Maneuver Center Bulletin

Greetings from MG H.R. McMaster

> *"As we begin our transition following twelve years of war, we must rededicate ourselves to the development of our leaders as our best hedge against complexity and uncertainty."*
> *General Ray Odierno, 38th Chief of Staff, United States Army*

Our third issue of the MCoE bulletin focuses on leader development initiatives at the US Army Maneuver Center of Excellence.

Effective leader development—in the institutional, operational, and self-development domains (Figure 1)—is essential to the development of adaptive and innovative leaders for our Army.
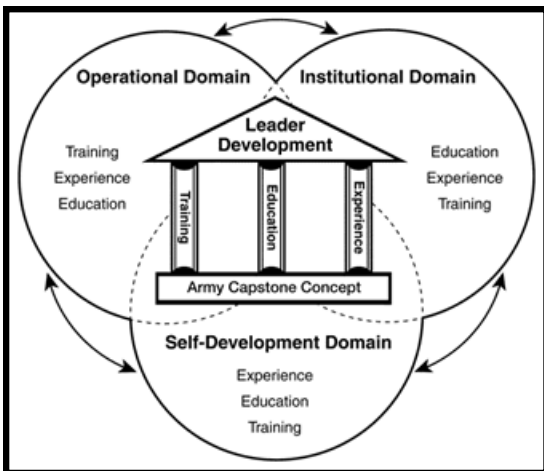

Figure 1. The Three Domains of the Army Leader Development Model.

As the former TRADOC Commander, General (Retired) William R. Richardson observed in 1984, "if we wish to judge the vitality, the capacity, and the efficiency of the army of tomorrow, no better measurement can be found than the state of officer development today." Although limiting his comments to officer development, the exact same could be said about leader development today.

Because Soldiers will follow a good leader anywhere and under any conditions of battle, leader development is the most important activity at the United States Army Maneuver

Center of Excellence (MCoE). Like all activities at the MCoE, our leader development efforts aim to improve the combat effectiveness of the maneuver force. This issue of the MCoE bulletin outlines the top six leader development initiatives currently underway at the MCoE. These are:

-Implement the Maneuver Leader Development Strategy;
-Initiate and sustain the Maneuver Leaders' Self-Study Program;
-Increase rigor in all courses and training;
-Improve maneuver leaders' ability to communicate;
-Improve instructor selection, training, certification, and educational opportunities;
-Integrate courses to facilitate multi-echelon leader development;-

All of these initiatives are designed to implement the Army Leader Development Strategy (www.) and ensure that leaders are prepared to lead consistent with philosophy of mission command with its emphasis on understanding, visualizing, describing, directing, leading, and assessing military operations.

CSM Carabello and I are proud of the work that the MCoE is doing to improve the combat effectiveness of the maneuver force. And we are grateful for your advice and assistance. We ask that you give us your feedback on the bulletin and on these critical leader development initiatives. Please contact the authors and points of contact with your criticism and suggestions. And especially let us know how we can assist your efforts in developing leaders.

MG H.R. McMaster
Commanding General,
Maneuver Center of Excellence

Implementing the Maneuver Leader Development Strategy

The Maneuver Leader Development Strategy (MLDS) will develop agile and adaptive maneuver leaders capable of leading Soldiers and accomplishing the mission while confronting complex environments and adaptive enemies. Developed in parallel with the Army Leader Development Strategy (ALDS), the MLDS is based on proven leader development processes contained in the ALDS; the Army Learning Concept; the Army Training Strategy; ADP/ADRP 6-22, Army Leadership; and ADP/ADRP 7-0, Training Units and Developing Leaders. The MLDS guides planning, execution, and resourcing of leader development across the maneuver force. The MLDS synchronizes actions and fosters common understanding between the institutional and operational Army. It informs leader development efforts and provides guidance for maneuver commanders and leaders.

