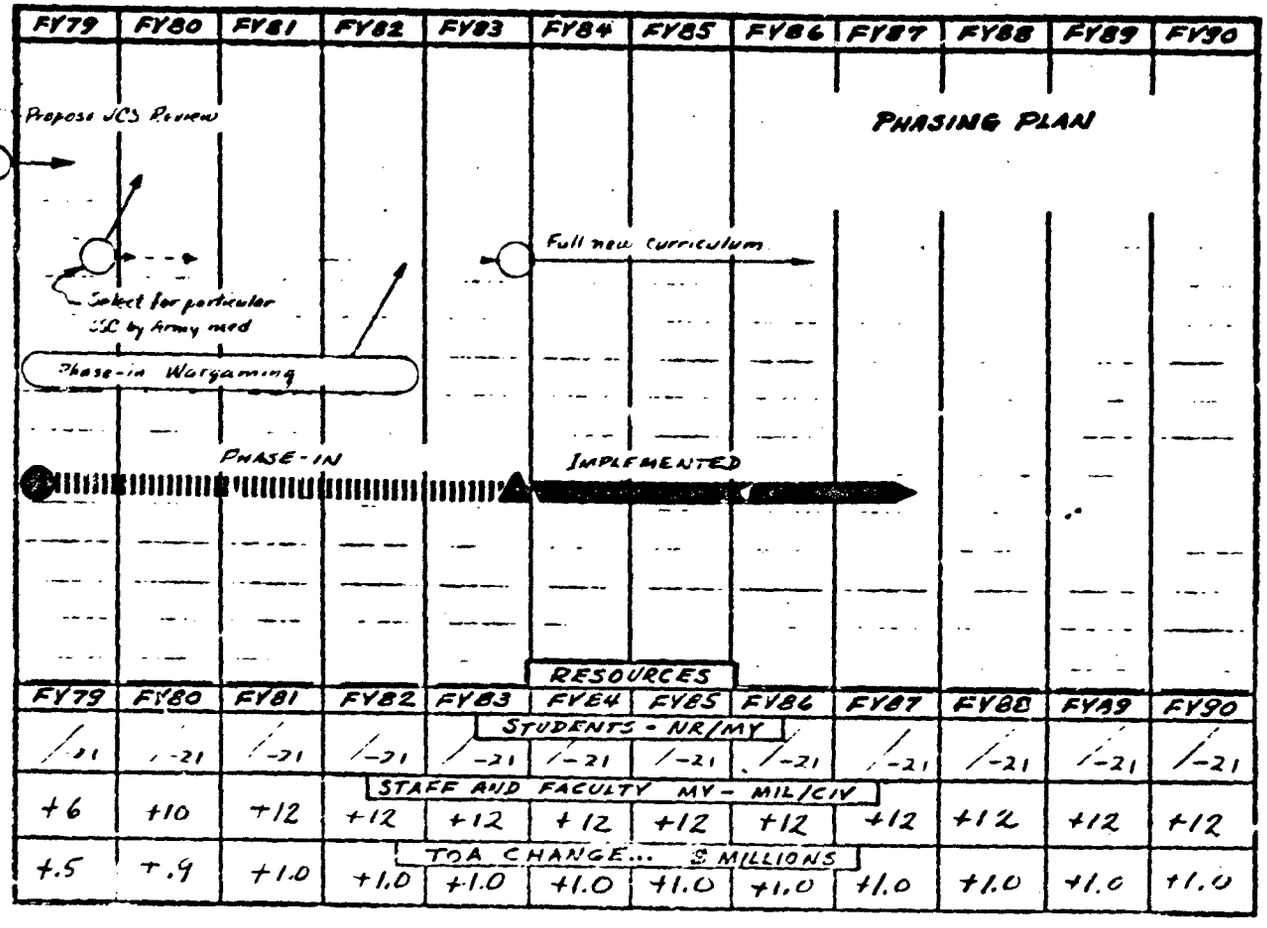


SSC

Propose of JCS a revision of NDU curricula to be responsive to Army's wartime mobilization and operational needs

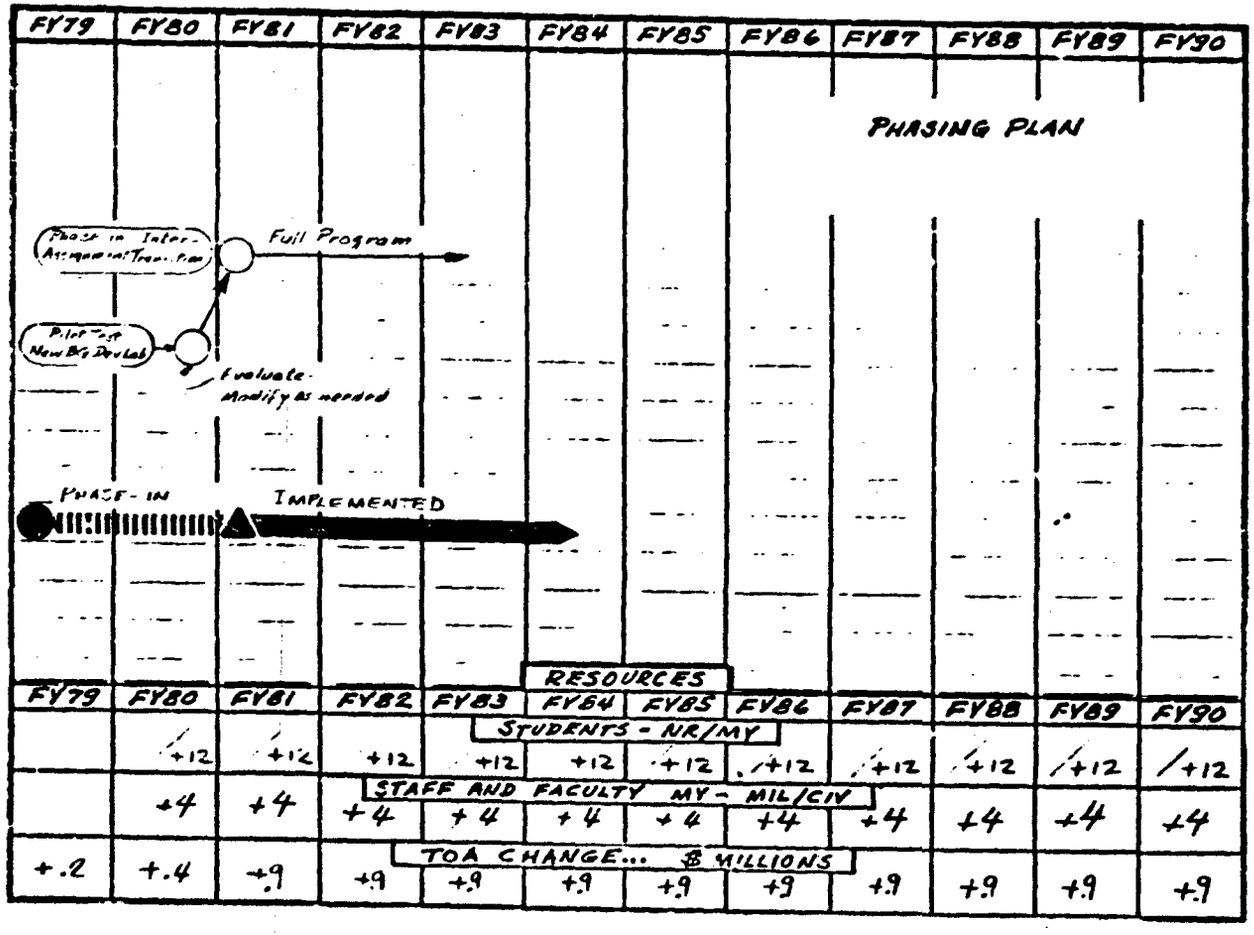
Selection for NWC/ICAF be based on Army's needs for unique skills provided there

Modify USAWC curricula by increasing:
--Joint and combined warfare operations
--Wargaming capability



General Officer Education and Training

--Interassignment transition
--Supplemental literature for GO's
--Developmental lab (new BG's)
--MACOM-sponsored programs



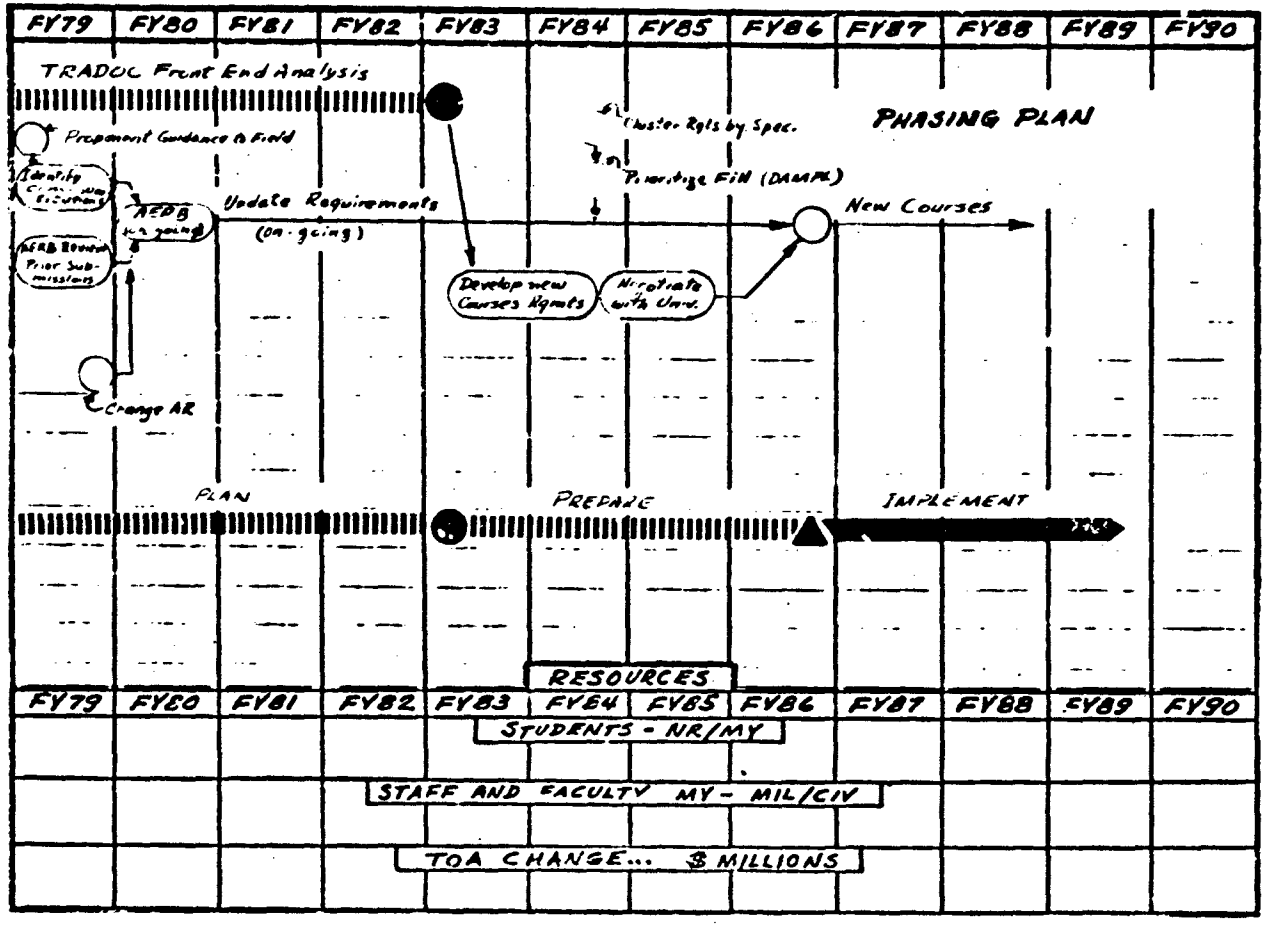
Graduate Education

Increase proponent involvement in justification of graduate education

Identify new validation categories:
--Re-utilization positions
--Specialty specific requirements

Change AERB to add positions categories

Us . RETO methodology to develop course packages for position categories



Foreign Language Training

Document requirements

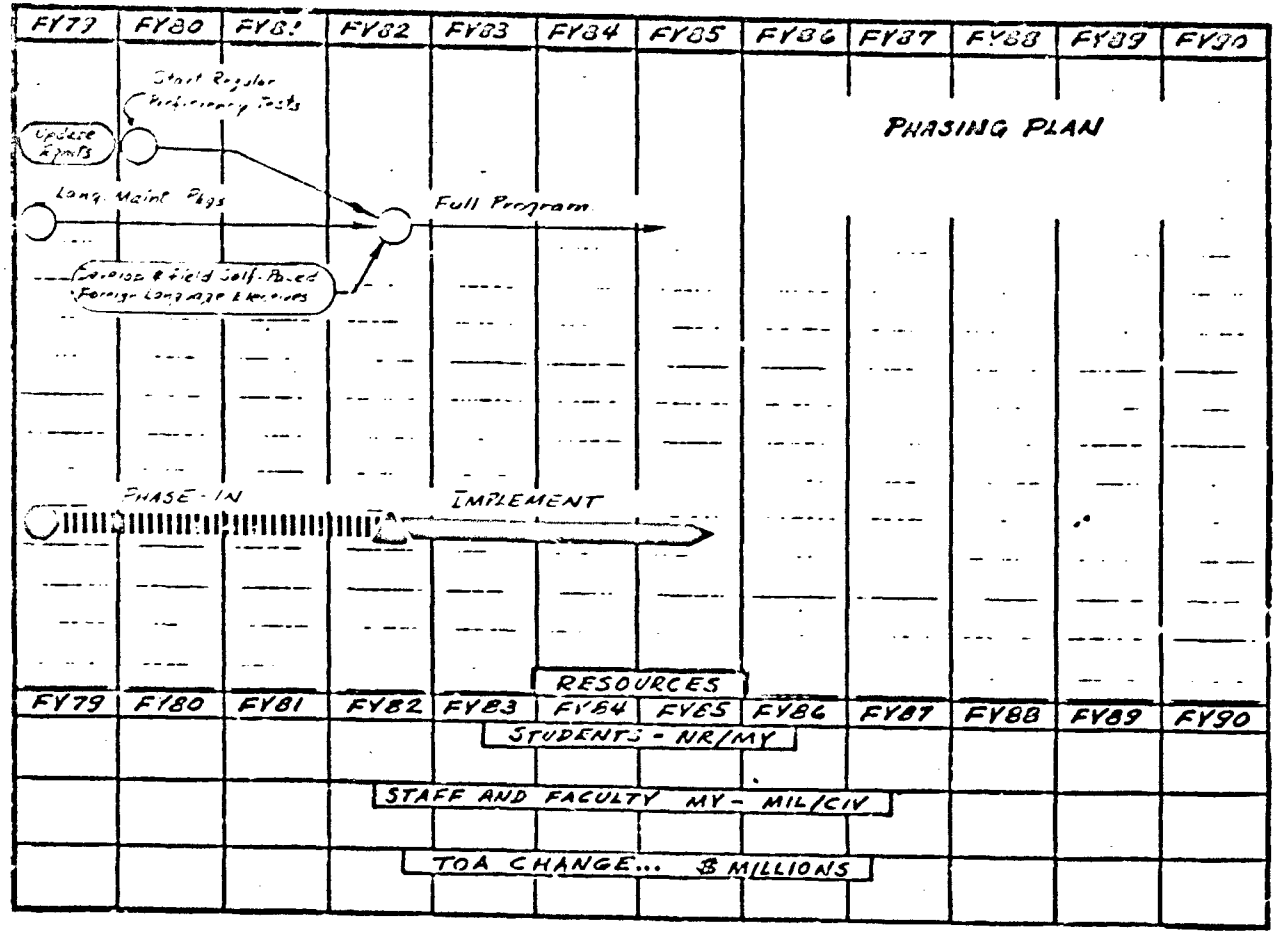
Update testing (including speaking)
--De-certify where appropriate

