

Institute for Noncommissioned Officer Professional Development



Army Learning Concept 2015 Implementation

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Purpose

"Provide a framework for the NCO Cohort"

Inform the five Soldier Competency Panels and Institutional Capacity Panels as they:

- identify learning outcomes for each of nine 21st Century Soldier Competencies to support Center and School development of ALC 2015 implementation plans by ensuring that course and program reviews occur within the context of "career-long continuums of learning".
- develop learning continuums for each cohort as a common program design and to help the schools/CoEs to flush out their implementation plans



Governance

- TRADOC Campaign Plan FY11-12 Major Objective 5
- TRADOC Operations Order 11-004
 - TRADOC G-3/5/7 – lead for C2
 - CAC – adapting instruction; instructor and training developer skills
 - IMT – lead for implementation in IMT
 - TRADOC G-8, G-35/7/ - adapting resource policies
 - QAO – adapt standards
 - TRADOC CKO – information technology and knowledge management
- Further details in Annex E

TRADOC Guidance



ALC Implementation FRAGO 1

(a) This review will include a detailed analysis of courses, or as applicable, course content (lessons, modules, phases) into five categories:

- (1) What must be conducted at a resident proponent school?
- (2) What can be conducted via MTT? - and/or by TASS BNs?
- (3) What can be converted partly or fully with Distributed Learning (dL), Apps, etc.?
- (4) What can be passed to the operational force?
- (5) What can be eliminated, reduced or consolidated?

(b) When categorizing courses, the following screening criteria will be considered:

- (1) Course content and method is acceptable to the operational army
- (2) Availability of required equipment and/or facilities
- (3) Ability to continue training to standard and produce equivalent or improved proficiencies in students
- (4) Supports ARFORGEN



ALC Implementation FRAGO 1

- (C) NLT 15 JUL 2011, the deliverable to HQ TRADOC is an implementation plan from each CoE, to include the necessary course changes for transition to the ALC 2015 framework.**
- 3. Proponent Schools will submit Course Administrative Data (CAD) to HQ, TRADOC NLT 01 JUN 2012. The submission of CAD ensures resources are realigned to those courses that reflect ALC 2015 strategies for FY2015 implementation. Programs of Instruction (POIs) are required one year prior to implementation, NLT 01 OCT 2013; early implementation within schools' internal resources is encouraged.**
- (2) Institute for NCO Professional Development (INCOPD). Develop options to incentivize accelerated PME course completion, such as making fast track graduates eligible for broadening opportunities. Provide recommendations to lead in paragraph 5.b NLT 15 JUL 2011..**

Combined Arms Center Planning



Army Learning Coordination Council

Purpose: The ALCC synchronizes learning in PME to ensure an integrated and sequential program of life-long learning from IMT to Senior Level Education that fulfills the intent of the Army Learning Concept for 2015 and the Army Leader Development Strategy.

Functions:

- Develop, maintain and assess learning outcomes across LD&E to ensure relevance and synchronization from IMT to Senior Level Education.
- Improve delivery of instruction by systematizing faculty development and exploiting education technologies.
- Identify and eliminate gaps or redundancies in the “full spectrum learning” model for PME.

Full ALCC

- Meets twice each year
- Co-Chaired by CG CAC and DCG/CoS TRADOC
- DCG, CAC LD&E serves as deputy chair and executive agent
- GO level participation
- Day before C-DOT Conference

ALCC Working Group

- Meets at least twice each year
- Chaired by Dean CAC-LD&E
- O6 level participation
- Held via VTC or as a conference
- Provides input to / receives guidance from ALCC
- Manages SCPs & ICPs below

Five Soldier Competency Panels

- Meet as needed
- Curricula developers and SMEs
- Identify and refine outcomes, gaps, and timing; communities of practice

Institutional Capacity Panels

- Examine and prioritize issues; recommend solutions



Soldier Competency Panels – 2011/12

23-25 MAY. Fort Leavenworth

- Identify learning outcomes at the Primary, Intermediate, and Senior Levels for each of nine 21st-C Soldier Competencies.
- Identify which learning outcomes are best suited for periods between PME courses.
- Collect and reflect the actual learning outcomes in PME curricula and POIs that “map” to each Soldier Competency. From IMT to Senior-level Courses.....
 - Are outcomes aligned?
 - Are there gaps? Redundancies?
 - Are certain learning outcomes best addressed between PME courses? Should a PME institution be responsible, or should responsibility shift to Operating Force?
- Ensure that learning under each Competency is assessed; report results thru ALCC WG to ALCC.
 - Using a blend of direct and indirect methods.
 - At different places on the continuum, to the appropriate standard for each place and time.
 - Results interpreted and reported to ALCC WG