Nested within the ALDS's seven leader development imperatives, the MLDS identifies Maneuver Learning Outcomes (MLOs) that define the competencies and attributes maneuver leaders must possess at each rank. In turn, the strategy aligns course outcomes and learning objectives with those outcomes. The MLDS also defines outcomes that foster commitment to the Army profession, lifelong learning, adaptive and creative leaders, and the exercise of mission command.

The diagram to the right (Figure 3) shows the MLDS nested with the ALDS and Army leader development guidance. The diagram also shows the relationship between Military Learning Outcomes and the three mutually supporting leader development domains (institutional, operational, and self-development) and three leader development components (training, education, and experience).

The MLDS describes how initiatives, efforts, programs, and strategies across the leader development domains and within the three leader development components complement each other to achieve leader development goals. Initiatives currently underway within the various leader development curricula at the MCoE include:

(1). Advanced Situational Awareness Training;
(2). Language, Regional Expertise, and Culture Strategy;
(3). Human Dimension Strategy;
(4). Instructor Professional Development Program;
(5). Immersive Simulations Strategy;
(6). Weapons Gunnery Strategies;
(7). Leader Challenge Program ICW the Center for Army Leadership Development and Organizational Learning (CALDOL);
(8). Maneuver Self-Study Program.

The MLDS provides the vision and guidance for developing maneuver leaders across the force. This includes professional military education and functional training for officers and noncommissioned officers at the MCoE; maneuver leader development through training and experience within the operating force at home station, combat training centers, and while deployed; and in maneuver leaders' individual self-development efforts throughout their careers.

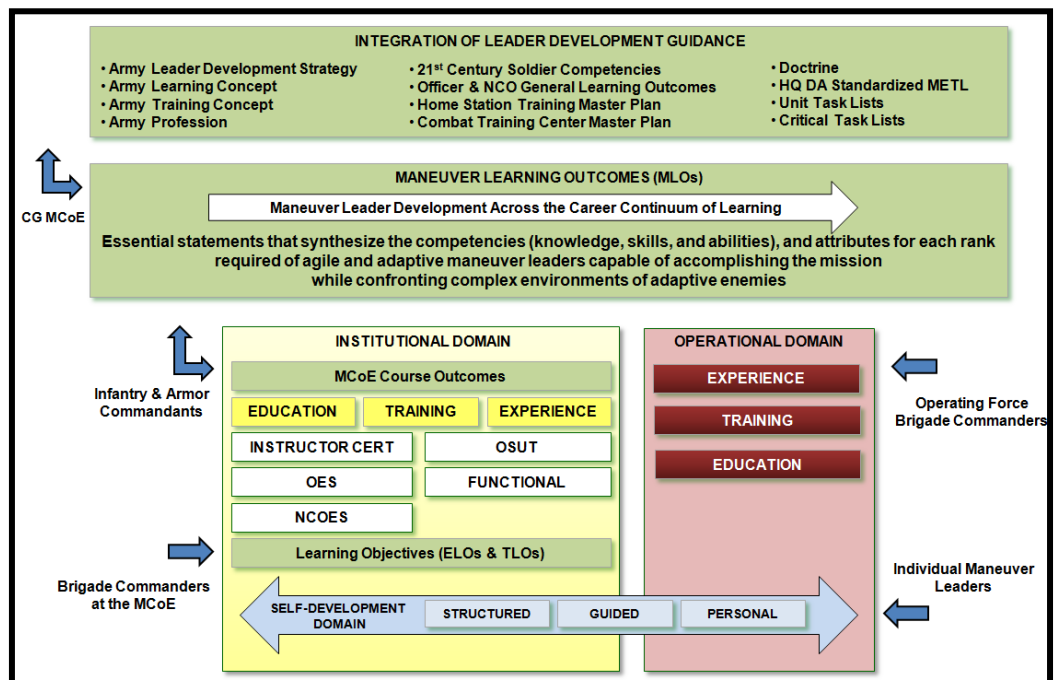*POC for the MLDS is LTC James S. Simkins, (706) 545-0756, james.s.simkins.mil@mail.mil.*

Figure 3. The Maneuver Leader Development Strategy.