Accelerate development of language maintenance packets

Encourage scholarship recipients to include 2 years of language in curricula

Self-paced language electives in Army schools

Continue command-sponsored language program



Management and Executive Development Programs

Increase annual input from 25 to 42

Increase attendance at AMETA management seminars to 15 officers per year

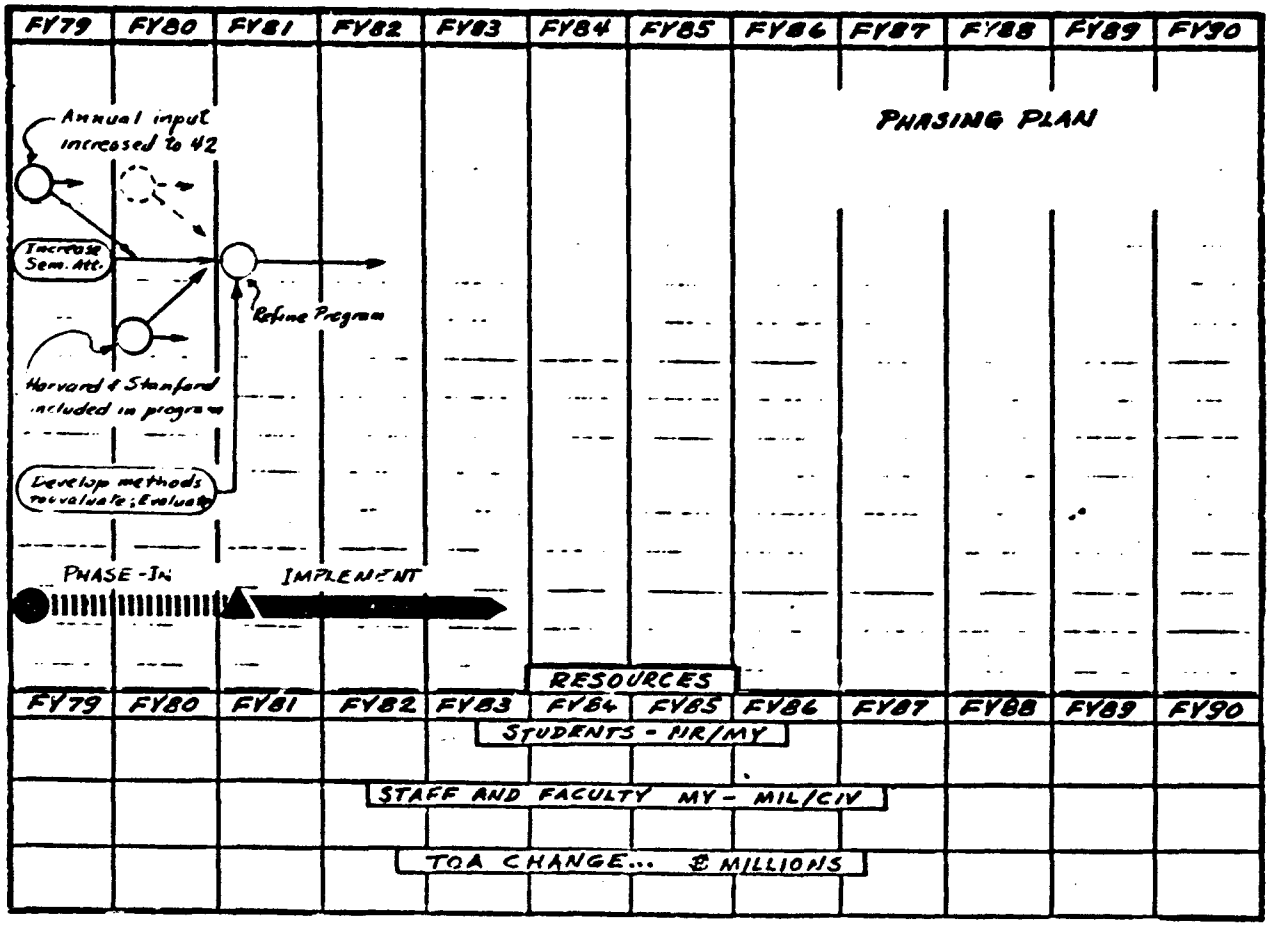
Prepare program guide

Develop methodology for determining costs, assessing value

System for program development to meet new or changed requirements

Include Stanford and Harvard programs in Army FY 79 executive development

Publicize



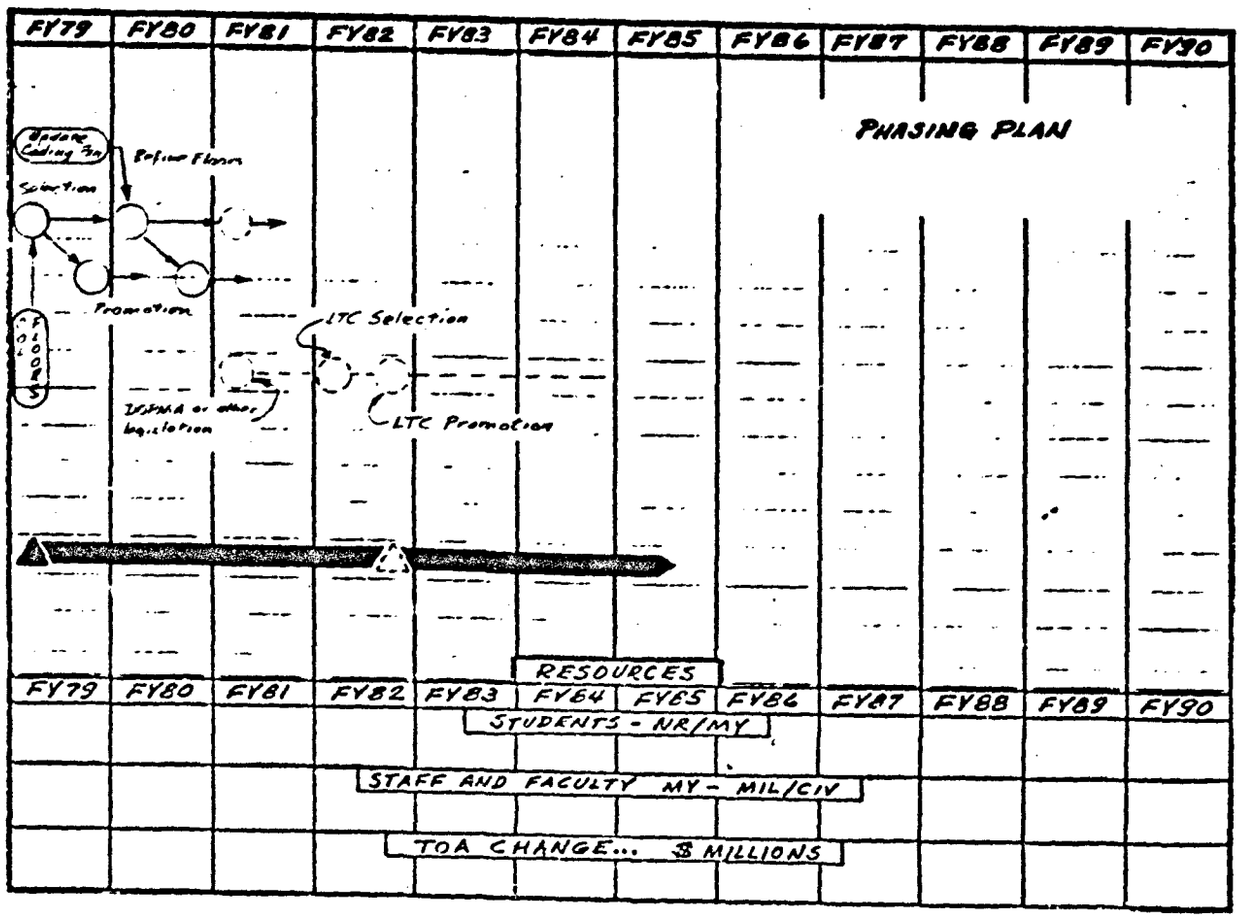
Promotion by Specialty

Establish floors for all specialties at COL

Extend promotion by specialty system to include LTC when legally feasible

Boards to be required to recommend specialty changes in appropriate cases

Boards to recommend retention-in-grade when in best interest of the Army



OPMS Evolution

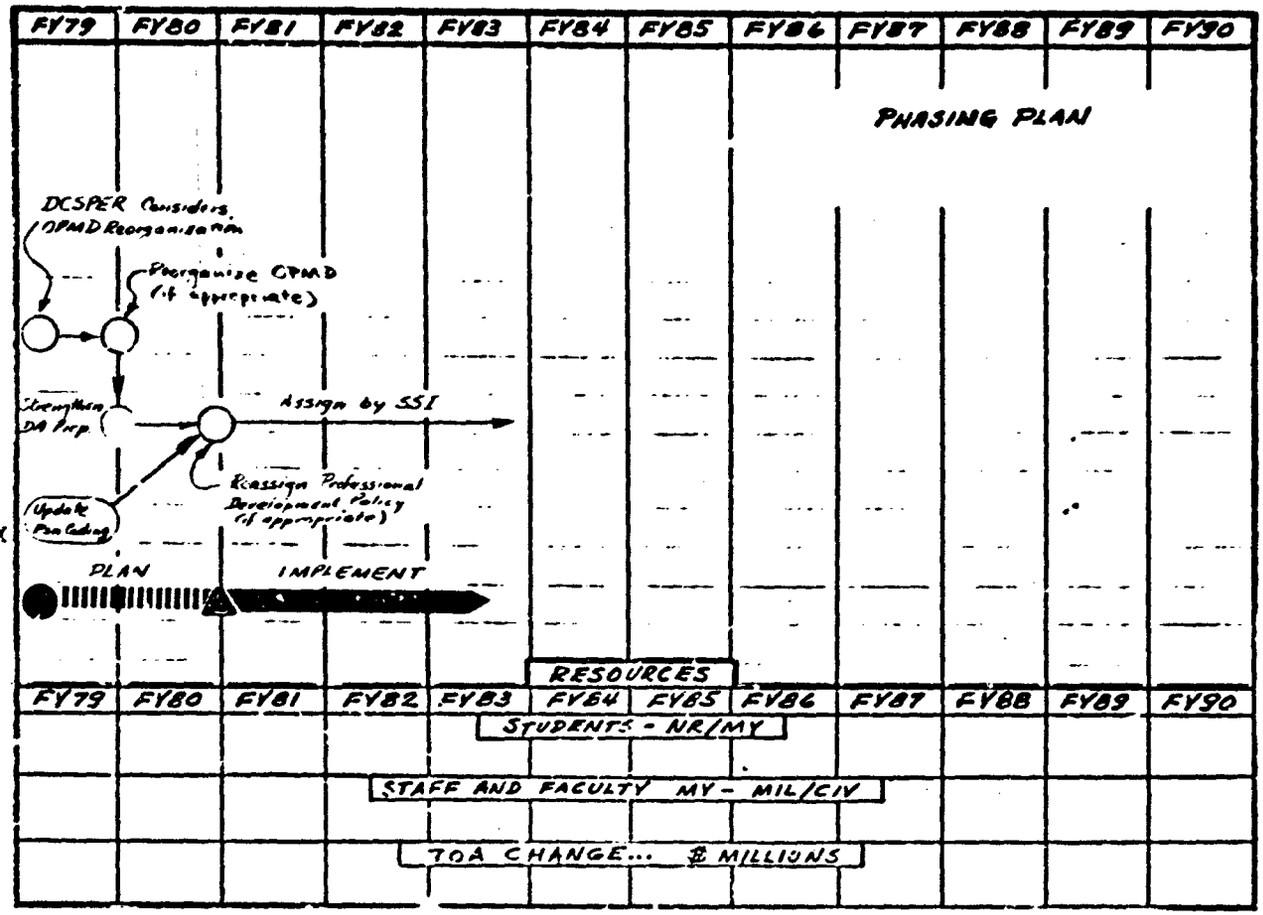
Strengthen DA Proponency

Consider reorganizing OPMD assignments divisions along specialty vice grade lines

Permit combat arms as secondary specialty

Create combat arms position specialty code to replace 11X and a true specialty immaterial code

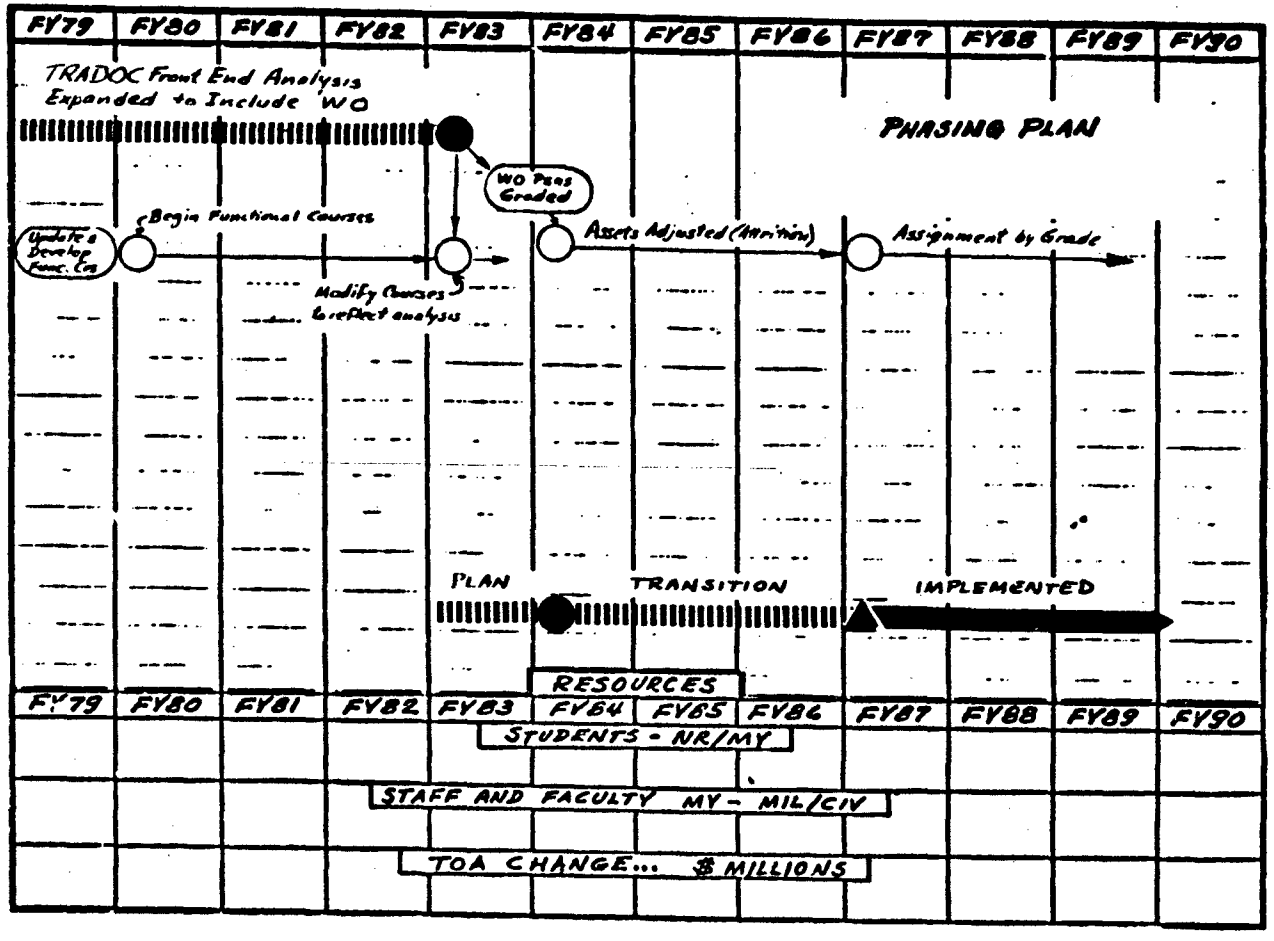
Assign by SSI; consider career development needs



Warrant Officers

Training primarily TDY: focused on job

Grade positions and determine education and training requirements



Reserve Components

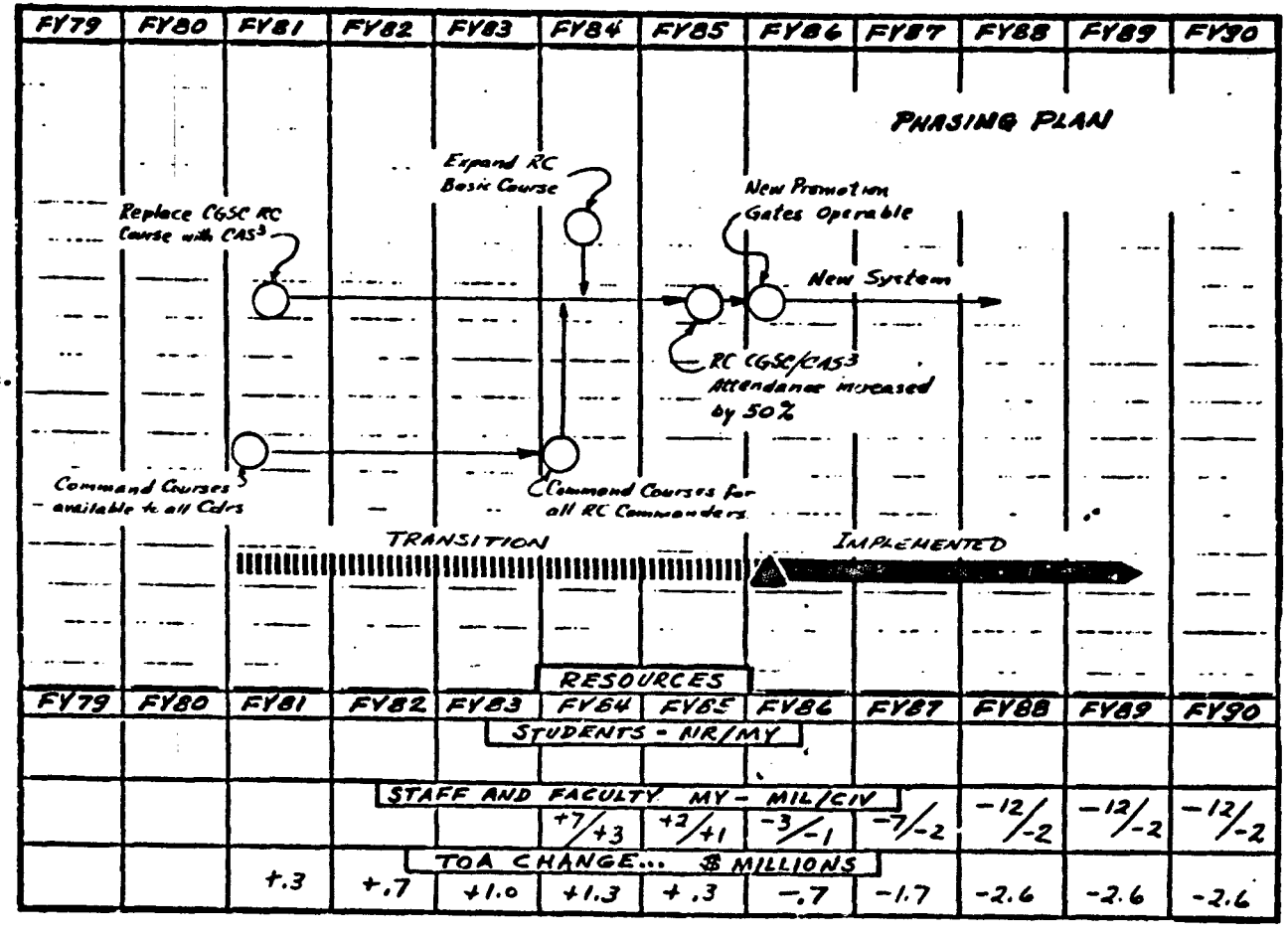
Continue present programs except as noted

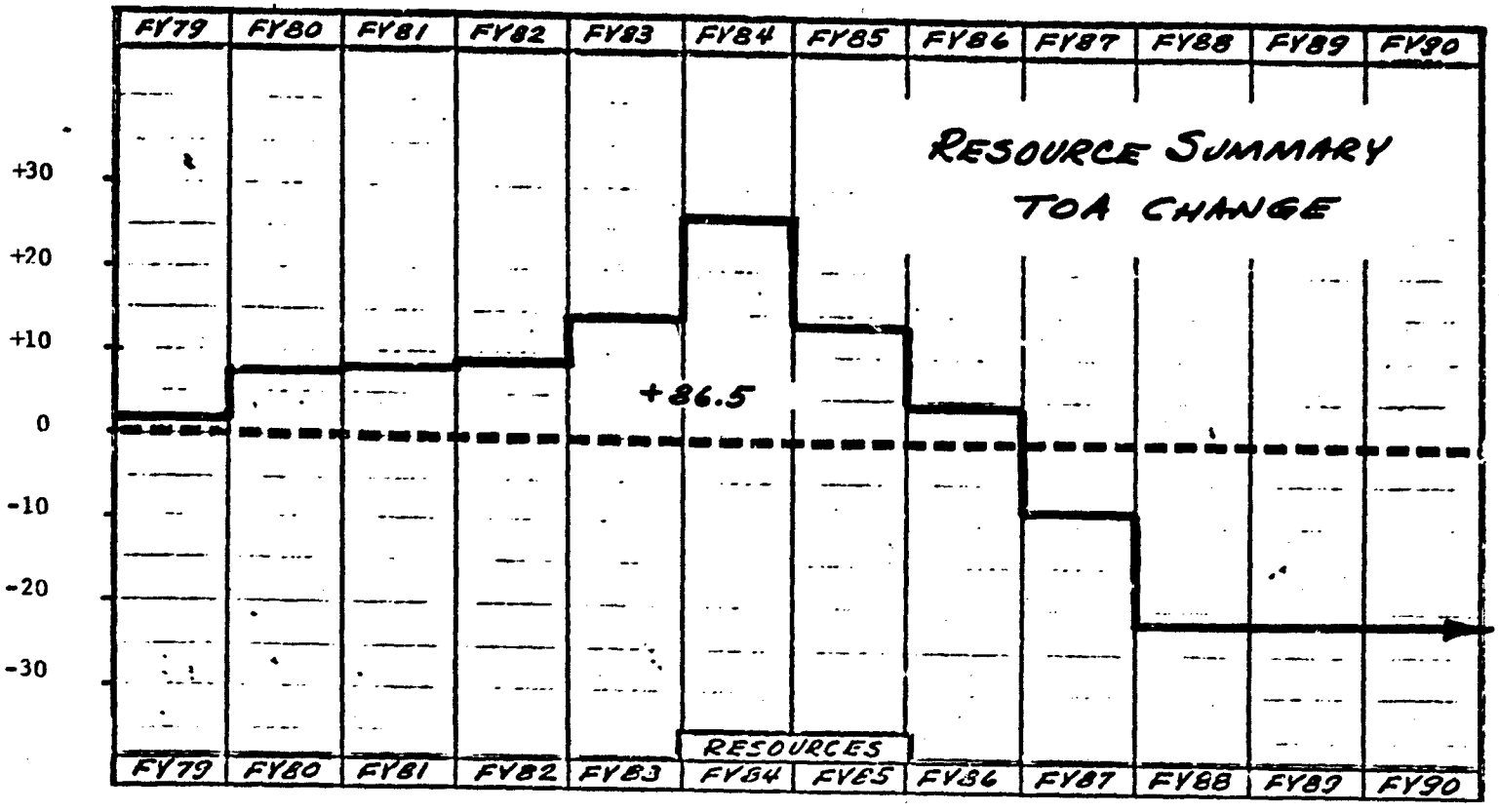
Expand current basic course

Replace current 18-week USACGSC RC course with 9 weeks CAS^3. Increase by 50% RC resident attendance.

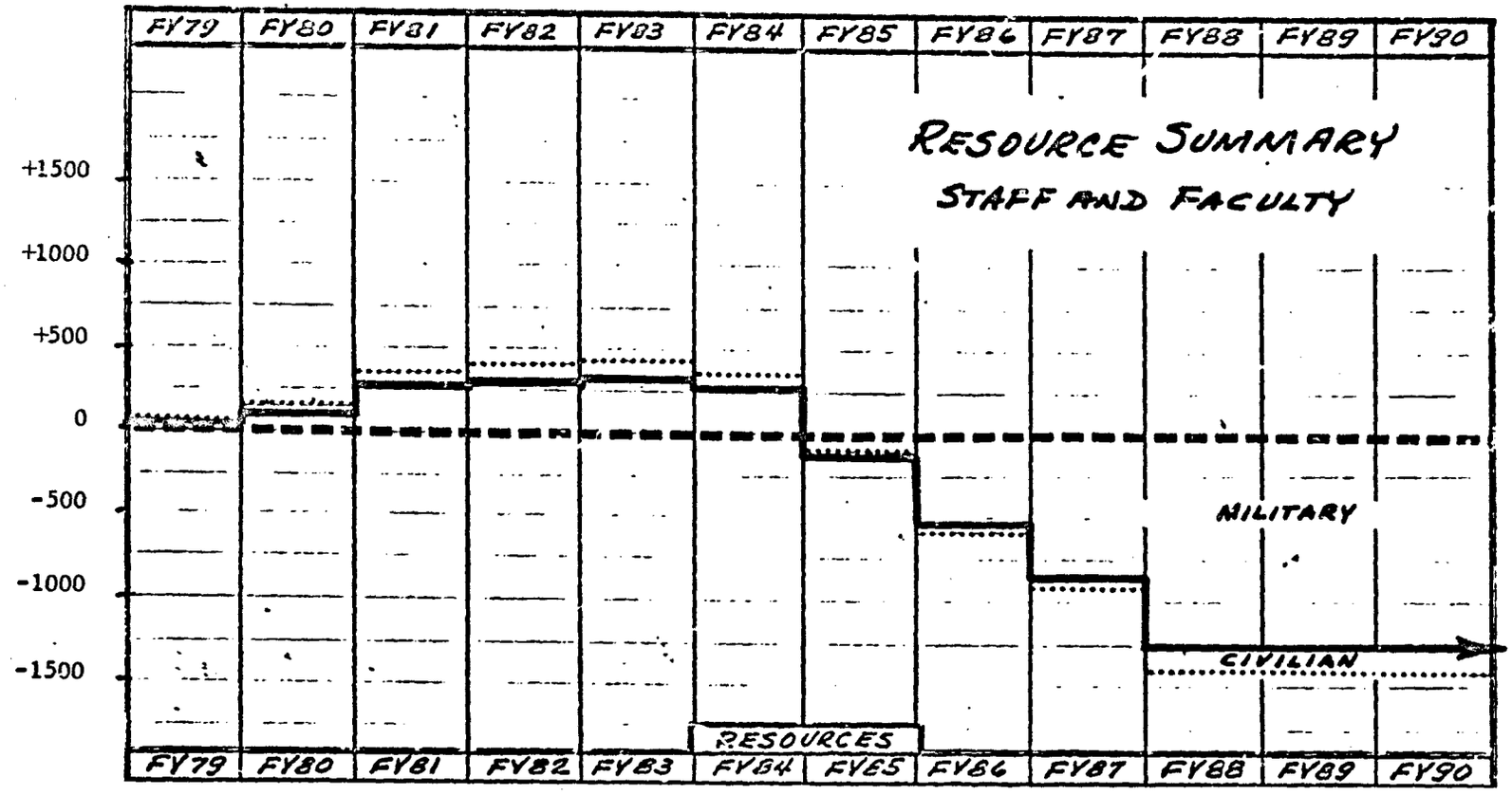
New RC promotion gates:
--MAJ - complete NRI CAS^3 package and exam
--LTC, COL - complete CAS^3