Soldier Competency Panels

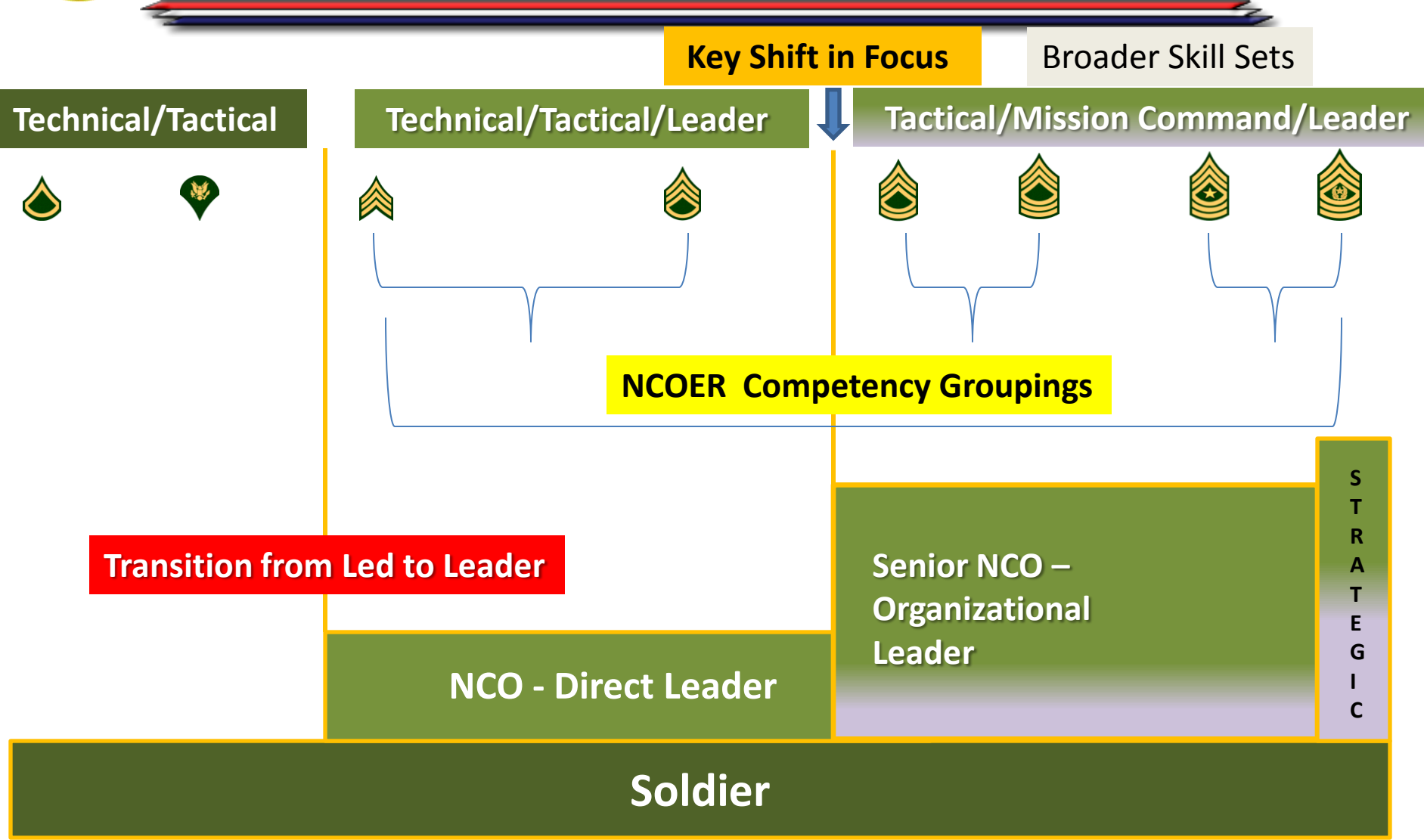
Purpose and initial focus of each Competency Panel:

- Identify the IMT, BOLC, CCC, ILE, and SLC learning outcomes associated with your SCP's one to three designated 21st Century Soldier Competencies.
- Identify opportunities for learning between formal courses / service school attendance.
- Identify and recommend ways to address gaps, redundancies, or opportunities to improve learning across resident, distributed and mobile learning environments. Consider where technology can support learning by making content more relevant, engaging, individually tailored and accessible.
- Report how the learning outcomes identified and mapped in 1-3, above, are being assessed to ensure the appropriate level of learning. Confirm that processes are in place to ensure that insights from these assessments are informing curricula continuous improvement within the right schools and proponent organizations.
- Capture and share best practices. Support staff within CAC-LD&E will assist in making best practice descriptions and demonstrations accessible to others via your panel's ALCC Sharepoint site.