Initiating the Maneuver Leader Self-Study Program

To meet the goals established by the MLDS, an important initiative underway at the MCoE is the Maneuver Leader Self-Study Program. The self-study program consists of books, articles, doctrine, films, lectures, and practical application exercises to educate maneuver leaders about the nature and character of war, as well as their responsibilities to prepare their Soldiers for combat and lead them in battle. More than just a reading list, the self-study program provides a guide and a framework for further study—to include social media facilitated discussions and debates—that will allow maneuver lead-

ers additional opportunities to reflect and contextualize their experiences in institutional courses as well as operational assignments. In fact, self-study is a critical element in the Self-Development Domain of the Army's overall approach to leader development. The Self-Development Domain is just as important as the Operational Domain (unit training) and Institutional Domain (Army schools) in developing leaders able to tackle the challenges of the 21st century.

The intent of the program is to enhance understanding of the complex interaction between war and politics and to improve the effectiveness of maneuver leaders in complex environments and in combat against determined, adaptive enemies. Just as our Army must be prepared to fight and win our nation's wars and accomplish missions across the range of military operations, our leaders must maintain a commitment to learning across the course of a career. Such lifelong learning is critical to ensure that the leaders of the maneuver force continue to grow and are prepared for increased responsibility wherever they serve.

To guide maneuver leaders in their personal study of war and warfare, the Self-Study Program supplements the formal education maneuver leaders receive in our Army. As ADRP 6-22 states, "Lifelong learning involves study and reflection to acquire new knowledge and to learn how to apply it when needed." Leaders do not have the time or opportunity to learn every lesson in a classroom. Soldiers must take it upon themselves to seek self-improvement and gain knowledge through self-study. Thus the program seeks to provide a framework for both self-study as well as a additional resources for unit-based leader development programs. Moreover, by integrating the Self-Study program into existing social media outlets, such as LinkedIn, leaders can further develop ideas, skills, and attributes with their peers, mentors, former instructors, and colleagues within their chain of command.

The approach to studying war and warfare was best described by historian Sir Michael Howard in his 1961 seminal essay on how military professionals should develop their own "theory" of war. First, professionals must study war and warfare in width, observing how warfare has developed over a long historical period. Next, professionals must study in depth, studying campaigns in detail and thoroughly exploring them through original sources and the application of various theories and interdisciplinary approaches. And lastly, professionals must study war and warfare in context. Wars and war-

fare must be understood in context of their social, cultural, economic, human, moral, political, and psychological contexts because as Sir Michael observed "the roots of victory and defeat often have to be sought far from the battlefield."

Each self-study topic contains a brief summary of the chosen topic, its relevance to maneuver leaders' responsibilities, and several questions to consider as you engage the material. Topics contain annotated bibliographies that include doctrine, films, lectures, and in some cases, practical application exercises.

Topics include:
- The Profession of Arms;
- Combined Arms Operations;
- Mission Command;
- Leader Development;
- Military Leadership;
- Technology, Doctrine, and Combat Developments;
- The Study and Use of Military History;
- Enemy Organizations and Potential Adversaries in the Operational Environment;
- The Nature and Character of War and Warfare;
- Moral, Ethical, and Psychological Dimensions of War;
- Strategy and the Political Dimensions of War;
- Training;
- Operational Art, Joint and Multi-National Operations;
- Global and Regional Security Issues;
- Learning, Adaptation, and Innovation;
- Infantry Heritage, Tactics, and Small Unit Actions;
- Armor and Cavalry Heritage, Tactics, and Small Unit Actions;
- Afghanistan;
- Logistics;
- Counterinsurgency

These topics allow maneuver leaders to deepen their knowledge of fundamentals while simultaneously developing an appreciation for responsibilities at the strategic level. The resulting understanding will improve maneuver leaders' ability to place the actions of small units in context of war aims as well as develop their ability, later in their careers, to provide analysis and advice to senior military and civilian leaders on matters of policy and strategy.