Command selectees must attend appropriate Army command course





TOA CHANGE... $ MILLIONS											
FY79	FY80	FY81	FY82	FY83	FY84	FY85	FY86	FY87	FY88	FY89	FY90
+1.8	+7.7	+7.9	+9.1	+14.8	+26.3	+14.0	+4.9	-7.9	-21.7	-21.7	-21.7


FY79
FY80
FY81
FY82
FY83
FY84
FY85
FY86
FY87
FY88
FY89
FY90
RESOURCE SUMMARY
STAFF AND FACULTY
+1500
+1000
+500
0
-500
-1000
-1500
MILITARY
CIVILIAN
RESOURCES
STAFF AND FACULTY MY - MIL/CIV
+29/+6
+114/+33
+266/+77
+296/+80
+323/+72
+263/+65
-117/+14
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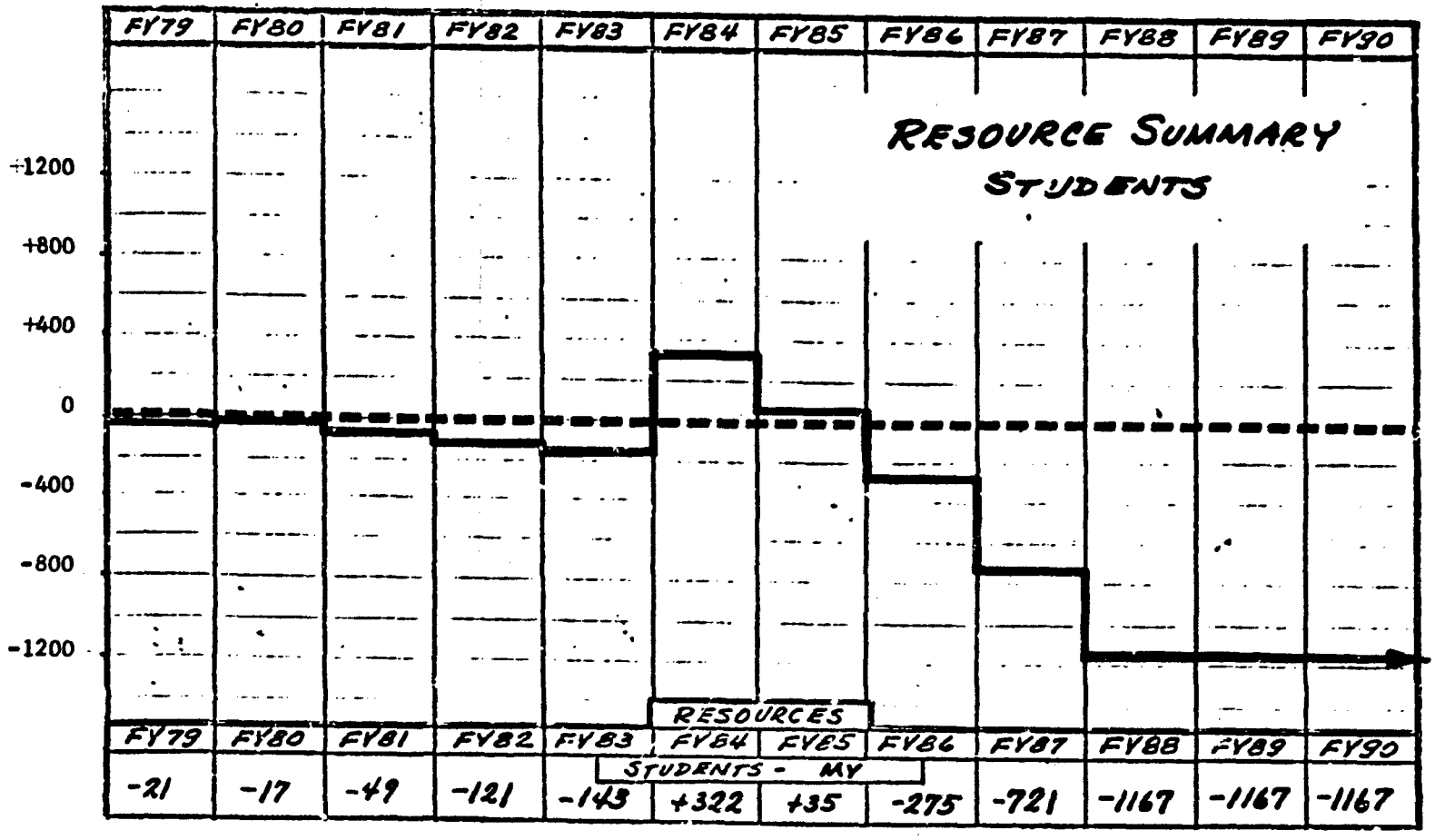
-1408/-152
-1560/-156


FY79 FY80 FY81 FY82 FY83 FY84 FY85 FY86 FY87 FY88 FY89 FY90
RESOURCE SUMMARY
STUDENTS
+1200
+800
+400
0
-400
-800
-1200
RESOURCES
FY79 FY80 FY81 FY82 FY83 FY84 FY85 FY86 FY87 FY88 FY89 FY90
STUDENTS - MY
-21 -17 -49 -121 -143 +322 +35 -275 -721 -1167 -1167 -1167

REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

APPENDIX 2

INFORMATION PLAN

TO ANNEX A

IMPLEMENTATION PLAN

1. PURPOSE. This plan outlines the objectives, policies, and responsibilities for public affairs support of Review of Education and Training of Officers (RETO) and Army plans which are considered essential for adequate understanding, acceptance and support by the officer corps and others if the implementation is to succeed.

2. OBJECTIVES.

a. Provide a plan to disseminate the maximum information in a timely manner about study proposals approved for implementation.

b. Initiate an active, short-range public affairs program to provide an information base from which periodic announcements can be made.

c. Conduct an active long-range public affairs program to insure continued understanding of the officer education and training system.

d. Gain officer understanding of their education and training system as altered by RETO proposals and maintain their confidence in Army professional development programs.

e. Inform following publics of RETO philosophy and system:

(1) Army officer corps in general.

(2) Senior Active Army officers.

(3) Officer candidates from all sources.

(4) Reserve Components officers.

(5) Retired general officers.

f. Support the implementation of RETO proposals.

3. CONCEPT.

a. This plan is in two phases:

(1) Phase I - Short-range. From public announcement through CY 78.

(a) The short-range public affairs effort will provide information now available on RETO proposals.

(b) The primary public affairs effort will be directed toward internal audiences and responses to press queries.

(2) Phase II - Long-range. December 1978 plus.

(a) The long-range public affairs effort should include any changes to announced decisions and any follow-on studies, explaining how they will be integrated into the RETO system.

(b) Primary emphasis for the long-range effort will continue to be placed on internal audiences.

b. Throughout the execution of this plan, the following policies will apply:

(1) Timely public affairs releases will be made as RETO proposals are scheduled for implementation in accordance with the phasing plan (Appendix 1 to this Annex).

(2) Releases will be directed principally to the target audience affected by the proposal, but will include sufficient coverage of the entire concept and officer population to alleviate misunderstanding and apprehension.

(3) Reaction to releases will be closely monitored to assess effectiveness of the public affairs program and acceptability of actions by the officer corps.

(4) A broad range of media will be used to insure the widest possible dissemination.

(5) Face-to-face communications will be used to the maximum extent practicable.

(6) Releases will be coordinated with the Office of the Deputy Chief of Staff for Personnel in advance.

(7) The public affairs effort will include information for the retired community and the public external to the Army when warranted.

(8) Statements, releases, responses to queries, and articles written about RETO will emphasize that the aim of this system is to provide maximum professional development of the officer corps, in furtherance of Army requirements and in keeping with objectives of the Officer Personnel Management System (OPMS).

4. EXECUTION. It is recommended that:

a. Office of the Deputy Chief of Staff for Personnel (ODCSPER):

(1) Prepare proposed draft releases.

(2) Review and approve releases prior to publication.

(3) Provide point of contact for the Office of the Chief of Public Affairs, Public Information Division, News Branch, for information upon which to base responses to queries.

(4) Use ODCSPER publications for disseminating information to military personnel.

(5) Organize and schedule briefing teams, as required, to visit major Army installations to explain the approved proposals to the officer corps.

(6) Provide funding and material to develop TV tape briefing aids and briefing packages.

b. Office of the Chief of Public Affairs (OCPA):

(1) Direct the internal and external information program.

(2) Coordinate and arrange for public announcements as appropriate.

(3) Arrange for publication and distribution of pertinent materials through established internal Army and Department of Defense media.

(4) Provide technical and staff advice to other staff agencies in the implementation of this plan.

5. TIMING. Release of information will be in accordance with detailed plan at Inclosures 1 and 2.

2 Incls
1. Short-range Plan
2. Long-range Plan

SHORT-RANGE INFORMATION PLAN
MAJOR MILESTONES FOR DEVELOPMENT AND IMPLEMENTATION
REVIEW OF EDUCATION AND TRAINING OF OFFICERS

IMPLEMENT	SUBJECT	TARGET AUDIENCE	TYPE MEDIA														OBJECTIVE
			CSA WEEKLY SUMMARY	SOLDIERS	ARMY PERSONNEL LETTER	ARMY NEWS FEATURE	AFPS	ARMY TIMES	ARMED FORCES JOURNAL	MINORITY MEDIA	CONGRESSIONAL	COMMAND INFO SPOTLIGHT	STARS AND STRIPES	CIVILIAN NEWS MEDIA	BRIEFING TEAM	OTHER MILITARY PUBS	
Jun 78	RETO completion announcement	All audiences	X	X	X	X	X	X	X	X	X	X	X	X		X	Alert audiences.
1 Jul - 31 Dec 78	Revised Education and Training of Officers Briefing with TV tape	All officers													X		Explain RETO in a face-to-face situation so each officer understands rationale and implications
Jul - Dec 78	PRECOMMISSIONING																
Jul 78	Increase in scholarships to 12,000 (4,000 four-year, 8,000 two-year)	College and high school students				X								X		Recruiting Journal	Encourage people to apply
Jul 78	ROTC Test Programs	College students at selected ROTC and non-ROTC universities				X								X			Encourage people to apply
Jul 78	Promotion by specialty	Majors and above All officers			X	X		X	X	X	X	X		X	X X		Audiences must understand (1) Promotion opportunity is not the same for all specialties because it is based on Army needs. (2) Purpose is to meet Army needs while advancing best qualified in specialty skills. (3) How to maximize chance for promotion (through high proficiency in both primary and alternate specialty).

SHORT-RANGE IMPLEMENTATION PLAN
MAJOR MILESTONES FOR DEVELOPMENT AND IMPLEMENTATION
REVIEW OF EDUCATIONAL TRAINING OF OFFICERS

IMPLEMENT	SUBJECT	TARGET AUDIENCE	TYPE MEDIA															OBJECTIVE
			CSA WEEKLY SUMMARY	SOLDIERS	ARMY PERSONNEL LETTER	ARMY NEWS FEATURE	AFRTS	ARMY TIMES	ARMED FORCES JOURNAL	MINORITY MEDIA	COMMANDERS CALL	CONMAND INFO SPOTLIGHT	STARS AND STRIPES	CIVILIAN NEWS MEDIA	BRIEFING TEAM	OTHER MILITARY PUBS		
Nov - Dec 78	RETO update	Commanders and O6 grade officers									X							Demonstrate that officers will be kept informed of status.
Nov 78	Senior Service College Revisions	Majors and above			X		X	X	X	X				X	X			Explain system and future impact of attendance. Explain significance of specific school attended and how graduates will be used.

PRECOMMISSIONING

LONG-RANGE INFORMATION PLAN
MAJOR MILESTONES FOR DEVELOPMENT AND IMPLEMENTATION
REVIEW OF EDUCATION AND TRAINING OF OFFICERS

IMPLEMENT	SUBJECT	TARGET AUDIENCE	TYPE MEDIA															OBJECTIVE
			CSA WEEKLY SUMMARY	SOLDIERS	ARMY PERSONNEL LETTER	ARMY NEWS FEATURE	ARMY	ARMY TIMES	ARMED FORCES JOURNAL	MINORITY MEDIA	COMMANDERS CALL	COMMAND INFO SPOTLIGHT	STARS AND STRIPES	CIVILIAN NEWS MEDIA	BRIEFING TEAM	OTHER MILITARY PUBS	
FY 82	Increase in scholarships to 12,000 (4,000 four-year, 8,000 two-year)	College and high school students				X				X				X		Recruiting Journal	Continue short-range objective of encouraging people to apply.
FY 80	Test ROTC Programs 2-year ROTC College Graduate OCS Platoon Leader Course	College students at ROTC and non-ROTC universities selected for tests				X				X				X			Continue short-range objective of encouraging people to apply.
FY 80	Accession Assessment Center	Officer candidate applicants				X				X				X		Recruiting Journal	Explain need

LONG-RANGE INFORMATION PLAN

MAJOR MILESTONES FOR DEVELOPMENT AND IMPLEMENTATION
REVIEW OF EDUCATION AND TRAINING OF OFFICERS

MILITARY QUALIFICATION STANDARDS (MQS)

IMPLEMENT	SUBJECT	TARGET AUDIENCE	TYPE MEDIA															OBJECTIVE
			CBA WEEKLY BULLETIN	SOLDIERS	ARMY PERSONNEL LETTER	ARMY NEWS FEATURE	AFRTS	ARMY TIMES	ARMED FORCES JOURNAL	MINORITY MEDIA	COMMANDERS CALL	COMMAND INFO SPOTLIGHT	STARS AND STRIPES	CIVILIAN NEWS MEDIA	BRIEFING TEAM	OTHER MILITARY PUBS		
FY 81	Establishment of MQS I--changes to ROTC/USMA curricula	ROTC cadets, USMA cadets, all officer candidate applicants, Basic Course instructors, commanders, all officers			X	X					X				X			Insure audiences understand the system, and that they must work hard. Supervisors must properly administer the system.
FY 83	Establishment of MQS II	ROTC/USMA cadets, officer candidates, lieutenants to be affected, TRADOC school instructors, commanders, all officers			X	X					X				X			Same as for MQS I
FY 86	Establishment of MQS III	Same as II (except cadets and officer candidates in a general way only).			X	X					X				X			Same as for MSQ I

LIEUTENANTS EDUCATION AND TRAINING

LONG-RANGE INFORMATION PLAN
MAJOR MILESTONES FOR DEVELOPMENT AND IMPLEMENTATION
REVIEW OF EDUCATION AND TRAINING OF OFFICERS

IMPLEMENT	SUBJECT	TARGET AUDIENCE	TYPE MEDIA															OBJECTIVE
			CSA WEEKLY SUMMARY	SOLDIERS	ARMY PERSONNEL LETTER	ARMY NEWS FEATURE	AFRTS	ARMY TIMES	ARMED FORCES JOURNAL	MINORITY MEDIA	COMMANDERS CALL	COMMAND INFO SPOTLIGHT	STARS AND STRIPES	CIVILIAN NEWS MEDIA	BRIEFING TEAM	OTHER MILITARY PUBS		
FY 83	Expand Basic Course	Instructors, newly commissioned officers		X	X						X				X	Specialty Journals		Explain purpose of expansion, how it fits with NCS system and professional development.

CAPTAINS' EDUCATION AND TRAINING

LONG-RANGE INFORMATION PLAN
MAJOR MILESTONES FOR DEVELOPMENT AND IMPLEMENTATION
REVIEW OF EDUCATION AND TRAINING OF OFFICERS

IMPLE-MENT	SUBJECT	TARGET AUDIENCE	TYPE MEDIA														OBJECTIVE
			CSA WEEKLY SUMMARY	SOLDIERS	ARMY PERSONNEL LETTER	ARMY NEWS FEATURE	AFRTS	ARMY TIMES	AIR FORCE JOURNAL	MINORITY MEDIA	COMMANDERS CALL	COMMAND INFO SPOTLIGHT	STARS AND STRIPES	CIVILIAN NEWS MEDIA	BRIEFING TEAM	OTHER MILITARY PUBS	
FY 86	Commander course just before command (5 weeks)	Captains, commanders		X	X	X					X					Specialty Magazines	Explain purpose is to assist students prepare for command.
FY 86	Functional courses as required by specialty (4 weeks)	TRADOC school officers, MILPERCEN officers, specialty proponents			X	X					X					Specialty Magazines	Explain purpose is to foster professional development.
FY 86	Selected courses NRI Unit schools OJT/OJE Self-study				X	X					X					Specialty Magazines	Same as for functional courses.

LONG-RANGE INFORMATION PLAN

MAJOR MILESTONES FOR DEVELOPMENT AND IMPLEMENTATION

REVIEW OF EDUCATION AND TRAINING OF OFFICERS

MAJORS' AND LIEUTENANT COLONELS' EDUCATION AND TRAINING

IMPLEMENT	SUBJECT	TARGET AUDIENCE	TYPE MEDIA															OBJECTIVE
			CSA WEEKLY SUMMARY	SOLDIERS	ARMY PERSONNEL LETTER	ARMY NEWS FEATURE	AFRTS	ARMY TIMES	ARMED FORCES JOURNAL	MINORITY MEDIA	COMMANDERS CALL	COMMAND INFORMATION SPOTLIGHT	STARS AND STRIPES	CIVILIAN NEWS MEDIA	BRIEFING TEAM	OTHER MILITARY PUBS	
FY 80	Establish Combined Arms Service Staff School (CAS^3) 100% take NRI; exam 100% attend CAS^3 288 Reserve Comp each year	Officer year groups affected, commanders, general officers, selection board members										X			X		Dispel fear that non-selection for CGSC is end of career (long CGSC will not be a prerequisite for Bn Cmd, SSC attendance, or promotion to COL) Late bloomers will have an honest chance. All audiences to understand importance of CAS^3, value its graduates, use graduates fully; understand purpose of CGSC and use its graduates properly.
FY 80	CGSC 20% continue to CGSC (including 10 Res Comp) CGSC NRI selected by board for: 200 Res Comp 200 Active annually	Same as above										X			X		Same as above.
FY 80	25% education and training as required	Same as above										X			X		Same as above.
FY 80	Withdraw support from AFSC	Same as above										X			X		Same as above.

LONG-RANGE INFORMATION PLAN
MAJOR MILESTONES FOR DEVELOPMENT AND IMPLEMENTATION
REVIEW OF EDUCATION AND TRAINING OF OFFICERS

PRE-COMMAND COURSES

IMPLE-MENT	SUBJECT	TARGET AUDIENCE	TYPE MEDIA															OBJECTIVE
			CSA WEEKLY SUMMARY	SOLDIERS	ARMY PERSONNEL LETTER	ARMY ITEMS FEATURE	AFRTS	ARMY TIMES	ARMED FORCES JOURNAL	MINORITY MEDIA	COMMANDERS CALL	COMMAND INFO SPOTLIGHT	STARS AND STRIPES	CIVILIAN NEWS MEDIA	BRIEFING TEAM	OTHER MILITARY PUBS	
FY 80	Tailored command courses for all 05 and 06 command designees.	All officers, Non-TOE command competitors			X										X	Specialty Magazines & News Letters	Audience to understand system and its purpose; selectees prepare to attend.