INCOPD
Implementing ALC 2015



The Enlisted Soldier Continuum





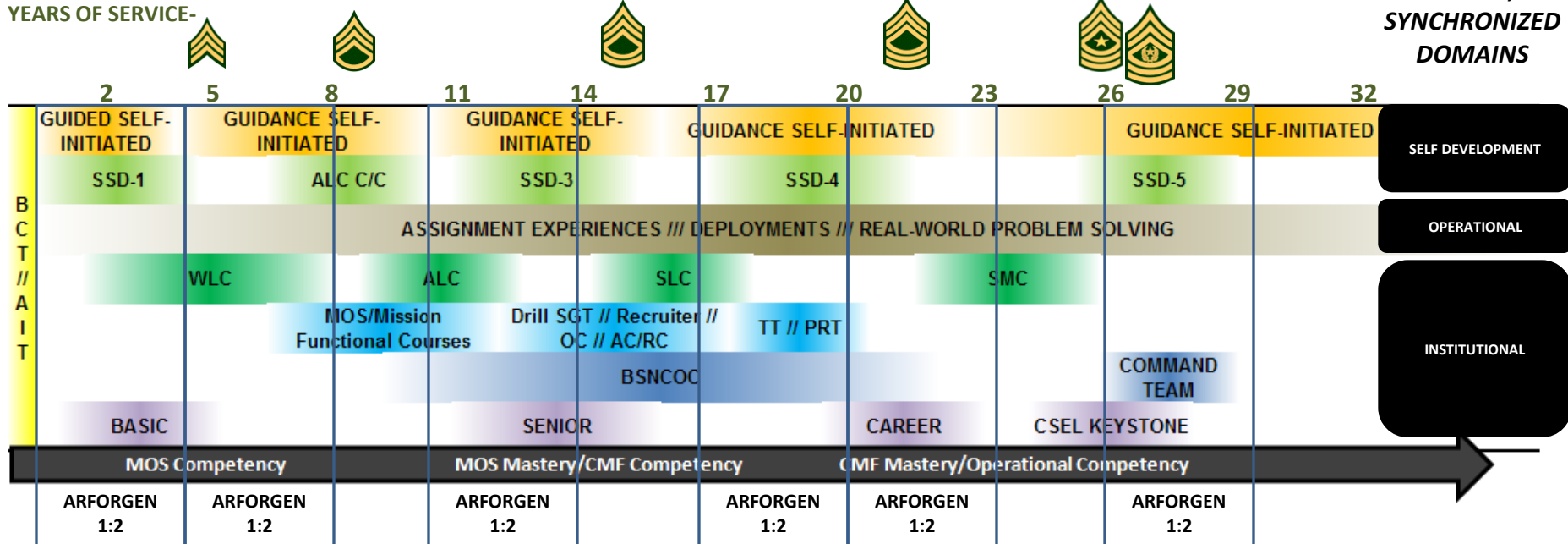
BASIC NCO CAREER TIMELINE

NCO LEADER DEVELOPMENT

2015 Environment

A deliberate, continuous, sequential, and progressive process

*LINKED,
SYNCHRONIZED
DOMAINS*



Balance of Education, Training, and Experiences

BASELINE

- Education = PME: 12-18 months (MOS Specific)
- Training = unit time prior to deployment : ~16 years
- Experiences = Deployment: ~10 years
- Broadening/Joint: ~5 years