POC for the Maneuver Leader Self-Study Program is LTC John L. Argue, (706) 626-2341, john.l.argue.mil@mail.mil.

Figure 4. The Maneuver Center of Excellence Self-Study Program Banner at
http://www.benning.army.mil/mssp/

Increasing Rigor in Education and Training

To complement innovations within the Self-Study Domain, the MCoE is improving our leader development efforts in the Institutional Domain by leveraging modern instructional design principles, emerging educational technology and capabilities.

For example, the Infantry Basic Officer Leaders Course (IBOLC) recently refined its leader development and course outcomes to align with the 9 Soldier Competencies, General Learning Outcomes (GLOs), and Maneuver Leader Outcomes (MLOs) to achieve the Maneuver Leader Development Strategy (MLDS) goals. Rigor increased by adding five days of Advanced Situational Awareness Training, as well as heavy weapons and demolition training. Additionally, lesson plan terminal learning objectives, quizzes, and tests were reviewed to increase the cognitive level from "knowledge" to "application" and "analysis." This required lieutenants to use problem solving techniques and analysis to define and solve problems. ABOLC, like the Army Reconnaissance Course (ARC) before it, completed a redesign utilizing the Adaptive Soldier Leader Training and

Education (ASLTE) model.

The Maneuver Captains Career Course (MCCC) has increased its cognitive levels to "application" and "analysis" by implementing additional problem solving techniques and challenges. Significantly, the MCCC conducts shared training with the BOLCs and NCOA, allowing captains to brief lieutenants and the lieutenants to brief orders to non-commissioned officers. To further support these efforts, the MCoE is working closely with CAC and other Centers of Excellence to implement the Decisive Action Training Environment (DATE) scenario. Common scenarios and operations orders will permit collaboration and shared training with other CoEs.

Our non-commissioned officer education courses are increasing academic and tactical rigor. The NCO Academy recently reviewed and revised the individual student assessment plan to achieve the MLDS and ALM 2015 goals. The NCOES

reviewed and revised lesson plan terminal learning objectives, quizzes, and tests and increased the cognitive level from knowledge to application and analysis. The NCOA also developed a new rubric for leadership evaluations that includes administrative leadership, tactical leadership, and peer evaluations. Perhaps most importantly, the NCOA added STXs and FTXs into their courses to ensure that our sergeants are able to demonstrate tactical and technical competence under field conditions. The academy also increased writing assignments for SLC and ALC, to include: personal experiences and ethical leadership essays.

POC for MCoE instructional design and the Decisive Action Training Environment is Mr. Chris Jaques, (706) 545-6023, christian.k.jaques.civ@mail.mil.

Enabling Mission Command Through Improved Communication Abilities

Another key initiative underway at the MCoE is our efforts to embed the principles of mission command throughout our institutional leader development programs. A key component of this effort is to ensure that the graduates of the Maneuver Captain's Career Course are able to communicate effectively as they visualize, describe, direct, lead, and assess operations using clear, concise, and precise language in their combat reports and operations or fragmentary orders.

The writing program for MCCC is rigorous and emphasizes critical-thinking skills. The Communicative Skills Branch provides 12-hours of classroom instruction, practical exercises, and feedback to the students who complete a variety of out-of-class written assignments. Complemented by the MCCC's oral communications program, captains within the career course must execute multiple iterations of writing assignments and individual and group briefs and presentations within each block of instruction. In August 2012, the Tactics Department doubled the amount of individual OPORD briefs from two to five, increasing the rigor to better prepare captains at the tactical level while refining their ability to present clear and concise orders for future subordinates.

POC for the MCCC Communicative Skills Branch is LTC Justin Mufalli, (706) 626-2416, justin.t.mufalli.mil@mail.mil.