LONG-RANGE INFORMATION PLAN
MAJOR MILESTONES FOR DEVELOPMENT AND IMPLEMENTATION
REVIEW OF EDUCATION AND TRAINING OF OFFICERS

SENIOR SERVICE COLLEGES

IMPLE-MENT	SUBJECT	TARGET AUDIENCE	TYPE MEDIA															OBJECTIVE
			CSA WEEKLY SUMMARY	SOLDIERS	ARMY PERSONNEL LETTER	ARMY NEWS FEATURE	AFRTS	ARMY TIMES	ARMED FORCES JOURNAL	MINORITY MEDIA	COMMANDERS CALL	COMMAND INFO SPOTLIGHT	STARS AND STRIPES	CIVILIAN NEWS MEDIA	BRIEFING TEAM	OTHER MILITARY PUBS	
FY 83	Selection for USAWC/ICAF based on Army's needs for unique skills provided there.	Majors and above, SSC graduates General officers							X X						X		All audiences to understand system, future impact of attendance, significance of specific school attended, and proper use of graduates.
FY 83	Modifications in USAWC curricula--increases in . Joint and combined warfare operations . Wargaming capability	Same as above							X						X		

GENERAL OFFICER EDUCATION AND TRAINING

LONG-RANGE INFORMATION PLAN
MAJOR MILESTONES FOR DEVELOPMENT AND IMPLEMENTATION
REVIEW OF EDUCATION AND TRAINING OF OFFICERS

IMPLE-MENT	SUBJECT	TARGET AUDIENCE	TYPE MEDIA															OBJECTIVE
			CSA WEEKLY RUNDOWN	SOLDIERS	ARMY PERSONNEL LETTER	ARMY NEWS FEATURE	AFRTS	ARMY TIMES	ARMED FORCES JOURNAL	MINORITY MEDIA	COMMANDERS CALL	COMMAND INFO SPOTLIGHT	STARS AND STRIPES	CIVILIAN NEWS MEDIA	BRIEFING TEAM	OTHER MILITARY PUBS	
FY 80	Interassignment transition	General officers	X												X	X	Audience to understand and use available opportunities.
FY 80	Supplemental literature for GO's	General officers	X												X	X	
FY 80	Developmental lab for new BG's	General officers	X												X	X	
FY 80	MACOM-sponsored programs	General officers	X												X	X	

LONG-RANGE INFORMATION PLAN

GRADUATE EDUCATION

MAJOR MILESTONES FOR DEVELOPMENT AND IMPLEMENTATION
REVIEW OF EDUCATION AND TRAINING OF OFFICERS

IMPLE-MENT	SUBJECT	TARGET AUDIENCE	TYPE MEDIA															OBJECTIVE
			CSA WEEKLY SUMMARY	SOLDIERS	ARMY PERSONNEL LETTER	ARMY NEWS FEATURE	AFRTS	ARMY TIMES	ARMED FORCES JOURNAL	MINORITY MEDIA	COMMANDERS CALL	COMMAND INFO SPOTLIGHT	STARS AND STRIPES	CIVILIAN NEWS MEDIA	BRIEFING TEAM	OTHER MILITARY PUBS	
FY 79	Increased involvement by proponents in justifying graduate education	Lieutenants through Majors, commanders, chiefs responsible for TDA updates			X							X			X		All audiences to know how to properly validate positions to understand significance and purpose of graduate education and know-how to use people with graduate training.
FY 80	Identification of new validation categories . Reutilization positions . Specialty specific requirements	Same as above			X							X			X		
FY 80	AERB changes to add position categories	Same as above			X							X			X		

LONG-RANGE INFORMATION PLAN
MAJOR MILESTONES FOR DEVELOPMENT AND IMPLEMENTATION
REVIEW OF EDUCATION AND TRAINING OF OFFICERS

FOREIGN LANGUAGE TRAINING

IMPLEMENT	SUBJECT	TARGET AUDIENCE	TYPE MEDIA															OBJECTIVE
			CSA WEEKLY SUMMARY	SOLDIERS	ARMY PERSONNEL LETTER	ARMY NEWS FEATURE	AFRTS	ARMY TIMES	ARMED FORCES JOURNAL	MINORITY MEDIA	COMMANDERS CALL	COMMAND INFO SPOTLIGHT	STARS AND STRIPES	CIVILIAN NEWS MEDIA	BRIEFING TEAM	OTHER MILITARY PUBS	
FY 80	Testing update (includes speaking) Appropriate de-certification	All officers, scholarship applicants ROTC/USMA cadets, commanders			X	X									X		Audiences encouraged to study a foreign language; to become and remain proficient.
FY 79	Development of language maintenance packets	Same as above			X	X									X		
FY 79	Scholarship recipients encouraged to include 2 years of language in curricula	Same as above			X	X									X		
FY 82	Self-paced language electives in Army schools	Same as above			X	X									X		
FY 81	Command-sponsored language programs	Same as above			X	X									X		

LONG-RANGE INFORMATION PLAN

PROMOTION BY SPECIALTY

MAJOR MILESTONES FOR DEVELOPMENT AND IMPLEMENTATION
REVIEW OF EDUCATION AND TRAINING OF OFFICERS

IMPLEMENT	SUBJECT	TARGET AUDIENCE	TYPE MEDIA															OBJECTIVE
			CSA WEEKLY SUMMARY	SOLDIERS	ARMY PERSONNEL LETTER	ARMY NEWS FEATURE	AFRTS	ARMY TIMES	ARMED FORCES JOURNAL	MINORITY MEDIA	COMMANDERS CALL	COMMAND INFO SPOTLIGHT	STARS AND STRIPES	CIVILIAN NEWS MEDIA	BRIEFING TEAM	OTHER MILITARY PUBS	
FY 79	Establishment of floors for all specialties at colonel	All officers			X		X								X		Audiences to understand: (1) Promotion opportunity is not the same for all specialties because it is based on Army needs. (2) Purpose is to meet Army needs while advancing best qualified in specialty skills. (3) How to maximize chance for promotion (through high proficiency in both primary and alternate specialty). (NOTE: This continues short-range plan.)
FY 79	Promotion by specialty system expanded to include lieutenant colonels	All officers			X		X								X		
FY 79	Boards required to recommend specialty changes in appropriated cases	All officers			X		X								X		
FY 79	Boards recommend retention-in-grade when in best interest of the Army.	All officers			X		X								X		

LONG-RANGE INFORMATION PLAN
MAJOR MILESTONES FOR DEVELOPMENT AND IMPLEMENTATION
REVIEW OF EDUCATION AND TRAINING OF OFFICERS

MANAGEMENT AND EXECUTIVE DEVELOPMENT PROGRAMS

IMPLEMENT	SUBJECT	TARGET AUDIENCE	TYPE MEDIA															OBJECTIVE
			CSA WEEKLY SUMMARY	SOLDIERS	ARMY PERSONNEL LETTER	ARMY NEWS FEATURE	AFNTS	ARMY TIMES	ARMED FORCES JOURNAL	MINORITY MEDIA	COMMANDERS CALL	COMMAND INFO SPOTLIGHT	STARS AND STRIPES	CIVILIAN NEWS MEDIA	BRIEFING TEAM	OTHER MILITARY PUBS	
FY 79	Annual input increased from 25 to 42	Lieutenant colonels and colonels			X			X					X		X		Audiences to know of available opportunities.
FY 81	Attendance at AMETA management seminars increased to 15 officers per year	Same as above			X			X					X		X		
FY 81	Stanford and Harvard programs included in Army FY 79 executive development	Same as above			X			X					X		X		

LONG-RANGE INFORMATION PLAN
MAJOR MILESTONES FOR DEVELOPMENT AND IMPLEMENTATION
REVIEW OF EDUCATION AND TRAINING OF OFFICERS

OFFICER PERSONNEL MANAGEMENT SYSTEM EVOLUTION

IMPLEMENT	SUBJECT	TARGET AUDIENCE	TYPE MEDIA															OBJECTIVE
			CSA WEEKLY SUMMARY	SOLDIERS	ARMY PERSONNEL LETTER	ARMY NEWS FEATURE	AFRTS	ARMY TIMES	ARMED FORCES JOURNAL	MINORITY MEDIA	COMMANDERS CALL	COMMAND INFO SPOTLIGHT	STARS AND STRIPES	CIVILIAN NEWS MEDIA	BRIEFING TEAM	OTHER MILITARY PUBS	
FY 79	Reorganization of OPMD along specialty instead of grade lines.	All officers			X										X		Promote identification of officer with primary specialty. Encourage combat arms officers no longer competitive for higher combat arms positions to become proficient in another specialty and change primary to that specialty.
FY 80	Combat arms as secondary specialty	Combat Arms officers			X										X	Combat Arms Specialty Magazine	
FY 80	Combat arms position specialty code replaces 11X and a true specialty immaterial code	Infantry officers			X	X		X							X	Infantry Magazine	
FY 80	Assignment by SSI consideration given to career development needs	All officers			X										X		

WARRANT OFFICERS

LONG-RANGE INFORMATION PLAN
MAJOR MILESTONES FOR DEVELOPMENT AND IMPLEMENTATION
REVIEW OF EDUCATION AND TRAINING OF OFFICERS

IMPLEMENT	SUBJECT	TARGET AUDIENCE	TYPE MEDIA															OBJECTIVE
			CSA WEEKLY SUMMARY	SOLDIERS	ARMY PERSONNEL LETTER	ARMY NEWS FEATURE	AFRTS	ARMY TIMES	ARMED FORCES JOURNAL	MINORITY MEDIA	COMMANDERS CALL	COMMAND INFO SPOTLIGHT	STARS AND STRIPES	CIVILIAN NEWS MEDIA	BRIEFING TEAM	OTHER MILITARY PUBS	
FY 80	Training primarily TDY; focused on job.	All warrant officers, primary			X							X			X		All audiences to understand that the system is designed to support the concept of warrant officer as experts in their specialties.
		All other officers, secondary			X							X			X		
FY 82	Positions graded; education and training requirements determined	All warrant officers, primary			X	X						X			X		Explain that grading is designed to support promotion flow in specialties with recognition of expertise and adequate geographic and command level distribution (Army needs paramount). Explain that shift to graded warrant officer force to be phased in through attrition over several years.
		All other officers, secondary															

RESERVE COMPONENTS

LONG-RANGE INFORMATION PLAN
MAJOR MILESTONES FOR DEVELOPMENT AND IMPLEMENTATION
REVIEW OF EDUCATION AND TRAINING OF OFFICERS

IMPLEMENT	SUBJECT	TARGET AUDIENCE	TYPE MEDIA															OBJECTIVE
			CSA WEEKLY SUMMARY	SOLDIERS	ARMY PERSONNEL LETTER	ARMY NEWS FEATURE	AFRTS	ARMY TIMES	ARMED FORCES JOURNAL	MINORITY MEDIA	COMMANDERS CALL	COMMAND INFO SPOTLIGHT	STARS AND STRIPES	CIVILIAN NEWS MEDIA	BRIEFING TEAM	OTHER MILITARY PUBS	
FY 84	Current basic course expanded	All Reserve Component officers		X				X							X	RC pubs	Audiences to understand impact and applicability of programs to Reserve Components as part of the Total Army.
FY 81	Current 18-week CGSC Reserve Component course replaced with 9 weeks CAS[3]. Increased Reserve Component (50%) attendance at MEL training and education.	All Reserve Component officers		X				X							X	RC pubs	
FY 85	New Reserve Component promotion gates: Major - Complete MRI package and exam. LTC, COL - Complete CAS[3].	All Reserve Component officers		X				X							X	RC pubs	
FY 81	Command selectees attend appropriate Army command course	All Reserve Component officers		X				X							X	RC pubs	

REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

APPENDIX 3

ACTION PLAN

TO ANNEX A

IMPLEMENTATION PLAN

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
RECOMMISSIONING				
1. Create accession centers co-located w/ MEPS stations - Medical Exam - Physical Fitness Test - Motivation (interview/paper) - Leadership potential (simulation device or exercise)	a. Develop space requirements for program management of candidate assessments.	ODCSPER (P) USAREC, ARI TRADOC, USA	Dec 78	
	b. Conduct conference/seminar to introduce/discuss the assessment center concept and its implementation.	ODCSPER (P) TRADOC, USAREC, ARI, SCPA, OTSG, OTJAG	Fall 78	
	c. Develop regulatory document for program management of accession centers.	ODCSPER (P) TRADOC, USAREC	Spring 79	
	d. Revise existing regulations to add the assessment/evaluation of ROTC, USMA, OCS candidates.	ODCSPER (P) TRADOC, USMA, USAREC	Spring 79	
	e. Develop the structured interview and appropriate paper-and pencil instruments for assessment center use.	ODCSPER (P); ARI USAREC	December 78	
	f. Develop the leadership laboratory instrument for leadership potential identification in assessment centers.	TRADOC (P) ODCSPER, ARI	Spring 79	

NOTES:

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
b. ROTC program conduct tests of: 2 yr ROTC Program Platoon Leaders Course College Graduate OCS	a. Obtain legislative change.	ODCSPER (P), OCLL	Fall 79	
	b. Establish test control office.	ODCSPER (P) TRADOC USAREC	Winter 78	
	c. Select schools to test 2 yr program. At least one test school should already have a 4 yr program.	TRADOC (P) ODCSPER	Spring 79	
	d. Select and negotiate with those schools to conduct the PLC and OCS tests.	TRADOC (P) ODCSPER	Spring 79	
	e. Write test programs.	TRADOC (P) USAREC ODCSPER	Spring 79	
	f. Select summer campsites.	TRADOC (P) FORSCOM USAREC	Spring 79	
	g. Publish advertising.	TRADOC (P) USAREC (P) ODCSPER	Summer 79	
	h. Commence recruiting.	TRADOC (P) USAREC (P)	Begin Fall 79	

NOTES:

PRECOMMISSIONING

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
	i. Conduct first PLC summer camp.	TRADOC (P) USAREC FORSCOM ODCSPER	Summer 80	
	j. Conduct second PLC summer camp.	TRADOC (P) USAREC FORSCOM ODCSPER	Summer 81	
	k. Conduct first OCS.	TRADOC (P) USAREC ODCSPER	Fall 81	
	l. Evaluate tests.	ODCSPER (P) TRADOC USAREC FORSCOM OTSG, OTJAG	Spring 82 Fall 84	
	m. Select best alternative.	ODCSPER (P)	Winter 84	
C. ROTC scholarships: 1) Increase scholarships to 12000. -- 4000 4 year -- 8000 2 year	Obtain legislative change	ODCSPER (P), OCLL	Fall 79	

NOTES:

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
2) Develop a screening system.	Integrate current selection and award system with the recommended accession center.	ODCSPER (P) TRADOC USAREC	Fall 80	
3) Restrict academic disciplines to Army requirements.	a. Compile list of disciplines.	ODCSPER (P) OTSG	Summer 78	
	b. Change advertising as necessary.	TRADOC (P) USAREC	Fall 78	
	c. Implement change.	TRADOC (P)	Spring 79	
4) Prescribe communications skills and human behavior as mandatory courses.	a. Change advertising as necessary.	TRADOC (P) USAREC	Fall 78	
	b. Revise appropriate regulations.	ODCSPER (P) TRADOC, OTSG	Fall 79	
	c. Implement change.	TRADOC	[illegible] 79	
5) Institute "Pay Back" procedures.	a. Obtain legislative change.	ODCSPER (P) OCLL	Fall 79	
	b. Change advertising.	TRADOC (P), USAREC	Winter 79	
	c. Revise regulations	ODCSPER (P), TRADOC, OTSG	[illegible] 79	
	d. Implement contract change.	TRADOC (P) ODCSPER	Fall 80	

NOTES:

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
6) Dedicate 1,000 scholarships annually to the Reserve Components.	a. Develop policy and appropriate regulatory changes.	ODCSPER (P) TRADOC NGB OCAR	Fall 79	
	b. Obtain legislative change.	ODCSPER (P), OCLL	Fall 79	
	c. Recruit for RC scholarships.	TRADOC (P), OCAR, NGB	Winter 79	
	d. Implement RC scholarships.	TRADOC (P), OCAR, NGB	Fall 80	
7) Encourage NGB and OCAR to explore other financial assistance programs.		ODCSPER (P) NGB OCAR	Fall 78	
D. Establish MQS I.	a. TRADOC completes that portion of front-end task analysis required to provide basis for MQS I development.	TRADOC (P)	JULY 80	(A)
	b. Publicize upcoming changes to ROTC/USMA curriculum. Encourage enrollment in college courses to satisfy professional military education component of MQS.	ODCSPER (P) TRADOC, USMA OCPA	Aug 80	

NOTES: (A) TRADOC is uded throughout this action plan because it is the training and education proponent for all OPMS specialties except SC: 46, 47, 49, 51, 52, 70 and 97. A similar analysis needs to be conducted by training and education proponents for these specialties to support the development of MQS-I, II and III as appropriate since these are advanced entry specialties. The analyses required for non-OPMS specialties are discussed in the respective sections.

MQS I (LTs)

(6)

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
	c. Based on TRADOC task analysis, obtain input from TRADOC (ROTC/OCS) and USMA on MQS I content.	ODCSPER (P) TRADOC, USMA	Oct 80	#
	d. Complete final design of MQS I and diagnostic test.	ODCSPER (P) TRADOC, USMA	Mar 81	1
	e. Design academic year courses to support MQS I.	TRADOC, USMA, ODCSPER (P), OTJAG	Mar 82	1
	f. Design summer training to support MQS I.	TRADOC, USMA ODCSPER (P)	Aug 82	1
	g. Implement MQS I academic year courses for USMA and ROTC juniors (Class of 1984). USMA and ROTC seniors (Class of 1983) would continue under present program.	TRADOC, USMA, ODCSPER (P)	Aug 82	
	h. Implement first MQS I summer camp (Class of 1984).	TRADOC, USMA	June 83	
	i. Implement MQS I for OCS students.	TRADOC (P) ODCSPER	Feb 84	
	j. Validate MQS I diagnostic exam.	TRADOC (P)	Feb 84	
	k. Develop MQS I Pre-Basic as required.	TRADOC (P)	Mar 84	1, 2

NOTES: (1) Design includes consideration of resource implications and funding. (2) This course is designed for those ROTC cadets who cannot complete MQS I on campus because of college restrictions on ROTC course content. The magnitude of this effort should be known by Jan 84.

See note "A" in page A-3-6.

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
	l. First MQS I qualified officers commissioned from USMA/ ROTC/OCS.	ODCSPER (P)	June 84	
	m. Evaluate success of MQS I, recommend improvements.	ODCSPER (P), TRADOC, USMA	Dec 87	
E. Establish MQS II. F. Expand length of Basic Course.	a. TRADOC completes that portion of front-end task anslysis necessary to support MQS II (approx. 80%)	TRADOC	Mar 82	*
	b. Using results of front-end task analysis, training and education proponents for basic entry specialties complete initial design of military skills and knowledge component of MQS II.	TRADOC	Dec 82	1
	c. Approve MQS II designs for each basic entry specialty.	ODCSPER (P), TRADOC OCCH	May 83	1
	d. Develop Professional Military Education (PME) component.	ODCSPER (P), TRADOC USMA, AWC, OCCH, OTJAG	July 83	
	e. MQS II booklets and qualification cards printed.	TRADOC, OCCH, OTJAG	Feb 84	

NOTES:

(1) Design includes consideration of resource implications and funding.

* See note "A" in page A-3-6.

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
	f. Books to support MQS II reading lists issued.	ODCSPER, OCCH, TAG	April 84	
	g. Develop expanded basic courses to teach all skills required by MQS II.	TRADOC, OTJAG	April 84	1
	h. Training and education specialty proponents send briefing teams to all installations which will receive MQS II validating 2LTs. Commanders/supervisors briefed in detail on MQS II operation.	ODCSPER (P), TRADOC, OCCH	June 84	
	i. Begin teaching expanded basic courses; cease teaching present basic courses.	TRADOC	June/July 84	2
	j. Installation education officers coordinate with local colleges and universities to offer PME college courses beginning Aug 85.	ODCSPER (P), TRADOC FORSCOM, USAREUR, OCCH	July 84	
	k. Initiate continuing evaluation of basic course graduates and MQS II.	ODCSPER (P), TRADOC	July 87	

NOTES: (1) Design includes consideration of resource implications and funding. (2) Exact dates will be a function of the arrival of MQS I qualified officers at basic courses. Only MOS I qualified officers should attend the expanded basic course.

MOS III (CPTs)

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
C. Establish MOS III. H. Restructure Advance Course into Company Commander Course and/or other short, functional TDY courses.	a. TRADOC completes front-end task analysis.	TRADOC	Feb 83	
	b. Using results of TRADOC front-end analysis, training and education proponents for basic entry specialties complete initial design of military skills and knowledge component of MOS III.	TRADOC, OTJAG	Sep 83	1,2 *
	c. Approve MOS III design for each specialty.	ODCSPER (P), TRADOC OCCH, OTJAG	Jan 84	1,2
	d. Develop PME component.	ODCSPER (P), TRADOC, USMA, AWC, OCCH	Jan 84	1
	e. Expand Contemporary Military Reading Program into Professional Military Reading Program (basis for MOS directed readings).	ODCSPER, TAG, USMA, AWC, TRADOC	April 86	
	f. Training and education proponents for each basic entry specialty design and produce exportable training materials to support MOS III. Deliver to field.	TRADOC	July 85	1

NOTES: (1) Design includes consideration of resource implications and funding. (2) The design for each MOS III must include all tasks required and where the tasks are learned, e.g., Company Command Course, TDY Functional courses, or on-the-job.

* See note "A" in page A-3-6.

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
	g. Training and education proponents for each basic entry specialty design and test courses to support MQS III.	TRADOC	Dec 86	1,3
	h. Training and education specialty proponents send briefing teams to all installations involved in MQS III to brief commanders/supervisors and those officers entering MQS III.	ODCSPER (P) TRADOC	July 86	
	i. Basic entry specialty service schools begin teaching MQS III Commander Courses and Functional Courses on a limited basis to MQS II qualified officers. Begin phasing out Advance Course.	ODCSPER (P), TRADOC FORSCOM, USAREUR, MILPERCEN	Spring/ Summer 87	4
	j. Advance Course phase-out completed.	ODCSPER (P), TRADOC MILPERCEN	Summer 90	4
	k. Initiate continuing evaluation of MQS III and related TDY courses.	ODCSPER (P) TRADOC OCCH OTJAG	July 90	"

NOTES: (1) Design includes consideration of resource implications and funding. (3) These courses were determined as part of the MQS III design in step B & C above. (4) The rate at which MQS III Company Commander Courses and TDY Functional Courses can be introduced will depend upon the rate at which officers become MQS II qualified and are assigned to those positions which require skills taught at these courses. Officers who did not participate in MQS II must be programmed to attend the Advance Course as quickly as possible to speed phase out.

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
Majors and Lie tenant Colonels				
1. Establish Combined Arms and Services Staff School (CAS^3) at Fort Leavenworth, Kansas. - All officers complete NRI and examination prior to promotion to major. - All field grade officers receive staff training. - 3 phase program; NRI, exam, resident. - 9 week resident course, TDY and return. - 4 courses per year, 500 active duty and 72 Reserve Component per course. - Resident course also in NRI mode for Reserve Component.	a. Initiate MCA programming action for construction of Bell Hall wing to be completed in 2 Qtr, FY85.	TRADOC (P) USACAC, OCE	3rd Qtr, FY79	
	b. Complete construction of Bell Hall wing.	OCE (P) TRADOC, USACAC	2nd Qtr, FY85	
	c. Complete purchase equipment for Bell Hall wing.	TRADOC (P) USACAC	2nd Qtr FY85	
	d. Develop public affairs program.	OCPA (P), TRADOC ODCSPER, OCAR, NGB	1st Qtr, FY79	
	e. Assign CAS^3 director to USACGSC.	ODCSPER (P) MILPERCEN, TRADOC, USACAC	3rd Qtr, FY79	
	f. Establish separate CAS^3 faculty at USACGSC.	TRADOC (P) USACAC, ODCSPER	3rd Qtr, FY79	
	g Assign officers in grade 04/05, and NCO's to serve as CAS^3 author/instructors/admin on the following time schedule:	ODCSPER (P) TRADOC, MILPERCEN USACAC, USACGSC		
	1) 10 officers, 2 NCO's		3rd Qtr, FY79	

NOTES: (1) Continue to publicize CAS^3 program before, during, and after implementation. Publicity plan must also follow to insure that the officer corps knows that CAS^3 graduates are selected to command, selected for high level staff, and selected for attendance at SSC. (2) Director must be exceptional 06 with brigade command and division staff experience. (3) CAS^3 must be developed and implemented by faculty separate from CGSC faculty.