NCO 4 x 6

Four Core Roles and Six Core Competencies

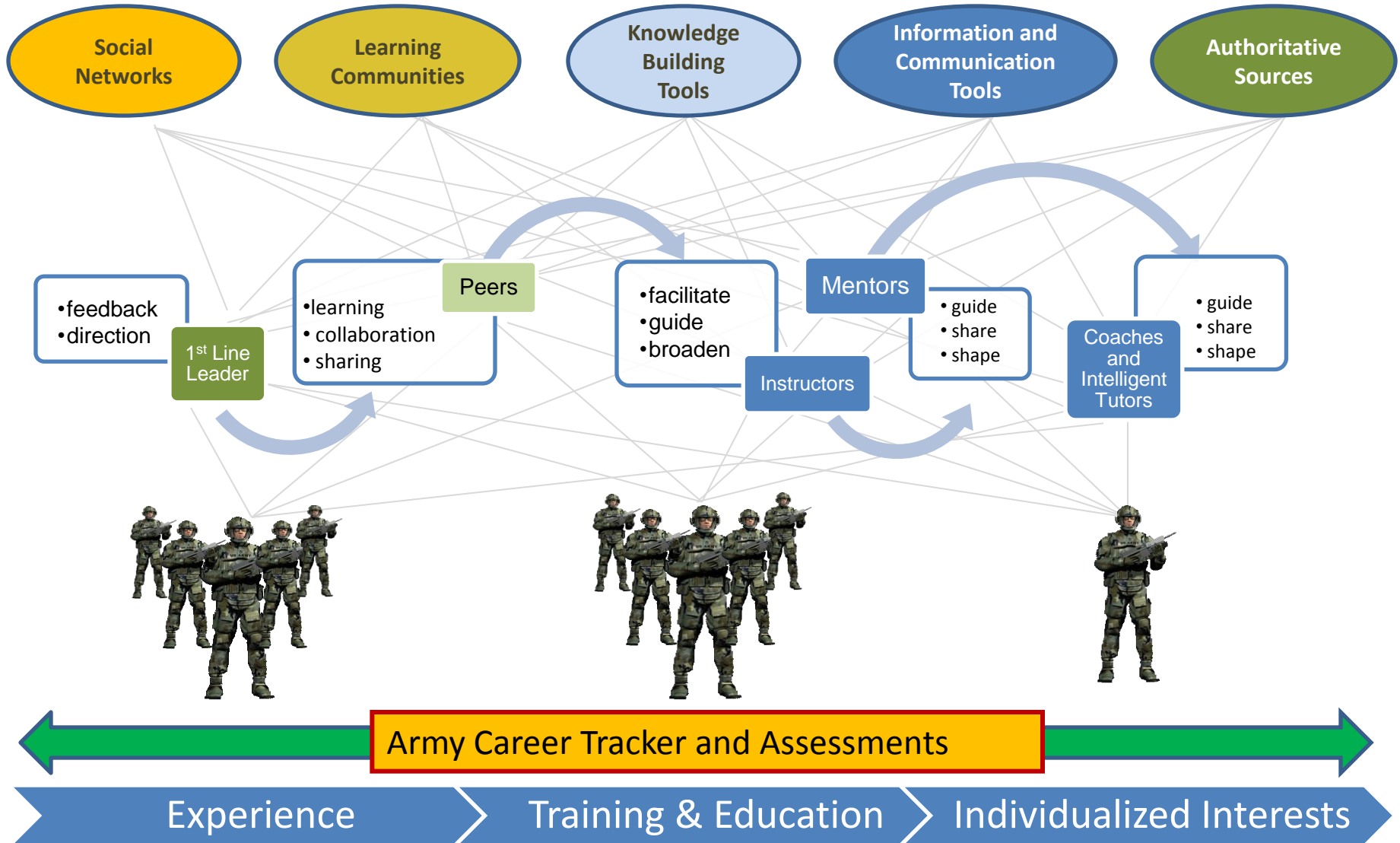




2015 Learning Environment

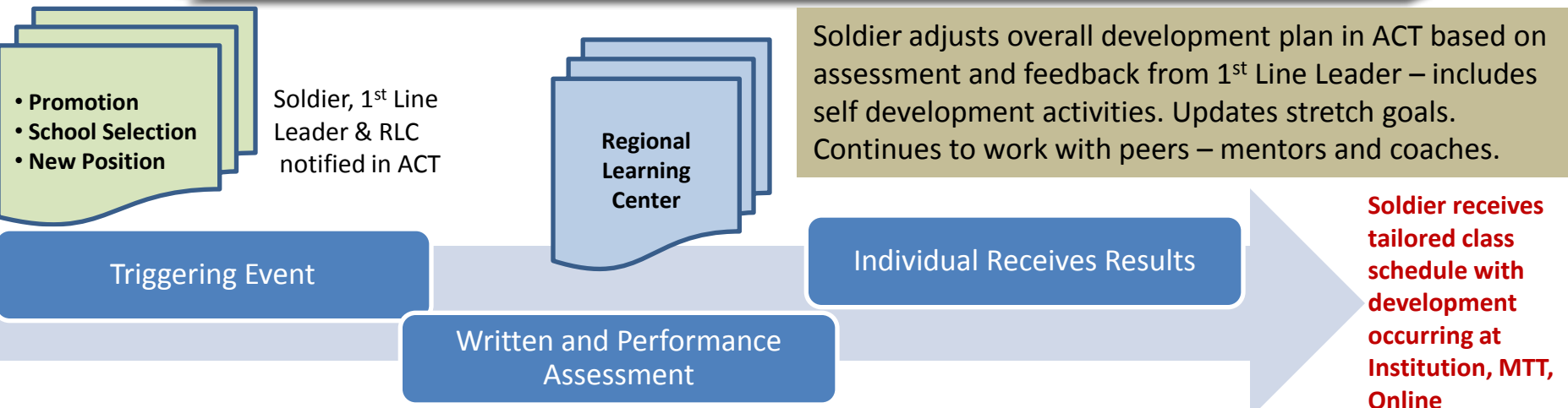
Not a One Size Fits All Solution

Achieving Deep Understanding through lifelong engagement





NCO 2015 Student Centric Environment



- Promotion
- School Selection
- New Position

Soldier, 1st Line Leader & RLC notified in ACT

Regional Learning Center

Soldier adjusts overall development plan in ACT based on assessment and feedback from 1st Line Leader – includes self development activities. Updates stretch goals. Continues to work with peers – mentors and coaches.

Triggering Event

Written and Performance Assessment

Individual Receives Results

Soldier receives tailored class schedule with development occurring at Institution, MTT, Online or RLC

Assessed on NCO 4X6 Based on career point; learning may include civilian education related to competency area

Proponent school develops individualized course schedule and recommends broadening subjects for each Soldier.



- Courses do not have fixed start and end date, school is always in session to support needs of the Army.
- Instructors tied to subjects- not a small group – like a professor.
- Leverage technology.
- Faculty and authoritative sources (experts, instructors or students) provide expertise individually or as a team.
- Campus like environment , but still grounded in Army traditions.
- Students receive education based on individual needs and return to unit.



Translating the parts to actionable guidance.

- 21st Century Soldier Competencies are not the total leader development requirement but are critical to success.
- We have 1,000 points of light to integrate – property accountability-PoA- SHARP- CIED – CSF –AR 350-1 etc. most of which want to hand you a X hr TSP or require stand alone block.
- The end state must provide a career framework that efficiently integrates all of the requirements to produce effective NCOs.
- Tasks/competencies/good ideas/mandatory subjects must be organized and integrated into learning that makes sense - i.e. WLC is 17 days total so we must focus on that which is critical – cannot be all things to all the points of light.
- Developing the NCO as a leader is about equipping them to successfully accomplish the mission and care for Soldiers.



Managing Expectations!