Improving Instructor Selection, Training, and Education

To support the increased rigor in the classrooms, the MCoE is improving the quality, selection, training, and further education of instructors through the MCoE Instructor Professional Development Program. Designed to improve the quality of instruction at the MCoE while simultaneously developing individual skills that can be employed throughout an officer's or NCO's career, the MCoE Instructor Professional Development Program supports the Army Leader Development Strategy, the Army Learning Concept and the Maneuver Leader Development Strategy by training and educating instructors to implement instructional methodologies and techniques supporting 21st Century Soldier Competencies and General Learning Outcomes (GLO's).

Significantly, all instructors are encouraged to enroll in college-level education and complete NCOES and functional training courses during their time at the MCoE. The Directorate of Training (DOT) provides opportunities and encourages MCCC Small Group Leaders (SGL) to attend graduate school and earn their Masters Degree. DOT invites Auburn, Georgia Tech, Columbus State and North Carolina to speak to SGLs about what their respective programs have to offer. Once the SGL selects a program, leadership inside DOT supports SGLs by allowing the necessary time to meet course requirements. The expense of the program is funded through a combination of tuition assistance and Post 9/11 GI Bill.

By focusing on the development of the MCoE's "second graduating class"—its instructors—we can complement Army initiatives such as Project Warrior to best prepare our instructors for their immediate role in the classroom as well as arm them with education, training, and experience that will benefit both them and the Army throughout their careers. *POC for the MCoE Instructor Development Program is MAJ John L. Argue, (706) 626-2341, john.l.argue.mil@mail.mil.*

Integrating Courses to Facilitate Multi-Echelon Leader Development

In addition to increasing the quality of our instructors, the MCoE is also re-aligning our internal organization to concentrate our leader development efforts for all non-commissioned officer and commissioned officer professional military education within one brigade—the MCoE Leader Development Brigade, the 199th Infantry Brigade.

Consolidating this critical function into one Brigade enables adaptation and innovation, sharing ideas and best practices, and preserves the ability to train branch fundamentals while increasing leader abilities to integrate combined arms in all aspects of training. As a result, the Leader Development Brigade has the ability to maximize opportunities for multi-echelon leader development across MCoE PME POIs. Additionally, the consolidation under one command allows the commander to better understand, visualize, describe, direct, lead and assess operations consistent with the philosophy of mission command.

For example, the 199th is already integrating leaders from several echelons as part of the IBOLC/ABOLC Capstone Field Training Exercises. The integration of multi-echelon leaders from NCOES and OES during the planning, preparation and execution of combined arms training events such as the IBOLC and ABOLC capstone field training exercises facilitates reciprocal exchange of knowledge and experience that can only be replicated within operational units. MCCC Captains serve as Company Commanders, SLC/ALC NCOs serve as platoon sergeants and squad leaders, and international military students are also available to serve as coalition partners (see Figure 7).

The 199th is also able to integrate the activities of I/A BOLC and OCS with OSUT training events. One example is the integration of I/A BOLC Lieutenants and OCS Candidates into the I/A OSUT culminating field training exercise as platoon leaders with Drill Instructors serving as platoon sergeants and squad leaders. This initiative provides junior officers/candidates an opportunity to better understand the Soldiers they will leading in their future formations.

As the MCoE moves forward with its re-organization, the consolidation of NCOES and OES under a single brigade will continue to generate additional opportunities for training and leader development. Such opportunities—ranging from the integration of tactical skills to additional chances to hone developmental counseling and practical communications skills—will only increase the quality of our leader develop-

Figure 7: Multi-Echelon Leader Integration (IBOLC-Leader Forge). On the left, CPTs Justin Messenger (AR) and CPT Georges Salibi (from the Lebanese Army) brief "Operation Rock Hard" to IBOLC students. On the right, the two MCCC students supervise IBOLC Platoon OPORDs, following their combined arms rehearsal.

ment activities for maneuver leaders.

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