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
MAJ AND LTC (CONT'D) - CAS^3 graduates serve in command and high level staff positions.	2) 14 officers		3rd Qtr, FY 80	
	3) 5 officers		3rd Qtr, FY 81	
	4) 12 officers		3rd Qtr, FY 82	
	5) 111 officers		3rd Qtr, FY 83	4
	h. Hire civilian secretaries, and other employees on the following time table:	TRADOC (P) USACAC, USACGSC		
	1) 5 civilian secretari-		3rd Qtr, FY 79	
	2) 10 civilians		3rd Qtr, FY 80	
	3) 15 civilians		3rd Qtr, FY 81	
	4) 10 civilians		3rd Qtr, FY 82	
	5) 21 civilians		3rd Qtr, FY 83	5

NOTES: (4) Final CAS^3 staff and faculty: 153 officers, 2 NCO's, upon full implementation of CAS^3, the CAS^3 faculty will be integrated into existing CGSC departments. (5) Total civilian labor force increase for USACAC and USACGSC is 51.

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
MAJ AND LTC (CONT'D)	i. Develop CAS^3 phase-in program. Phase-in to start in 1st Qtr FY 81 and be completed by 4th Qtr FY 85. Four CAS^3 courses of 572 each will be conducted in FY 86 and each fiscal year thereafter.	TRADOC (P) USACAC, USACGSC MILPERCEN, OCAR, NGB, OTSG, OTJAG, OCCH	1st Qtr, FY 80	6,7
	j. Develop CAS^3 resident course and instructional materials.	TRADOC (P), OTJAG, USACAC, USACGSC, OCCH	1st Qtr, FY 81	
	k. Develop Pre-CAS^3 NRI course and examination.	TRADOC (P), OTAG, USACAC, USACGSC, OCCH	1st Qtr, FY 81	
	l. Develop Pre-CAS^3 NRI and examination test plan and distribution plan.	TRADOC (P) USACAC, USACGSC, OCAR, NGB, OCCH	1st Qtr, FY 81	
	m. Develop system to record in permanent file the completion of Pre-CAS^3 NRI and examination.	ODCSPER (P), MILPERCEN TRADOC, USACAC, OCCH, USACGSC, OCAR, NGB, TSG (AMEDD PERSA),	1st Qtr, FY 81	8
	n. Conduct pilot pre-CAS^3 NRI and examination test.	TRADOC (P) USACGSC, USACAC, OCAR, NGB	1st Qtr, FY 82	
	o. Complete development of final pre-CAS^3 NRI and examination.	TRADOC (P) USACAC, USACGSC	1st Qtr, FY 83	
	p. Develop CAS^3 NRI package.	TRADOC (P), USACAC, USACGSC, OCAR, NGB	4th Qtr, FY 83	9

NOTES: (6) Initial CAS^3 students will not have completed NRI and examination, (7) CAS^3 phase-in program must be coordinated with CGSC and RC course phase-down programs. (8) First resident CAS^3 course of students who have complet pre-CAS^3 NRI and examination will be in 1st Qtr, FY 85. (9) CAS^3 NRI program implementation plan must be coordinated with old CGSC NRI program phase down, new CGSC NRI program phase-in and implementation of CAS^3 resident program.

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
MAJ AND LTC (CONT'D)				
2. Continue 10 month (42 week) USACGSC at Fort Leavenworth, Kansas for centrally selected Army officers				10
- 40% continue to CGSC (including 10 RC)	a. Phase down the size of the CGSC resident course to roughly 450 Active Duty Army officers (20% of year group minus those attending sister-service and foreign staff colleges) including representation from all specialties	DCSPER (P), MILPERCEN, TRADOC, USACGSC	1st Qtr FY 85	11
- USACGSC MPI selected by board (200, RC/200 AC annually)	b. Select officers for CGSC, sister-service college and foreign staff college immediately after selection to major, and program to school NLT 12th YOS. (APSC not equivalent).	DCSPER (P), MILPERCEN, TSG (AMEDD PERSA), OCCH, OTJAG	1st Qtr, FY 85	12
	c. Discontinue 18-week Reserve Component courses at CGSC.	TRADOC (P), NGB, OCAR	1st Qtr, FY 85	13
	d. Provide ten spaces for RC officers at CGSC resident course.	TRADOC (P), NGB, OCAR	1st Qtr, FY 82	
	e. Incorporate all CAS^3 learning objectives in CGSC core curriculum.	TRADOC (P) USACGSC	4th Qtr, FY85	

NOTES: (10) Forty-four weeks from ist day of class to graduation. (11) Begin phase down with AY 80-81 (class of 1981) and complete by AY 85-86 (class of 1986). (12) Sister-service and foreign staff college selectees must attend CAS^3 before staff college. (13) Spring course elimination in FY 82.

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
MAJ and LTC (CONT'D)	F. Discontinue current USACGSC nonresident program and substitute as "Corresponding Studies Program" for centrally selected CAS[3] graduate applicants.			
	(1) Stop new enrollment in the current CGSC nonresident program.	TRADOC (P), OCAR, NGB	1st Qtr. FY84	14
	(2) Develop, test, and field new NRI program.	TRADOC (P)	1st Qtr, FY 84	
	(3) Phase out all participation in current USACGSC NRI courses.	TRADOC (P), ODCSPER, NGB	4th Qtr, FY 85	
	(4) Augment USACGSC staff and faculty with additional resources required for NRI changes.	TRADOC (P), ODCSPER, MILPERCEN	1st Qtr, FY 82	

NOTES: (14) 200 Active Duty and 200 RC officers selected annually by a central board.

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
- MAJ AND LTC (CONT'D)	9. Create comprehensive faculty development program for CGSC.			
	(1) Adjust student-faculty ratio to allow for at least 50% of instruction to be given in instructor-led, small group seminars.	TRADOC (P), ODCSPER, USACAC, MILPERCEN	1st Qtr, FY 82	15
	(2) Institute extended tours and tenured faculty program for CGSC. Include substantial number of teaching colonels.	TRADOC (P), ODCSPER, USACAC, MILPERCEN	1st Qtr, FY 81	
	(3) Publish complete plan for [illegible] distribution.	TRADOC (P), ODCSPER, USACAC, MILPERCEN	1st Qtr, FY 80	
3. Coordinate MAJ/LTC specialty and functional TDY training courses.	a. DA monitor training courses that are 2-weeks long or longer.	ODCSPER (P), MILPERCEN, DA specialty proponents, TRADOC, DARCOM, OTSG, OCCH, OTJAG	1st Qtr, FY 81	
	b. Publicize Army policy on TDY specialty and functional courses and list all courses in DA pamphlet 600-3.	ODCSPER (P), MILPERCEN, TRADOC, DARCOM, OTSG (AMEDD PERSA), OCCH, OTJAG	1st Qtr, FY81	
4. Withdraw Army participation from 22 week PCS Armed Forces Staff College as equivalent to CGSC.		OCSA (P), JCS, ODCSPER, MILPERCEN	1st Qtr, FY 32	

NOTES: (15) No faculty reductions are possible as student population increases to FY 1984 due to current student-faculty ratio.

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
MAJ AND LTC (CONT'D)				
5. Institute the assessment concept in the USACGSC regular course.	a. Identify or develop the actual pencil and paper learning instruments to be used.	ODCSPER (P) ARI TRADOC	1st Qtr, FY79	
	b. Conduct a 2 year pilot test of the assessment concept at USACGSC regular course.	TRADOC (P)	2nd Qtr, FY79	
	c. Evaluate the pilot program.	TRADOC (P) ARI	2nd Qtr, FY81	

NOTES:

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
MAJ AND LTC (CONT'D)				
6. National Guard and Army regulations be changed to reflect new promotion criteria for Reserve Component officers.	a. Change NGR 600-100. and b. Change AR 135-155. as follows:	National Guard Bureau (P), TAGO TAGO (P), OCAR, NGB	1st Qtr, FY 84 1st Qtr, FY 84	16 16
a. Education requirements for promotion to MAJ be satisfied with successful completion of pre-CAS^3 NRI course and examination.	(1) Include pre-CAS^3 NRI Course in regulations.		1st Qtr, FY 81	
	(2) Include CAS^3 resident course in regulations.		2nd Qtr, FY 81	16
b. Minimum education requirements for promotion to LTC, COL be satisfied by completion of CAS^3 course or CGSC course.	(3) Include CAS^3 NRI course in regulations.		1st Qtr, FY 84	16
	(4) Include new CGSC courses in regulations.		1st Qtr FY 84	16
7. Educational requirements for Federal recognition of National Guard promotion to LTC be based on completion of CAS^3 or USACGSC courses.	Change NGR 600-100 to eliminate 50% CGSC and 3 year requirement to finish CGSC. Substitute CAS^3.	NGB (P), TAGO	1st Qtr, FY 84	

NOTES: (16) Regulations should undergo two stage change to be in consonance with gradual phase-in of pre-CAS^3, CAS^3, CGSC courses. First change should add these courses to those listed to permit their use to satisfy requirements while old CGSC and Advanced Courses are being phased out. Second change should reflect phase out of old courses. Both NGR 600-100 and AR 135-155 include the same changes.

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
A. Battalion and Brigade Precommand Courses 1. Institute tailored precommand programs for combat arms, combat support, combat service support and training unit commands.	a. Modify current combat arms precommand course	TRADOC (P)	FY79	
	b. Conduct front end analysis of battalion and brigade commands for which commanders are centrally selected.	TRADOC (P) AHS OTJAG	FY83	
	c. Direct that attendance at precommand courses be mandatory.	ODCSPER (P), OTJAG MILPERCEN, OTSG	FY83	
	d. Establish precommand courses for combat support, combat service support and TRADOC training unit commands.	TRADOC (P) ODCSPER	FY84	
	e. Assign command designees to the division, corps, or post where they will eventually command as soon as possible after command selection.	ODCSPER (P) MILPERCEN	FY79	
	f. Establish policy requiring USAR and ARNG command designees to attend the appropriate precommand course.	ODCSPER (P) NGB, OCAR	FY84	

NOTES:

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
2. Institute the assessment concept in the combat arms precommand course	a. Identify or develop the actual pencil and paper learning instruments to be used.	ODCSPER (P) ARI, TRADOC	1st Qtr, FY79	
	b. Conduct a 2 year pilot test of the assessment concept in the combat arms precommand course.	TRADOC (P)	2nd Qtr, FY79	
	c. Evaluate the pilot assessment program for continuation and expansion to all precommand courses.	TRADOC (P) ARI	2nd Qtr, FY81	

NOTES:

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
. Senior Service Colleges.				
1. Analyze all positions for colonel and above to determine SSC requirements by curriculum orientation (Service, NWC, ICAF).	a. Establish criteria for position requirements.	ODCSPER (P)	1st Qtr, FY79	
	b. Conduct DA staff/MILPERCEN analysis of positions.	ODCSPER (P), MILPERCEN OTSG, (AMEDD PERSA), OCCH, OTJAG	2d Qtr, FY79	
	c. Receive input from USAWC Student Research Project (same issue).	ODCSPER (P), USAWC	3d Qtr, FY 79	
	d. Complete analysis and formulate proposed policy.	ODCSPER (P)	3d Qtr, FY79	
	e. Internal DA and MACCM coordination as required.	ODCSPER (P)	4th Qtr, FY79	
	f. Finalize and establish as DA policy.	ODCSPER (P), OCSA	4th Qtr, FY79	
2. Modify DA policy governing assignment of SSC selectees to specific colleges, i. e., policy to be based on Army requirements and individual needs rather than geographical location of selectee.	a. Rewrite SSC slating policy to permit rationalization of specific SSC assignments to Army requirements and OPMS specialty development patterns.	ODCSPER (P), OCCH, OTJAG	1st Qtr, FY79	
	b. Implement new policy for SSC classes beginning AY 79-80.	ODCSPER (P)	4th Qtr, FY79	

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RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
3. SSC Selection Boards designate officers who meet DA criteria for constructive credit if required.	a. Modify instructions to SSC Selection Board.	ODCSPER (P)	3d Qtr, FY79	
	b. Implement for SSC classes beginning AY 79-80.	ODCSPER (P), MILPERCEN OTSG, OCCH, OTJAG	4th Qtr, FY79	
4. DA determine long-term, post-graduate utilization of SSC selectees and disclose to selected officers prior to beginning of academic year. Announce immediate post-graduate assignments early during course of study.	a. From position analysis (1 above), determine Army requirements; from analysis of OPMS professional development pattern, determine individual needs; and rationalize requirements and needs to long-term utilization plan for individual officers.	ODCSPER (P), MILPERCEN OTSG, OCCH, OTJAG	4th Qtr, FY79	
	b. Counsel with officers prior to beginning of AY at SSC.	ODCSPER (P), MILPERCEN OTSG (AMEDD PERSA), OCCH, OTJAG	4th Qtr, FY79	
	c. Complete slating of SSC graduates and announce specific post-graduate assignments early during course of study at SSC.	ODCSPER (P), MILPERCEN OTSG (AMEDD PERSA), OCCH, OTJAG	1st Qtr, FY80	
	d. Implement new procedure for SSC classes beginning AY 79-80.	ODCSPER (P), MILPERCEN	4th Qtr, FY79	

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RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
5. DA identify requirements for TDY training/developmental courses oriented on specific assignment preparation for colonels.	a. From position analysis (1 above), determine preparatory requirements for specific positions, e.g., brig de precommand, installation management, project manager, etc.	ODCSPER (P), MILPERCEN OTSG, AHS, OCCH, OTJAG	3d Qtr, FY79	
	b. Rationalize utilization of special TDY training/developmental courses to specific requirements which emanate from position analysis.	ODCSPER (P), MILPERCEN OTSG, OCCH, OTJAG	4th Qtr, FY79-continuing	
6. DA expedite development and publication of doctrine for combined arms and logistic operations above the division echelon to include joint and combined operations in a coalition environment.	a. Review and monitor progress of this effort to insure adequacy of DA support in terms of assigned responsibilities, resources, and priorities.	ODCSOPS (P)	1st Qtr, FY79	
	b. Continue on-going development and expedite publication of basic corps level doctrinal manual.	TRADOC (P), ODCSOPS	3d Qtr, FY79	
	c. Continue on-going development and expedite publication of associated combat support and combat service support manuals.	TRADOC (P), ODCSOPS	1st Qtr, FY81	
	d. Continue interoperability studies; publish and disseminate	(continued on next page		

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RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
(continued fron previous page)	papers which address problems confronting the US and Allies in a coalition warfare environment.	ODCSOPS (P), TRADOC	Continuing effort.	
7. DA revise mission statement and objectives assigned to USAWC to reflect increased instructional emphasis on the integrative aspects of joint and combined land warfare.	a. Develop sufficient body of doctrine applicable to joint and combined operations above the division echelon to facilitate preparation of instructional materials.	ODCSOPS (P). TRADOC	3d Qtr, FY79	
	b. Revise USAWC mission statement and objectives to reflect instructional responsibility for joint and combined land warfare operations at echelons above the division.	ODCSOPS (P), USAWC	4th Qtr, FY79	
8. Commandant, USAWC, develop curriculum based on stated Army requirements, mission and objective statements as well as structural guidance provided by DA.	a. USAWC faculty preparation and development of required instructional materials.	ODCSOPS (P) USAWC	4th Qtr, FY80	
	b. USAWC increases instruction in joint and combined land warfare operations with emphasis on the air-land battle at corps level and higher.	ODCSOPS (P) USAWC	4th Qtr, FY80	

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RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
9. DA support development and fund requirements of increased war gaming capability at USAWC.	a. Convert existing models for use at the USAWC. (Phase I)	ODCSOPS (P), USAWC	3d Qtr, FY79	
	b. Extension of Phase I to graphic capabilities. (Phase II)	ODCSOPS (P), USAWC	3d Qtr, FY80	
	c. Develop specialized models for the curriculum and for command gaming. (Phase III)	ODCSOPS (P), USAWC	3d Qtr, FY81	
	d. Acquisition of staff, analysts and operator personnel to support automated war gaming requirements	ODCSPER (P), USAWC, MILPERCEN	4th Qtr, FY80	
10. Commandants, USAWC and USACGSC, continue the close coordination necessary to achieve required measure of continuity between the two levels of instruction.	Establish a program of periodic (annual/semiannual) coordination meetings between commandants and a policy which promotes the exchange of information and ideas among the staff and faculty of the two institutions.	ODCSOPS (P), TRADOC USAWC, USACGSC	1st Qtr, FY79	

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RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
11. DA recommend to JCS a revision of NDU curricula so as to be more responsive to Army's need for graduates who can perform their respective and integrative service roles under wartime mobilization and operational conditions.	a. Formulate recommendation for presentation by CSA to JCS proposing a revision to NDU curricula which would accommodate Army's need for senior officers who are current and competent in the doctrinal aspects of joint and combined warfare operations.	ODCSOPS (P)	1st Qtr, FY79	
	b. Develop an outline of minimum essential disciplines related to the deployment, employment, and/or sustainment of US and Allied forces under wartime conditions in which senior Army officers must be competent.	ODCSOPS (P), USAWC	1st Qtr, FY79	
	c. Develop for export to NDU (as an interim measure) as well as other service and foreign senior colleges attended by Army officers an instructional packet covering, as a minimum, the doctrinal aspect for the land warfare component of joint and combined warfare operations.	ODCSOPS (P), USAWC	4th Qtr, FY79	
	d. Complete supporting actions associated with recommendation 6, above.	TRADOC (P), ODCSOPS	1st Qtr, FY81	
	e. Develop instructional material and prepare faculty for new COI.			

NOTES:

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
12. USAWC develop and adopt an instructional methodology designed to promote a more direct and duty-related student involvement in the learning process and to require demonstrated competence in command, staff, and executive management skills such as abilities to apply analytical techniques, conceptualize, organize, plan, delegate, and contribute to the overall formulation and/or execution of strategic and tactical decisions.	a. Research the derivation of performance objectives for the higher orders of learning. b. Develop faculty training program in the field of modern instructional methodology. c. Conduct faculty training program. d. Apply research completed in a above, to the derivation of specific learning/performance objectives in support the the USAWC curriculum and modern instructional methods.	ODCSOPS (P) USAWC ODCSOPS (P) USAWC ODCSOPS (P) USAWC ODCSOPS (P) USAWC	4th Qtr, FY79 & continuing. 4th Qtr, FY80 4th Qtr, FY81 & continuing 3d Qtr, FY82	
13. DA recognize and support the unique faculty requirements of the USAWC.	a. Proper identification and justification of unique faculty requirements. b. Consideration of stated requirements and allocation of resources to insure high quality faculty at USAWC.	ODCSOPS (P) USAWC ODCSPER (P) MILPERCEN	Continuing requirement. Continuing requirement.	

NOTES:

CONTINUING EDUCATION AND TRAINING FOR GENERAL OFFICERS (1)

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
1. Stabilize GO tour lengths at two year minimum.		ODCSPER (P)	1st Qtr, FY83	
2. Develop inter-assignment transition program	a. Analysis of all GO positions for relevant education and training requirements.	ODCSPER (P), ODCSOPS, USAWC	3rd Qtr, FY79	
	b. Commence organization and staffing of programs	ODCSPER (P), USAWC, MILPERCEN, ODCSOPS	1st Qtr, FY79	
	c. Survey potential sites, methodologies. Complete staffing arrangements	ODCSOPS (P), USAWC, TRADOC, ODCSPER, MILPERCEN, DARCOM, FORSCOM	4th Qtr, FY79	
	d. Selected GO (~20) processed through program. Program evaluation	ODCSPER (P), USAWC, ODCSOPS	2nd Qtr, FY80	
	e. Complete on-site development. Complete pre-program mailout packages	ODCSOPS (P), USAWC, TRADOC, DARCOM, FORSCOM	2nd Qtr, FY80	
	f. Program operational for majority (~150) of annual reassignments	ODCSOPS (P), USAWC	4th Qtr, FY81	

NOTES:

CONTINUING EDUCATION AND TRAINING FOR GENERAL OFFICERS (2)

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
3. Continue BG Designee Conference to include experimental executive development laboratories for BG designees	a. Evaluate FY78 BG Designee Conference to determine future developmental and orientational instruction modules	ODAS (P), ODCSPER	4th Qtr, FY78	
	b. Select assessment organization to conduct pilot development laboratory, to include composition of assessment groups, dates, other details.	ODCSPER (P), ODAS	2nd Qtr FY79	
	c. Draft letter for CSA signature to designees	ODCSPER (P), ODAS	2nd Qtr FY79	
	d. Develop format for letter report to CSA from development lab participants	ODCSPER (P), ARI	3rd Qtr FY79	
	e. Conduct and evaluate executive development laboratory (~ 40 designees, successive years, FY79-80)	ODCSPER (P), ODAS	4th Qtr FY79; FY80	
	f. Complete evaluation of concept	ODCSPER (P), ARI	1st Qtr FY81	
4. Improve CSA Weekly Summary	a. Evaluate and act on general officer interview comments	OCSA (P)	1st Qtr, FY79	
5. Professional Literature Review	a. Organize, staff and implement monthly-quarterly analysis/review. Coordinate effort with CSA Weekly Summary	ODCSOPS (P), USAMC, OCSA, TRADOC, DARCOM	4th Qtr FY79	

NOTES:

CONTINUING EDUCATION AND TRAINING FOR GENERAL OFFICERS (3)

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
6. Major command sponsored periodic command/manager workshops (3-5 days)	a. Feasibility study. (TRADOC model)	TRADOC (P), MACOMS, ODCSPER	2nd Qtr, FY79	
	b. Implement pilot programs	MACOMS (P), ODCSPER	1st Qtr, FY80	
7. Tactical command readiness program	a. Feasibility study. (KETRON-Pilot cycle)	ODCSOPS (P), USAWC FORSCOM, TRADOC	1st Qtr, FY79	
	b. If feasibility study outcome favorable, develop Army-wide implementation plan and budget estimate for FY80 and beyond	ODCSOPS (P), USAWC FORSCOM, TRADOC	2nd Qtr, FY79	

NOTES:

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
Graduate Level Education	Implementation plan to accomplish the following:			
1. Improvements	a. Duty Position front end task analysis	TRADOC (P)(ongoing) OTSG, AHS, OCCH, OTJAG	FY 83	*
--Improved identification of requirements	b. Duty position signatures based on a above	TRADOC (P), OTSG, AHS, OCCH, OTJAG	FY 83	
--Improved justification of requirements	c. Development of "cluster" requirements within OPMS Specialties--not billet specific	DA Specialty Proponent (P) TRADOC Branch Schools	FY 84	
--Improved depiction of asset employment	d. Expansion of number of validated graduate degree positions based on above	ODCSPER(P) based on input from field and TRADOC to AERB MACOM	FY 84	
	e. Establishment of category of validated positions for reutilization of assets	ODCSPER(P) DA Specialty Prop. MILPERCEN (AERB) OTSG, OCCH, OTJAG	FY 79	
	(1) Review of previous field submissions to see which billets qualify, though short of justification for fully funded program	ODCSPER(P) MILPERCEN (AERB) OTSG, OCCH, OTJAG	FY 79	
	(2) Identification of graduate degree cross-substitution	DA Specialty Proponent (P)	FY 79	

NOTES:

* See note "A" in page A-3-6.