Soldier Competency Panels – What we expect to get.

- Learning outcomes associated with each of the nine 21st Century Soldier Competencies
- Ideas on Soldier competency content requirements
- Ideas for opportunities for learning between formal courses / service school attendance
- Potential ways to address gaps, redundancies, or opportunities to improve learning across resident, distributed and mobile learning environments.
- Insights on how learning outcomes ,identified above, are being assessed to ensure the appropriate level of learning.
- Sharing of best practices

Institutional Capacity Panels - What we expect to get.

- Ideas/recommendations for instructor/facilitator training and education, education technology acquisition and life-cycle management, and the use of RLCs for each cohort.
- Ideas for the surrounding framework to help achieve learning outcomes
- Ideas for developing learning continuums for each cohort as a common program design - this will also help the schools/CoEs to flush out their implementation plans

ALC Implementation Order/FRAGO 1 – What we expect to accomplish.

- Complete a detailed analysis of courses, or as applicable, course content and finalize the NCO Cohort learning continuum.
- Connect all of the moving parts from multiple panels/efforts.



Three Questions we must address.

If everything is critical, than nothing is!

What does success look like? What is important?

- Proponent career maps/SMCT 2-4
- NCO Creed/Oath/Army Values
- NCO 4X 6 Framework

How do I get there?

- Unit NCODP/Experience on the job
- NCOES POIs/NCODP
- Civilian Education

How do I measure my progress?

- self assessments/360 assessment
- NCOERs
- coaching/counseling feedback



INCOPD Way Ahead

Phase 1 - Analysis April 11- June 12

- Develop competency outcomes
- Identify mandatory training
- Map critical tasks for each level
- Update facility capabilities
- Train training developers
- Assess courses for RLC application

Phase II – Redesign June 11 –

- Redefine purpose of each part of the curriculum
- Develop curriculum models
- Build strategy for handling future mandatory training requirements
- Develop assessment strategy and tailored curriculum policies
- Redesign CADs, POIs
- Instructor/facilitator training

Phase III - Develop & Pilot Jan 13 -

- Develop and pilot resigned learning activities



Questions

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