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
	f. Show use of holders of graduate degrees (in re-utilization positions) on all appropriate reports to DOD, OMB, Congress	ODCSPER (P) OTSG, OCCH, OTJAG	FY 79	
2. Establish priority system for fully funded degree program, and to fill positions with assets	a. As validations exceed budget capabilities, develop general categories for prioritization in production of assets	ODCSPER (P) MILPERCEN (AERB) DA Specialty Prop. TRADOC trng Prop.	FY 84	
	b. Use DAMPL if possible in position fill			
3. Better Guidance to the Field Commanders on Graduate Educational needs	a. DA Proponent full compliance with para 4c, AR 600-101	ODAS (P)	FY 79	
	b. Correct TAADS coding of positions	ODCSOPS (P) DA Specialty Prop. MACOMS, OCCH, OTJAG	FY 79	
	c. Get more information to Field on definitions of degrees in terms of duty positions	DA Specialty Prop. (P), OCCH, OTJAG	FY 79	

NOTES:

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
4. Course packages for less-than-degree requirements additional to degree requirements	a. Duty position task analysis (see 1a above)	TRADOC, AHS	FY 83	
	b. Develop requirements for education short of a degree	TRADOC (P) DA Specialty Prop.	FY 84	
	c. Negotiate with Universities on course package development	TRADOC (P) DA Specialty Prop.	FY 84	

NOTES:

FOREIGN LANGUAGES

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
1. Document officer requirements	a. Develop guidance for use by field commands, to incl: - skill needed, - proficiency levels needed	ODCSPER (P) MILPERCEN DLIFLC, AMEDD PERSA, OCCH	FY 79	
2. Accelerate development of Language Maintenance Packets	a. Determine resource requirements for development of Language Maintenance Packets in all high priority languages.	ODCSPER (P) TRADOC DLIFLC	FY 78	
	b. Accelerate development according to priorities.	ODCSPER (P) TRADOC DLIFLC	FY 82	
3. Update testing.				
- Test for speaking proficiency (in conjunction with reading and listening skills tested by DLPT)	a. Develop exportable test packages (based on pilot Spanish language project at DLIFLC).	ODCSPER (P) TRADOC DLIFLC	FY 81	
	b. Develop Testing Center Concept for certification of language testers in the field and for standardization of testing procedures/criteria (based on model used by Foreign Service Institute)	ODCSPER (P) TRADOC DLIFLC MACOMS	FY 81	
- Decertify where appropriate	c. Transfer to "sub-proficient" category officers who do not	ODCSPER (P) MILPERCEN	FY 82	

NOTES:

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P) - Primary Resp.	REQUIRED COMPLETION	NOTES
	term tow test, b. will fail to achieve grades of 2/2/2 in language where present or projected requirements exist.			
- Assign Additional Skill Identifier (ASI).	d. ASI to be two-letter code (present MOS); awarded to officers who test at 2/2/2 or higher. (Contingent upon development of Language Maintenance Packets and appropriate speaking tests.)	ODCSPER (P), MILPERCEN	FY 81	
4. Encourage ROTC/Army scholarship recipients to include two years of foreign language study in undergraduate curriculum.	a. Develop recruiting program which reflects value of foreign languages for Army officers.	ODCSPER (P), TRADOC	FY 79	
5. Establish self-paced foreign language electives in Army schools.	a. Develop or obtain elementary and intermediate course packages appropriate at each level of Army school.	ODCSPER (P) DCSOPS TRADOC DLIFLC	FY 81	
	b. Fix responsibility for language coordinator/monitor at each Army school.	ODCSPER (P)	FY 81	
6. Continue current Command Language Programs.	a. Establish language coordinator for each USAREUR.	ODCSPER (P) TAGO	FY 79	

NOTES:

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
Management & Executive Development Programs				
--Increase the number of officers who attend executive training programs from 25 to 42 officers annually	a. Change internal operating procedures in Professional Development Division, Officer Personnel Management Directorate, MILPERCEN	ODCSPER (P) MILPERCEN	FY 79	
--Increase attendance at AMEDDA, NPS and AFIT specific issue management seminars; attendance of one officer at each AMEDDA Advanced Management Course and Management Development Seminar; a total of 15 officers per year	b. Review courses offered by AMEDDA, NPS and AFIT	ODCSPER (P) MILPERCEN	FY 79	
--A Management Education and Training Programs Guide be prepared as a separate document or as a supplement to DA Pam 600-3	c. Publish a Management Education and Training Programs Guide to provide a source of current information on management education and training programs which will aid managers and officers in developing plans for managerial and executive positions	ODCSPER (P) MILPERCEN OTSG, OTJAG	FY 80	

NOTES:

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
--Develop a methodology for determining program costs and for assessing the value of the various programs to the Army. Insure the programs used are the most cost-effective	d. Review the career patterns of officers who have attended the various advanced management programs. Examine costs and benefits of the various programs. Survey recent graduates, etc.	ODCSPER (P) MILPERCEN	FY 80	
--Insure that personnel managers, officers and MACOM understand the full spectrum of programs available throughout the DOD and from civilian institutions	e. Publicize advanced management education and training programs, participants, and benefits of the various programs	ODCSPER (P) MILPERCEN	FY 79	
--Provide for the development of programs to meet new or changed requirements as identified in Chapter III, paragraph I of Review of Management and Executive Development Programs in Universities	f. Assess future Army requirements for executives in terms of skills and education needs	ODCSPER (P) MILPERCEN	FY 80	

NOTES:

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
--That the Stanford and Harvard University programs be used as part of the Army's executive development program beginning in FY 79	g. Add Stanford and Harvard to the list of Advanced Management Programs to be used in FY 79	ODCSPER (P) MILPERCEN	FY 80	

NOTES:

PROMOTION BY SPECIALTY

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
1. Establish floors for all specialties at COL.	a. Develop methodology to determine floors considering o Requirements o Assets o Attrition o Utilization Rate (dependent on the others) and weighted by: o Mobilization o Number of eligibles o Cost of hard skill training and education.	ODCSPER (P) MILPERCEN OTSG OCCH OTJAG	FY 79	
	b. Develop floors	ODCSPER (P), OTSG, MILPERCEN, OCCH, OTJAG	FY 79	
	c. Develop Board procedures and guidance.	ODCSPER (P), OTSG, MILPERCEN, OCCH, OTJAG	FY 79	
	d. Institute System	ODCSPER (P), OTSG, MILPERCEN, OCCH, OTJAG	FY 79	
	e. Update position coding	ODCSPER (P); Field Commands, Agencies and Units.	End FY 79	
	f. Evaluate/Refine System	ODCSPER (P), OTSG, OCCH, OTJAG	Beg. FY 80	

NOTES:

PROMOTION BY SPECIALTY

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
2. Extend promotion by specialty floors to LTC when legally feasible	a. Review provisions of DOPMA as currently proposed.	OTJAG (P), OTSG, ODCSPER, OCCH	FY 79	
	b. Prepare legislation necessary to enable extension of system to LTC.	ODCSPER (P), OTSG, OTJAG , OCCH	As required	
	c. Extend system as proposed for COL.	ODCSPER (P), OTSG, MILPERCEN, OCCH, OTJAG	As appropriate	
3. Require Promotion Boards to recommend specialty changes in appropriate cases.	a. Develop Board procedures and guidance.	ODCSPER (P) , OTSG, MILPERCEN, OCCH, OTJAG	FY 79	
	b. Institute	ODCSPER (P), OTSG, MILPERCEN, OCCH,OTJAG	FY 79	
4. Boards to recommend retention-in-grade when in best interest of the Army.	a. Develop Board procedures and guidance.	ODCSPER (P), OCCH, MILPERCEN, OTSG,OTJAG	FY 79	
	b. Institute	ODCSPER (P), OCCH, MILPERCEN , OTJAG, OTSG	FY 79	

NOTES:

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
DA Proponency for OPMS Specialties, and Specialty Primacy				
1. Strengthen DA Proponent --Better staffing --More involvement in proponent actions --Establishment of a General Officer "head" of each OPMS specialty	a. Change AR 600-101 to add General Officer as head of each specialty; add "monitorship" as proponent responsibility; adjust specialty proponent to appropriate staff element	ODCSPER (P)	End FY 79	
	b. Assign LTC Action Officer full time to each specialty or logical grouping of specialties (to assist G.O. proponent)	Each DA Proponent Agency (P)	FY 79	
	c. Designate G.O. by name for each OPMS specialty as proponent	Each DA Proponent Agency (P)	End FY 79	
	d. Broadcast to Officer Corps names of G.O. "heads" of OPMS specialties	OCPA (P) Each DA Proponent Agency	FY 79 (on completion of c above)	

NOTES:

DA PROPONENCY

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
2. Re-emphasis on OPMS objectives of qualification by Specialty, Career Management --Thrust toward Specialty development --Re-establish management which looks at entire career --Bring Professional Development of Officers, WO, and Enlisted into closer relationship to mirror reality in the field	a. Reorganizing within MILPERCEN (1) OPMD Assignments Divs changed to Cbt Arms, Cbt Spt Arms, Cbt Svc Spt Divs, with subordinate OPMS Specialty Sections (2) Remove Professional Development Policy responsibility from the Directorate responsible for assignments (3) Collocate Officer, WO Enlisted Professional Development Polity in one MILPERCEN Directorate grouped by OPMS Specialty categories	ODCSPER (P) MILPERCEN	FY 79	

NOTES:

OPMS EVOLUTION

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
1. Permit Combat Arms as secondary specialty.	a. Announce	ODCSPER (P)	FY 79	
2. Create Combat Arms position code to replace 11X. Create a true specialty immaterial code.	a. Establish guidelines and codes.	ODCSPER (P) MILPERCEN	FY 79	
	b. Update position coding.	ODCSPER (P) Field Commands, Agencies and Units	End FY 79	
3. Assign by SSI, consider career development needs.	a. Establish guidelines for coding, and for assignment considering career development needs.	ODCSPER (P); DA Specialty Proponents; TRADOC; MILPERCEN	FY 79	
	b. Update position coding.	ODCSPER (P); Field Command, Agencies and units	End FY 79	
	c. Update automated data processing systems as needed.	ODCSPER (P) MILPERCEN	FY 79-80	
	d. Assign by SSI.	ODCSPER (P) MILPERCEN	FY 81	

NOTES:

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
WARRANT OFFICERS:				
1. Modify current WOAC of instruction to meet functional training requirements on a TDY basis	a. Determine attendance requirements for functional refresher, update and skill progression training	ODCSPER (P) TRADOC MILPERCEN OTSG OTJAG	FY 79	
	b. Reduce general, elective and nonacademic portions of curriculum to absolute minimum. Validate core academic subjects	CNGB OCAR	FY 79	
	c. Insure all WO's who require functional training are sent to TDY courses		FY 80	
	d. Modify functional courses of instruction and attendance criteria in consonance with results of front end analysis		FY 82	
2. Grade WO positions and determine education and training requirements	a. Conduct a front end analysis to determine education and training requirements plus appropriate levels of experience, supervisory talent and managerial ability to accomplish type jobs to which WO's are assigned	ODCSPER (P) TRADOC MILPERCEN MACOMS OTSG OTJAG CNGB OCAR	FY 83	

NOTES:

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
WARRANT OFFICERS (CONT'D)	b. Establish qualification standards by MOS based on skills and knowledge required for type TOE/TDA positions	"	FY 83	
	c. Revise, as appropriate, WO civilian educational goal (AR 621-5) in consonance with results of front end analysis	"	FY 83	
	d. Discontinue, or reorient, the WOSC as supported by front end analysis	"	FY 84	
	e. Grade WO positions	"	FY 84	
	f. Promote WO by specialty to meet requirements	"	FY 84	
	g. Revise as appropriate DA PAM 600-11 AR 611-112	"	FY 84	
	h. Assignment by specialty and grade fully implemented	"	FY 87	

NOTES:

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
CHAPLAIN				
1. Establish TDY training at US Army Chaplain Center and School to replace Chaplain Advanced Course. - 9 week "Supervision of Ministry Course (Bde level)" at year 6. - 5 week "Practice of Ministry at Echelons above Bde" Course at year 12. - 5 week "Management of Ministry at Installation Level" Course at year 18.	a. Develop Chaplain self-assessment packets to be used by Chaplains prior to each period of training.	OCCH(P) TRADOC USACHCS	4th QTR FY82	
	b. Develop "Supervision of Ministry (Bde level)" resident course and instructional materials.	OCCH (P) TRADOC USACHCS	4th QTR FY83	
	c. Develop "Practice of Ministry at Echelons above Bde" resident course and instructional materials.	OCCH (P) TRADOC USACHCS	4th QTR FY83	
	d. Develop "Management of Ministry at Installation Level" resident course and instructional materials.	OCCH (P) TRADOC USACHCS	4th QTR FY83	
	e. Develop phase-out program for Chaplain Advanced Course.	OCCH (P) TRADOC USACHCS	2nd QTR FY80	

NOTES:

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
CHAPLAIN (CONT'D) 2. Institute standardized system for encoding chaplain position requirements into TAADS.	a. Perform position analysis on chaplain positions Army-wide.	OCCH (P) MACOMS, USACHCS	1ST QTR FY80	
	b. Review, revise Chaplain SSI/ASI system as needed.	OCCH (P)	1ST QTR FY81	
3. Establish branch related criteria for chaplains at grades of MAJ, LTC and COL.	a. Clarify Chaplain or requirements expectations reference supervision of and leacership in ministry.	OCCH (P)	3RD QTR FY80	
	b. Prepare instructions for promotion boards (MAJ, LTC COL) based on established criteria.	OCCH (P)	1ST QTR FY81	
	c. Disseminate criteria to field, Army-wide.	OCCH (P) MACOMS	1ST QTR FY81	
4. Continue implementation of Chaplain Professional Development Plan, emphasizing supervised-on-the-job training, and evaluating in light of actual field requirements.	a. Continue BCHT Phase I, II and III.	OCCH (P), TRADOC,) USACHCS	on-going (already begun)	
	b. Establish SOJT at appropriate Advanced levels.	OCCH (P), TRADOC USACHCS		
	c. Perform evaluation of all Chaplain RDP programs.	OCCH (P) TRADOC, USACHCS		

NOTES:

AMEDD MQS

IMPLEMENTATION OF MQS IN AMEDD

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
Establish MQS I	a. Complete that portion of analysis required to provide basis for MQS I development	AHS (P)	July 80	
	b. Encourage enrollment in college courses to satisfy professional military education component of MQS in amenable precommissioning courses	OTSG (P)	Aug 80	1
	c. Obtain concurrence on MQS I content	OTSG (P) AHS	Oct 80	
	d. Complete final design of MQS I	AHS (P)	Mar 81	
	e. Design academic year courses to support MQS I	AHS (P)	Mar 82	
	f. Design summer training to support MQS I	AHS (P)	Aug 82	
	g. Implement MQS I academic year courses	OTSG AHS (P)	Aug 82	
	h. Implement MQS I summer camp	TRADOC (P) OTSG AHS	June 83	

NOTES:

(1) Graduates of precommission programs whose academic content cannot be influenced will attend MQS I pre-basic.

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
	i. Implement MQS for OCS students	TRADOC (P) ODCSPER	Feb 84	
	j. Develop and test MQS I diagnostic exam	AHS (P)	Feb 84	
	k. Develop MQS I pre-basic as required	AHS (P)	Mar 84	1
	l. First MQS I qualified officers commissioned from USMA/ROTC/ OCS and health profession programs	ODCSPER (P) OTSG	Jun 84	
	m. Evaluate success of MQS I, recommend improvements	TRADOC (P) AHS	Dec 8[illegible]	
Establish MQS II Expand length of basic course	a. Complete that portion of analysis required to provide basis for MQS II	AHS (P)	Mar 82	
	b. Complete initial design of military skills and knowledge component of MQS II	AHS (P)	Dec 82	
	c. Approve MQS II designs for each entry specialty	OTSG (P) AHS	May 83	
	d. Develop professional military education (PME) component (reading list) of MQS II	OTSG (P) AHS	Jul 83	

NOTES:

(1) This course is designed for ROTC cadets and health profession program students who cannot complete MQS I on campus because precommissioning programs are not amenable to be influenced with respect to academic or [illegible].

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
	e. MQS II booklets and qualification cards printed	AHS (P)	Feb 84	
	f. Books to support MQS II reading lists issued to units to establish unit libraries	ODCSPER (P) OTSG	Apr 84	
	g. Develop expanded basic courses to teach skills required by MQS II	AHS (P)	Apr 84	
	h. Send briefing teams to installations which receive MQS II validating officers commanders/supervisors briefed in detail on MQS II operation	AHS (P)	June 84	
	i. Begin teaching expanded basic courses; cease teaching present basic course	AHS (P)	Jun/Jul 84	
	j. Installation education officers coordinate with local colleges with local colleges and university to offer PME college courses beginning Aug 85	ODCSPER (P) TRADOC FORSCOM USAREUR HSC	Jul 84	
	k. Initiate continuing evaluation of basic course graduates and MQS II	OTSG (P) HSC AHS	Jul 87	

NOTES:

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
Establish MQS III Restructure advanced course into company commander course and other short functional TDY courses	a. Complete analysis required to develop MQS III	AHS (P)	Feb 83	
	b. Using results of analysis complete initial design of military skills and knowledge component of MQS III	AHS (P)	Sep 83	
	c. Approve MQS III design for each specialty	OTSG (P)	Jan 84	
	d. Develop PME component (reading list) of MQS III	OTSG (P) AHS	Jan 84	
	e. Installation education officers insure installation libraries have books to support MQS III PME reading list	ODCSPER (P) OTSG	Apr 86	
	f. Design and produce exportable training materials to support MQS III; deliver to field	AHS (P)	Jul 86	
	g. Design and test courses to support MQS III	AHS (P)	Dec 86	
	h. Send briefing teams to installations involved in MQS III to brief commanders/ supervisors and those officers entering MQS III	AHS (P)	Jul 86	

NOTES:

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
	i. Begin teaching MQS III commander courses and functional courses on a limited basis to MQS II qualified officers. Begin phasing out advanced course	AHS (P)	Spring/ Summer 87	
	j. Advance course phase-out completed	AHS (P) OTSG (AMEDD PERSA)	Summer 88	
	k. Continue evaluation of MQS III and related TDY courses	AHS (P) OTSG	July 90	

NOTES:

JAGC PROFESSIONAL DEVELOPMENT

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
Establish new SSI's	Publish change to AR 611-101 Publish guidance to field for TAADS	ODCSPER OTJAG (P)	March 80	
Implement Standard TAADS Coding	Develop standard job titles Publish guidance to field	OTJAG (P)	March 80	
Complete duty module construction	Coordination with ARI	OTJAG (P) ARI	June 79	
Complete duty module analysis by TJAGSA	Review CLE courses w/unique duty modules Review Basic Course w/common and most important duty modules	TJAGSA (P) OTJAG (P)	June 79	
Develop and install an ADP System for Position/Officer Management	Develop System Procure equipment Train personnel	OTJAG (P)	June 80	
Utilize Assessment Centers for JAG appointments	See RETO Plan			
Evaluate Law School Courses for Appointment	Instructions to Selection Boards Publish JAGC Recruiting Literature	OTJAG (P)	June 81	
Establish JAG Combat Officer Basic Course	Develop COI w/TRADOC-Ft Benning Conduct Pilot Course	OTJAG (P) TRADOC	August 81	
Establish Qualification Standards	Develop standards Publish guidance to field Manage resources by qualification standards w/ADP assistance	OTJAG (P)	Sept 82	

NOTES:

JAGC PROFESSIONAL DEVELOPMENT

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
Establish Specialization Program	Establish specialties based upon SSI's - Develop program; publish to field Individual officers complete annual Plan for CLE	OTJAG (P)	Sept 83	
Establish Field Trial Advocacy Training	Develop COI Pilot Program at selected Installations	OTJAG (P) TJAGSA	March 81	
Institute Legal Writing Program	Establish guidelines Publish program to field	OTJAG (P) TJAGSA	Jan 81	
Stabilize Tours	Coordinate with PPTO	OTJAG (P)	Jan 79	1
Conduct Law Library Review	Evaluate resources required Publish standard law library book list	OTJAG (P) TJAGSA	June 80	
Establish OTJAG Professional Development Office	Plan and develop staff Assign O-4, E-7	OTJAG (P)	Jan 79	
Establish Post-Grad Mil Legal Education Course	Develop COI Phase out Advanced Course Select officers for course	TJAGSA OTJAG (P)	Aug 82	

NOTES:

1. This office to implement RETO recommendations

OFFICER COMMITMENT

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
#1: Assign specific responsibility for policies & programs to monitor, measure, predict, & influence commitment of Army officers to human resources development element of Department of Army Staff. (See recommendation #4.)	Prepare document to assign staff responsibility.	ODAS (P)	4 Qtr, FY 78	
	Prepare Chief of Staff Memorandum requiring following actions to be taken under supervision of Director of Human Resources Development, CDCSPER:	CDCSPER (P), DHRD	1 Qtr, FY 79	
#2: Place direct, explicit emphasis on officer commitment at every Army level, with primary & initial thrust coming from top leadership of Army. #2: Place special emphasis, in terms of socialization, on quality of early experiences of each new Army officer, to include his basic education & training, his first duty assignments, & people who will be his role models during this period.	Develop DA pamphlet containing strong endorsement & emphasis from CSA; providing to officer corps in simple, narrative style why & how Army intends to address officer commitment & explaining each officer's role with respect to contributing to commitment of officers junior to him. Pamphlet's approach to be as practical & down-to-earth as possible.	CDCSPER (P), DHRD; USAWC; ARI	4 Qtr, FY 80	

NOTES:

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
#6 (in part): Develop & implement scientifically valid system to monitor, measure, predict, & influence commitment of Army officers. Such system should have at least following components: • • • • • • • -capability to contribute in nontraditional ways to officer socialization.				
#7: Require that formal assessment of impact on officer commitment accompany each recommended change of personnel policy or procedure to decision maker.	Publish requirement.	CG,CSPER (P), DHRD	2 Qtr, FY 79	
#8: Until such time as system of commitment assessment is established (See recommendation #-), assume need for periodic positive reinforcement of Army officer commitment when deciding whether or not to change or establish personnel policies or programs.		Decision makers; CDCSPER, DHRD	On-going	

NOTES:

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
#6. (cont'd): Develop & implement scientifically valid system to monitor, measure, predict, & influence commitment of Army officers. Such system should have at least following components: • • • • • • -capability to monitor/measure state of officer commitment on regular, continuing basis; -capability to monitor impact on commitment of promulgation of individual Army policies and practices (See recommendation #2).	Develop system to monitor & assess state of officer commitment on regular basis. Such system probably would include at least measurement device (e.g., survey) & identification of indicator-type data for routine collection & analysis (e.g., voluntary retirements). System design also should provide for periodic officer commitment assessment reporting to DA staff & to major commanders.	ODCSPER (P), DHRD; ARI	1 Qtr, FY 80	
	Prepare Chief of Staff Memorandum requiring following actions to be taken under supervision of Director of Human Resources Development, ODCSPER:	ODCSPER (P), DHRD	2 Qtr, FY 80	
#7: Develop following philosophical writings for direct provision to each member of officer corps: -Army values & goals (mission, professional, qualificational, ethical) -Army ethical system construct (to include at least	Develop Army ethical system construct. Resident & exportable instructional materials for construct should be developed, as well.	ODCSPER (P), DHRD; Ofc Ch Chaplains; USAMC; USCBSO	2 Qtr, FY 81	
	Develop philosophical monograph series outlining & explaining Army values & goals & their interrelationships. Series probably pub-	ODCSPER (P), DHRD; TRADOC; USAMC	2 Qtr, FY 81	

NOTES:

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
following 3 components: ultimate principle toward which efforts of profession & its members are to be directed, values to be employed in pursuit of ultimate principle, & ethical system within which values are to be employed to make value choices & decisions).	lished as DA pamphlets & probably would require review for needed updated every 5 years or so.			
#8: Encourage & reward internal, written argumentation within officer corps on such subjects vital to survival of Army as fragmentation of officer corps; Army as a "calling" or occupation; professional ethics; social changes within Army community & within Army work environment; & Army of future.	Develop scheme to encourage professional writing & argumentation. Such scheme might include, for example, annual series of writing awards & annual, double issue of Military Review, in which good cross section of best writings were published.	CDCSPER (P), DHRD; USAWC; USCGSC	2 Qtr, FY 81	
	Publish Army regulation establishing policy, programs, & procedures in support of officer commitment.	CDCSPER (P), DHRD	2Qtr, FY 81	
	Prepare Chief of Staff Memorandum requiring following actions to be taken under supervision of Director of Human Resources Development, CDCSPER:	CDCSPER (P), DF	3 Qtr, FY 81	

NOTES:

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
#1: Identify & assemble into cohesive, usable body of military professional knowledge at least following: Military standards & ethics; military history & tradition; military roles & missions; public service aspect of military profession; self (internal) regulation aspect of military profession; tradition of practice of military science as calling.	Identify & assemble cohesive, usable body of professional knowledge. Resident & exportable supporting materials should be developed, as well.	ODCSPER (P), DHRD; TRADOC; Ofc Ch Mil History; USAWC; USCGSC; USMA	3 Qtr, FY 82	
#2 (cont.): Develop & implement scientifically valid system to monitor, measure, predict, & influence commitment of Army officers. Such system should have at least following components: -capability to ascertain values of Army officers; -capability to articulate/ focus Army values & value system; • • • • • • •	Develop capability to monitor & to anticipate broad societal (American & Army) trends (e.g., value shifts) having potential impact on officer commitment.	ODCSPER (P), DHRD; USAWC; USSSI; ARI	3 Qtr, FY 82	

NOTES:

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
	Provide continuing program of education for officer corps, as new information & data about officer commitment become known & are developed.	ODCSPER (P), DHRD; OCPA	1 Qtr, FY 83	
	Provide resident or nonresident instruction in Army ethics & Army ethical system at every major officer education & training level.	ODCSPER (P), DMPM; ODCSOPS; CTSG; OTJAG; Ofc Ch Chaplains; TRADOC	1 Qtr, FY 83	

NOTES:

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
1. Reaffirm the Army as a calling and not a job.	a. Publish a statement of policy.	ODCSPER (P)	FY 79	
	b. Review all public relations efforts, especially those related to recruitment or reenlistment, and subordinate appeals by job related benefits (pay, etc.) to appeals to dedication to service.	OCPA (P) ODCSPER	FY 79	
	c. Develop briefing for congressional staffers to explain need for the Army not to become a "job".	ODCSPER (P) OCPA	FY 79	
2. All "systems" must assist and not detract from inculcation of officership.	a. Establish a system to cause new personnel policies to be reviewed during their formulation for potential impact on inculcation of officership as an indentifiable and overt step in the process. (The statement should consider the effect on the officers' families as well and their socialization into the Army way of life.)	ODCSPER (P)	FY 79	

NOTES:

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
3. Examinations, if part of MQS, should be go-no-go. Results should be reported separately and not become an OER block.	a. None	ODCSPER (P)	NONE	
4. Selection boards should be given access to OER's of current and two preceeding grades only.	a. Develop procedure to block out from microfiche given to boards all narrative and numerical rating selections of OER's outside of current and two preceeding grades.	ODCSPER (P) MILPERCEN	FY 79-80	
5. Consider reversal of trend to greater centralization of selections.	a. Review need for current centralized selection boards.			
6. Cause the primary specialty to be truly primary, the alternate to become secondary.	a. Obtain officer desires. b. Designate primary/secondary specialties to those with two specialties now, based on Army needs and officer desires.	ODCSPER (P) MILPERCEN ODCSPER (P)	FY 79 FY 80	
7. Have a single career manager to advise each officer on professional development (i.e., manager for his primary specialty).	(See separate recommendations on DA Proponency and proposed reorganization of OPMD)			

NOTES:

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-Primary Resp.	REQUIRED COMPLETION	NOTES
8. Highlight Commander's role in developing his subordinate officers.	a. Establish "coaching report" in lieu of OER's for 2LT.	ODCSPER (P)	FY 80	

NOTES:

REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

ANNEX B

SCHEMATIC REPRESENTATION OF THE OFFICER
EDUCATION AND TRAINING SYSTEM

1. PURPOSE. To portray schematically the training and educational experiences which officers would undergo as part of the system recommended by the Review of Education and Training for Officers (RETO).

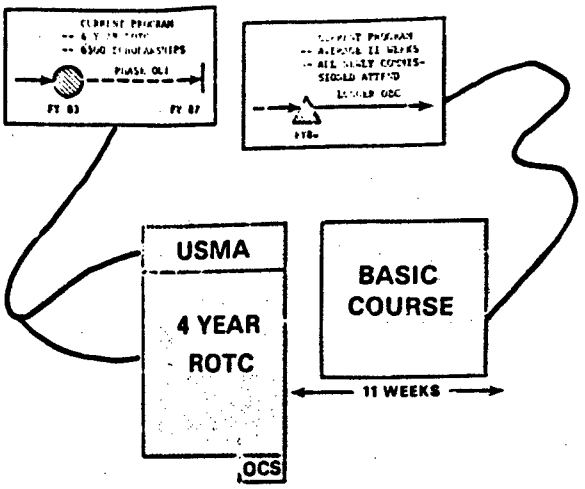
2. GENERAL. The schematic at the fold-out compares the current and the proposed system. The horizontal axis is a time scale proceeding from left to right. The blocks represent military courses from pre-commissioning to career completion. The vertical scale of the blocks corresponds to the proportion of officers attending that particular course. The sketch also shows a few of the other key recommendations of RETO as well as the final implementation milestones. See Annex A for a time phasing plan (Appendix 1 to Annex A). Reserve Component implications briefly note how the proposed system should meet the needs of the citizen soldier.

3. RECOMMENDATION. It is recommended that the system sketched at the fold-out be approved and implemented as a system. For specific individual recommendations see the Main Report and the pertinent Annex.

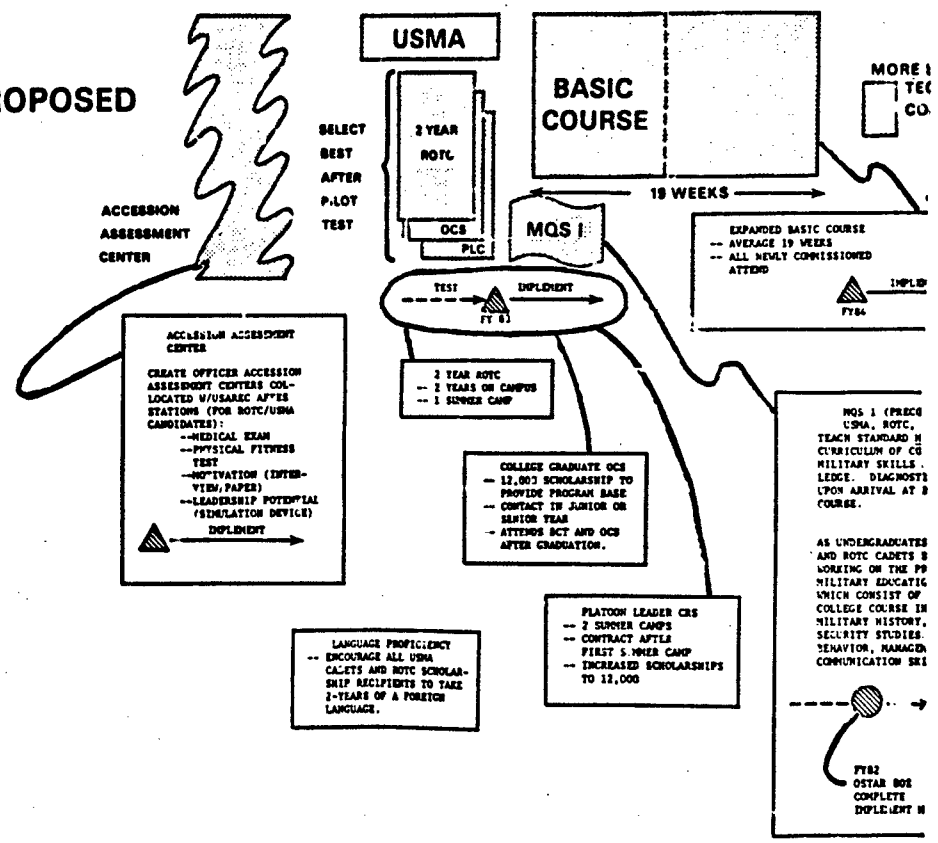
OFFICER EDUCATION AND TRAINING SYSTEM

REVISED 10 MAY 1976

CURRENT



PROPOSED



"THE VIEWS, OPINIONS, AND/OR FINDINGS CONTAINED ON THIS CHART ARE THOSE OF THE STUDY GROUP AND SHOULD NOT BE CONSTRUED AS AN OFFICIAL DEPARTMENT OF THE ARMY POSITION, POLICY, OR DECISION, UNLESS SO DESIGNATED BY OTHER OFFICIAL DOCUMENTATION." SOME OF THE RECOMMENDATIONS ON THIS CHART WERE DISAPPROVED BY THE CHIEF OF STAFF, ARMY ON 13 APR 76. OTHERS ARE BEING EVALUATED BY THE DA STAFF.

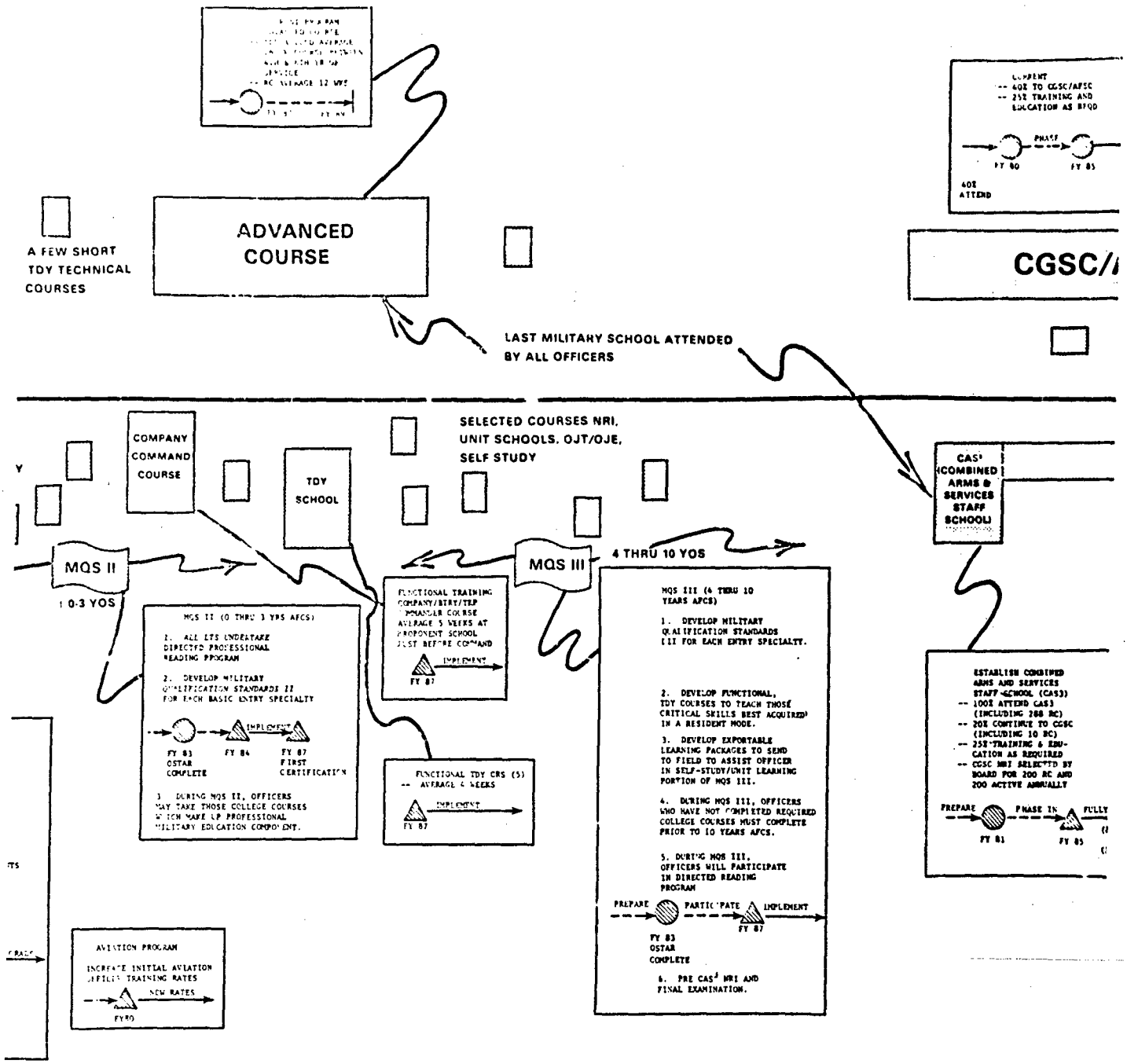
RESERVE COMPONENT IMPLICATIONS

ASSESSMENT PROGRAM CAN BE MADE AVAILABLE TO RC PERSONNEL BEING PROCESSED FOR:

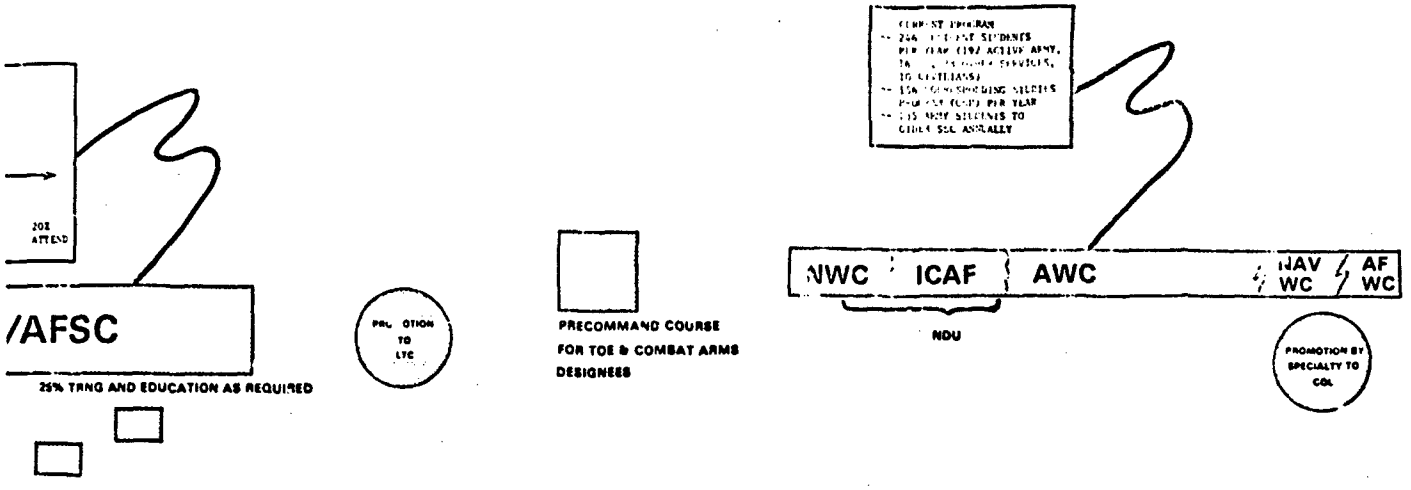
-- BRANCH IMMATERIAL OCS
-- OCS-RC

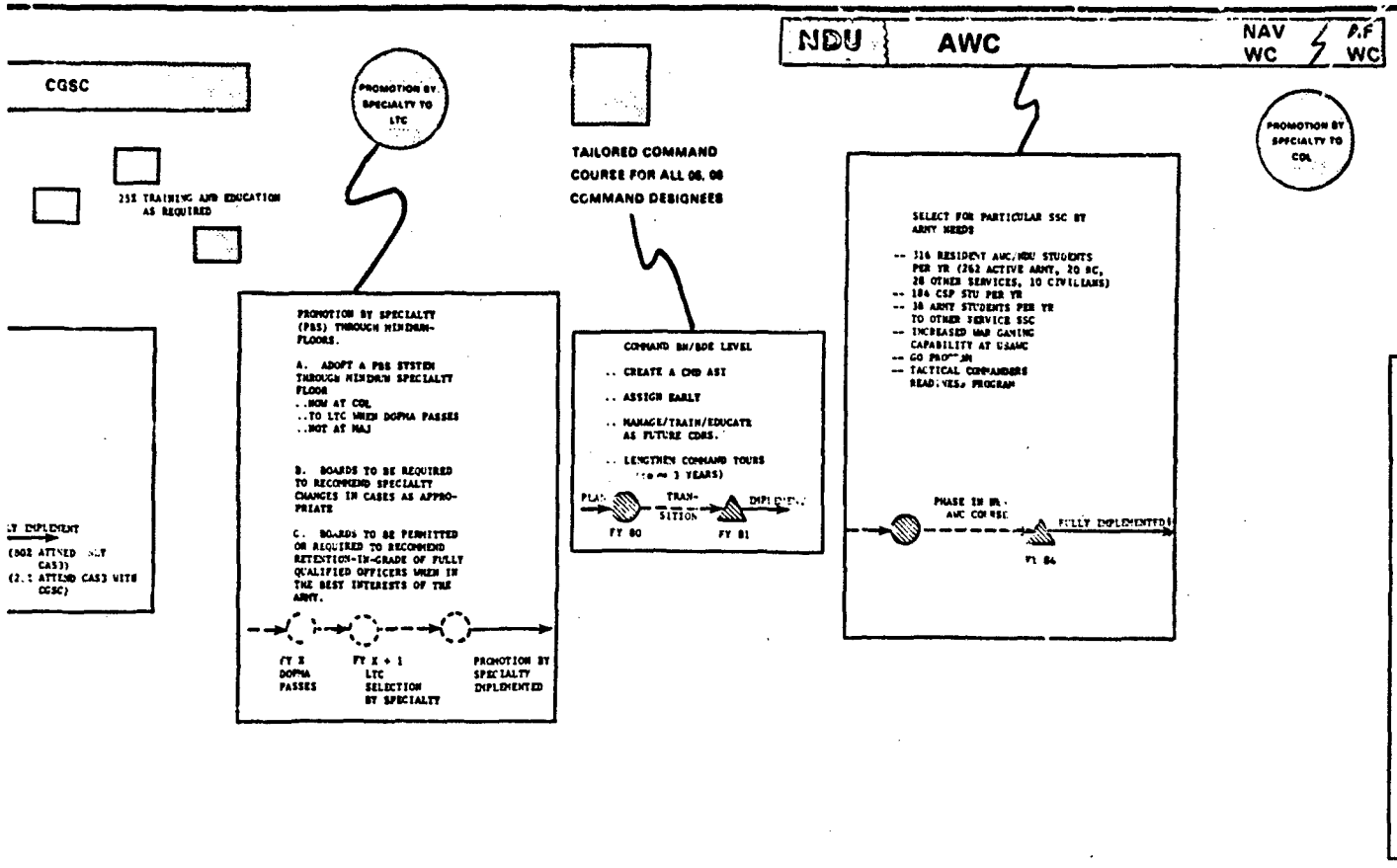
- RC NEL I OPTIONS TO CONTINUE:
  - -- OCS
  - -- OCS-RC
  - -- ARNG-OCS
  - -- DIRECT COMMISSIONING
- ROTC-ADT SELECTEES RECEIVE MANDATORY ASSIGNMENTS TO ARNG OR USAR FOR THEIR PERIOD OF OBLIGATION.

- RC BASIC COURSE
  - -- EXPANDED BASIC
  - -- SHORT COURSE
  - -- USAR SCHOOL
  - -- NRI COURSE
- INCREASE OF INITIAL TRAINING INCLUDE



- DETAILED STUDY REQUIRED TO DETERMINE APPLICABILITY OF MQS I THRU III TO RC OFFICER CORPS.
- REDEFINITION OF THE ADVANCE COURSE CHANGES MANDATORY EDUCATION GATE FOR RC OFFICERS:
  - -- PRE CAS³ NRI WITH FINAL EXAM CONSTITUTES NEW PROMOTION GATE TO MAJOR
  - -- RC OPTIONS AND QUOTAS WILL BE AVAILABLE FOR ALL FUNCTIONAL AND PRE-COMMAND COURSES.
- RC ATTENDANCE AT CAS³
  - -- 288/YEAR RESIDENT
  - -- UNLIMITED-NRI
- RC AT CGSC
  - -- 10/YEAR RESIDENT
  - -- 200/YEAR NRI
- ADOPT NEW RC PROMOTION GATES:
  - -- MAJ - COMPLETE NRI CAS³ PREPARATORY PACKAGE & EXAM
  - -- LTC - COMPLETE CAS³
  - -- COL - COMPLETE CAS³
- A CAS³ USAR SCHOOL COURSE WILL BE DEVELOPED





PLACES THE CURRENT CGSC IN THE SHORTER COURSE OF 8[3]

SIMILAR TO CURRENT 6 1/2 MTH ASSOCIATE COURSE, EXCEPT ONLY 9 WKS FOR RESIDENCE

PAINS LIMITED RESIDENT-IAL COURSE RC ENROLLMENT (50% IN CGSC (10 RC)

RC RESTRICTS ENROLLMENT UNTIL SIMILAR TO AWC CORRESPONDING STUDIES PROGRAM

RC CANNOT BE USED AS PROMOTION GATE DUE TO LIMITED RC ATTENDANCE

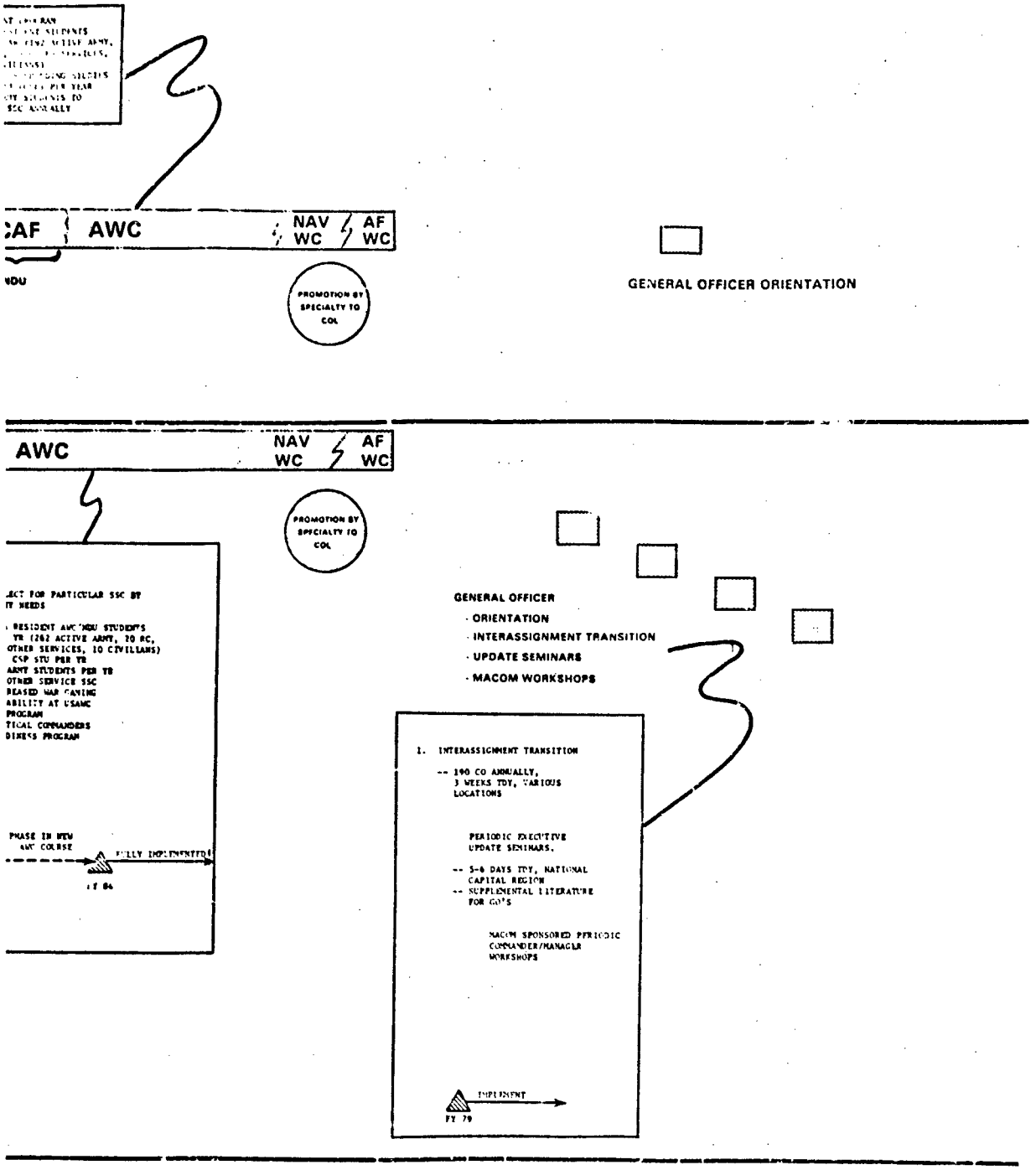
C REQUIRES SELECTION BY BOARD

- RC PROMOTION TO LTC REMAINS "POSITION VACANCY" OR DOPA MANDATORY, NOT BY SPECIALTY

- BN/BDE COMMAND COURSE REQUIRED FOR TC
- SOME PORTION OF COURSE WILL ADDRESS RC UNIQUE PROBLEMS FOR RC COMMAND DESIGNEES
- NO RC COMMAND ASI
- NO CHANGE TO RC COMMAND TOUR LENGTH POLICIES

- STUDY THE NEED FOR A MOBILIZATION COURSE AT AWC
- AWC CSP & OTAG CONTINUE FOR RC
- RC PROMOTION TO COL REMAINS "POSITION VACANCY" OR DOPA MANDATORY BUT BY SPECIALTY

3


CAF
AWC
NAV WC
AF WC
NDU
PROMOTION BY SPECIALTY TO COL
GENERAL OFFICER ORIENTATION
AWC
NAV WC
AF WC
PROMOTION BY SPECIALTY TO COL
GENERAL OFFICER
· ORIENTATION
· INTERASSIGNMENT TRANSITION
· UPDATE SEMINARS
· MACOM WORKSHOPS
1. INTERASSIGNMENT TRANSITION
-- 190 CO ANNUALLY, 3 WEEKS TDY, VARIOUS LOCATIONS
PERIODIC EXECUTIVE UPDATE SEMINARS,
-- 5-6 DAYS TDY, NATIONAL CAPITAL REGION
-- SUPPLEMENTAL LITERATURE FOR GO'S
MACOM SPONSORED PERIODIC COMMANDER/MANAGER WORKSHOPS
IMPLEMENT
FY 79
PHASE IN NEW AWC COURSE
FULLY IMPLEMENTED
FY 84
QUOTAS CONTINUE FOR RC
PROMOTION TO COL REMAINS "POSITION" OR ROPA MANDATORY WAT BY SPECIALTY
RC GENERAL OFFICER
-- BY INVITATION (NOT MANDATORY) ATTENDANCE AT PERIODIC UPDATE SEMINARS
-- CONTINUE CURRENT INFORMAL PROGRAM

REVIEW OF EDUCATION AND TRAINING FOR OFFICERS

GLOSSARY OF TERMS

Academic Year (AY) - A period normally encompassing two semesters or the equivalent. Ensuing vacation period or summer session is not normally included.

Active Components (AC) - Identifies that portion of the Army serving full-time duty in the Active military service of the United States.

Additional Skill Identifier (ASI) - An identification of specific skills which are required to perform the duties of a position, but are not related to any one particular specialty. Also, an identification of the additional skills possessed by an officer.

Advanced Professional Development Course (APDC) - The electives program for the U.S. Army Command and General Staff College

Air Force Institute of Technology/Logistics Support (AFIT/LS) - An advanced level school system maintained by the Air Force to meet service-related educational requirements. Logistical Support refers to the School of Systems and Logistics.

Alternate Specialty - A second specialty, in addition to an officer's primary specialty, which is designated at the completion of the officer's 8th year of Active Federal Commissioned Service for professional development and utilization.

Army Linguist Personnel Study (ALPS) - A study of the Army's language needs (both officer and enlisted) published in January 1976.

Army Medical Department Personnel Support Agency (AMEDDPERSA) - A field operating activity of the Office of The Surgeon General. PERSA executes the responsibility of The Surgeon General for AMEDD officer career management.

Army National Guard Officer Candidate School (ARNG-OCS) - Schools conducted by most states to produce commissioned officers for the Army National Guard.

Army-wide Support Jobs.- Army-wide support jobs are those jobs (duty positions) that are not related at all, or only remotely related, to the specialty to provide its fair share of officers for the overall operation of the Army. These positions are extremely important to the day-to-day performance of the Army's mission and to the officer's professional growth but do not contribute to building the officer's

technical competence in the specialty. Examples of these positions might be ROTC PMS, some training center jobs, some installation staff jobs, or recruiting duty.

Branch Immaterial Officer Candidate Course (BIOCC) - One of the major sources of line officer accessions into the Army. Precommissioning training is provided without regard for branch or specialty.

Branch Related Specialty - A specialty whose principal functions are the responsibility of a particular branch established under AR 10-6.

Career Officer - An officer appointed in the Regular Army or a U.S. Army Reserve officer in voluntary indefinite status.

Combined Arms and Services Staff School (CAS^3) - A school to train all majors of the Active and Reserve Components for service as field grade staff officers with the Army in the field, in peace or war. Establishment of the school was recommended by the Review of Education and Training (RETO) Study Group.

Combined Arms Tactical Training System (CATTS) - A wargaming simulation used in the U.S. Army Command and General Staff College.

Committee on Excellence in Education (COE also COEE) - A blue ribbon ad hoc group convened to oversee education in DOD.

Complementary Specialties - Specialties that, when paired, function well together to derive the maximum benefit from an officer's skills and experience. Specialties may complement each other because of similar skills requirements. Two specialties may be complementary because the utilization rates or position requirements of one are the inverse of the utilization rates or position requirements of the other at the various grades. Certain accession specialties may pair well with an advanced entry specialty because it is a natural progression in that particular field. All of the above or combinations of the above, should be considered when determining those specialties that complement a particular specialty.

Computer Assisted Map Maneuver System (CAMMS) - A wargame simulation aided by automation is used for instruction and contingency planning.

Continuing Health Education (CHE) - Education designed to sustain the knowledge and skills of health care professionals. Usually short courses or job experiences required on an annual basis.

Control Specialty - A means to account and validate for officers by specialty. It is the specialty in which officers are requisitioned and assigned, against which they are accounted, and in which they join the organization which initiated the requisition.

Core Jobs - Core jobs are those jobs (duty positions) that are at the heart or "guts" of a specialty and require the officer to perform tasks, on a day-to-day basis, that make use of this knowledge and expertise in the specialty. Therefore, core jobs are central to professional development in the specialty, i.e., they provide the skills and knowledge, through on-the-job training and experience on a daily basis, that are needed to build the officer's technical competence in the specialty at each grade level. As an example, for the Armor captain these jobs might be company command, bn staff, asst bde S3, service school instructor, combat/training developer, etc.

Corresponding Studies Program (CSP) - The nonresident instruction provided by the U.S. Army War College.

Course of Instruction (COI) - A training management document which specifies the purpose, prerequisites, content, duration and sequence of instruction for formal resident and nonresident courses.

Decision Package Set (DPS) - A group of documents used to describe policy matters under consideration, provide an evaluation with alternatives and insure that various staff act in harmony or agreement in carrying out decision.

Defense Language Institute/Foreign Language Center (DLI/FLC) - Located at Monterey California, it provides language skills training for DoD personnel.

Dual Specialty Development - The concept of officer professional development and utilization in which the objective is for each officer to gain and maintain proficiency in a primary and an alternate specialty.

Enlisted Personnel Management Directorate (EPMD also EPD) - An element of U.S. Army Military Personnel Center. EPMD executes DA responsibility for enlisted personnel management.

First Year Graduate Medical Education (FYGME) - All graduates of schools of medicine must spend their first year after graduation in an internship or its equivalent.

General Officer Management Office (GOMO) - An element of the Office, Chief of Staff, Army which provides management for O-6(P) and higher grade officers.

General Officer Orientation Conference (GOOC) - A course provided to officers selected for or recently promoted to general officer.

Graduate Medical Education (GME) - Post medical profession degree education provided in specialty (residency) or subspecialty. All medical school graduates spend their first year after graduation on Graduate Medical Education Year 1 (GME-1) previously known as internship.

Health Professions Scholarships Program (HPSP) - Program provides assistance to students enrolled in an approved school of medicing, osteopathy, veterinary medicine or optometry. Service obligation is incurred.

Independent Student Research (ISR) - A grouping of hours in the curriculum of the U.S. Army Command and General Staff College for individual study and contingency participation in study projects.

Instructional Television (ITV) - a means for presenting instruction to learners.

Master of Military Arts and Sciences (MMAS) - U.S. students of the U.S. Army Command and General Staff Course, upon application and acceptance participate in a degree granting program.

Method of Instruction (MOI) - The means for presenting instructional material to learners.

Military Education (ME) - The systematic instruction of individuals in subjects which enhance their knowledge of the science and the art of war.

Military Personnel, Army (MPA) - A category of funds consisting generally of individual pay and allowances.

Military Qualification Standard (MQS) - A systematic officer education and training program recommended by Review of Education and Training for Officers Study Group. MQS provides a framework for officer education and training that links resident schooling, self-study and on the job experience. MQS provides for orderly and progressive training and qualification for each officer.

National Defense University (NDU) - The National War College and Industrial College of the Armed Forces comprise NDU. Located at Fort McNair, Washington, D.C.

Naval Post Graduate School (NPGS also NPS) - An advanced level school providing graduate and baccalaureate degrees in various disciplines required by the U.S. Navy.

Nonresident Instruction (NRI) - Any training not conducted in residence including that provided through correspondence/extension courses developed and approved by a military service to meet a specific training requirement of that service for career development or skill acquisition/progression.

Officer Advanced Course-Reserve Components (OAC-RC) - An advanced course designed for presentation to Reserve Components officers.

Officer Basic Course-Reserve Components (OBC-RC) - A basic course designed for presentation to newly commissioned Reserve Component officers.

Officer Candidate School-Reserve Components (OCS-RC) - A precommissioning training program designed for Reserve Components.

Officer Personnel Management Directorate (OPMD also OPD) - An element of U.S. Army Military Personnel Center. Specialty managers (assignment officers) and professional development officers execute the DA responsibility for OPMS managed officers.

Officer Professional Development - The development of the professional attributes and capabilities of the Army officer to meet the needs of the Army through planned assignments and schooling.

On-the-job-experience (OJE) - A training process whereby knowledge and skills are acquired through performance of duties.

Organizational Effectiveness Training Center (OETC) - A training facility located at Fort Ord, CA, part of U.S. Army Training and Doctrine Command, which provides instruction in organizational effectiveness.

Personnel Structure and Composition System (PERSACS) - An automated program based on force structure and composition used for personnel requirements and estimates.

Primary Specialty - One of two designated specialties in which an officer will receive professional development and utilization.

Professional Development Courses (PDC) - The core of the curriculum for the U.S. Army Command and General Staff College is referred to as PDC.

Professional Development System (PDS) - A system for the development of professional attributes and capabilities of Army officers to meet the needs of the Army through planned assignments and schooling.

Professional Military Education - Education pertaining to the body of professional knowledge common to all Army officers, such as leadership, military history, management, etc.

Projected Specialty - The personnel manager's recommendation of the most appropriate specialty for an officer's next assignment which will be consistent with Army requirements and further the officer's professional development.

Related Jobs - Related jobs are those jobs (duty positions) that require the performance of tasks that draw on the knowledge, skills and experience from the specialty at that grade, but they do not normally require the officer to exercise these skills on a day-to-day basis. Related jobs do, however, serve to increase the officer's technical

competence in the specialty while contributing to his professional growth. Examples might be reserve components advisor, specialty related training center positions, some DA/MACOM staff officers, readiness region positions, some installation staff positions, etc.

Related Specialties - Specialties that require many of the same skills and knowledge. Complementary specialties are generally also related specialties, but the reverse statement is not necessarily true. For instance, if two closely related specialties both have few field grade position requirements then they probably would not be a compatible pairing and hence, not complementary.

Review of Education and Training for Officers (RETO) - The study group which conducted this study and prepared this report. The group was established in August 1977 within the Office of the Chief of Staff, Army to develop policies and programs for professional education and training of officers which meet Army requirements and individual career development needs. The study was completed on 30 June 1978.

School Year (SY) - A period normally encompassing approximately nine months associated with longer permanent change of station courses. The year in which training is begun.

Senior Officer Preventive Logistics Course (SOPLL) - A course designed to provide senior officers refresher training in command management of logistics program.

Senior Officer Preventive Maintenance Course (SOPM) - A course designed to provide senior officers refresher training in command management of preventive maintenance program.

Specialty - A grouping of duty positions whose skill and job requirements are mutually supporting in the development of officer competence to perform at the grade of colonel in the specialty.

Specialty Education - Education pertaining to the knowledge and skills associated with an officer's primary or alternate specialty.

Specialty Skill Identifier (SSI) - An identification of specific position skill requirements within a specialty and the corresponding qualifications possessed by commissioned officers.

Special Staff Jobs - Special staff jobs are those jobs (duty positions) that generally do not relate directly to the specialty and may be somewhat out of the organizational mainstream but provide an opportunity to expose the officer at that grade to a perspective that he would not otherwise receive. The importance of these positions is that the officer gains a set of experiences that are beneficial to broadening his capabilities as an officer and hence, enhancing his usefulness to the Army. Examples of these jobs might be aide-de-camp, protocol officer, race relations officer, special study groups and projects, etc.

Special Study Projects (SSP) - A grouping of hours in the curriculum of U.S. Army Command and General Staff College for individual and group projects.

Tactical Command Readiness Program (TCRP) - A program designed to insure that tactical commanders, 06 and above, are both current and competent in the application of doctrine and procedures governing the strategic deployment, tactical employment and sustainment of Army and supporting forces under combat conditions.

Tactical Exercise Without Troops (TEWT) - War games and simulations often assisted by automation are conducted without troops.

U.S. Army Material Development and Readiness Command (DARCOM) - A major command of the Army providing research development, acquisition of material.

Uniform Services University of Health Sciences (USUHS) - A university organized under Department of Defense to provide a comprehensive education in medicine to select young men and women who demonstrate potential for, and commitment to, careers as medical corps officers in the Uniformed Services, Located in Bethesda, MD.

END 8-79