

TRAINING, EDUCATION, ASSIGNMENTS: DOES USAR AGR OFFICER SYSTEM MANAGE IT?

BY

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USAWC STRATEGY RESEARCH PROJECT

TRAINING, EDUCATION, ASSIGNMENTS: DOES USAR AGR OFFICER SYSTEM MANAGE IT?

by

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With the United States Army Reserve switching from a strategic reserve mission to an operational reserve mission, and the operational tempo increasing for the foreseeable future, does the United States Army Reserve (USAR) Active Guard Reserve (AGR) program educate, train and assign its officers in accordance with Review of Education, Training and Assignments for Leaders (RETAL) and, A Leader Development Strategy for a 21st century Army (ALDS)? This paper will state a concise view of the USAR AGR program in terms of its original and current missions. Then, how the AGR program currently trains educates and assigns AGR's will be examined, as well as whether this process is aligned with Active Army educational and training requirements and supports its new mission. This analysis will identify whether the current changes in the AGR program are sufficient or if further change is required, and if so recommend additional changes.

TRAINING, EDUCATION, ASSIGNMENTS: DOES USAR AGR SYSTEM MANAGE IT?

The History of the AGR Program to the Current Force Structure and Mission

The U.S. Army Reserve traces its beginnings to April 23, 1908, when Congress passed Senate Bill 1424. This act authorized the Army, to establish a reserve corps of medical officers. The Secretary of War could order these officers to active duty during times of emergency. This reserve corps of medical officers was the nation's first Federal Army Reserve force. Four years later, a provision of the Army Appropriations Act of 1912 created the Regular Army Reserve, a Federal Reserve in addition to the Medical Reserve Corps authorized in 1908.¹

The first existence of full-time military support personnel dates back to the early 1900s when individual militia members were used as “Caretakers” within states to take care of federally-owned horses.²

The Active Guard Reserve (AGR) program in the Army Reserve was first started in the early 1960s and has changed substantially since then into the current career program. Beginning in the 1960s, AR 135-18, Assignment of Army National Guard, United States (ARNGUS) and United States Army Reserve (USAR) Officers to Headquarters and Agencies for Reserve Affairs, established initial policies and procedures for administering the AGR Program.³ The first introduction of the term Active Guard Reserve was in 1982 with AR 135-2, Full-Time Manning.⁴ This regulation set the requirements for the AGR program. In 1985 AR 135-18 was revised in order to become the AGR Program. Not only did the title change, but this revision established that AGR officers be mandatorily released from active duty when they have attained 20 years of active federal service (AFS).

In 2004 the latest revision of AR 135-18 omitted the requirement for an officer or warrant officer to request continuation beyond 20 years of active service.⁵ This change led to the current policy where AGR officers in the Army Reserves are now retained until their Mandatory Retirement Date (MRD). Due to the policy change of allowing officers to remain on Active Duty until they reach their MRD, some unintended consequences have arisen. Since an AGR officer is now allowed to remain on active federal service for 28 years as a Lieutenant Colonel (LTC) and 30 active federal service Years as a Colonel (COL), instead of the past standard of serving 20 active federal service years then retire, these ranks no longer experiencing the same rate of turnover, creating a lower selection rate for promotion. As a result of this unintended consequence, an impending change to this policy will be initiated in April 2010 when a Release from Active Duty (REFRAD) Board will be held to do a quantity cut of LTC's and COL's in the AGR program. This board will look at qualified Colonels and Lieutenant Colonels with at least 19 of active federal service who can retire at their current grade approximately one year after this board convenes. This board is designed select a number of LTC's and COL's currently on AGR status for early retirement to allow an increased promotion rate which has steadily decreased since 2004. This board will not look at any Lieutenant Colonels or Colonels with less than 19 years Active Federal Service. The sole purpose of this board is to right size the force with the existing pool of retirement eligible AGR officers.

The AGR program has evolved well beyond its original intent, which was for an officer to serve a single tour of up to three years, and then return to a drilling reserve status. Department of Defense (DoD) Directive 1205.18, Full-Time Support (FTS) to the

Reserve Components, specifically directs that the AGR program be administered as a career program that may lead to a military retirement after attaining the required years of active federal service.⁶ With current regulations and directives, today's AGR officers consider the AGR program as a career progression, not as a one-time assignment. A majority of AGR officers remain in the program for at least twenty years or until their mandatory removal date. There are now over 3652 (29 Second Lieutenants, 266 First Lieutenants, 691 Captains, 1310 Majors, 1065 Lieutenant Colonels, and 291 Colonels)⁷ officers serving in various types of assignments worldwide in the Army AGR Program. The demands placed on all AGR officers will only become greater as the demand for Army Reserve units increases, with the shift from a Strategic Reserve to an Operational Reserve within the United States Army.

Transforming from a Strategic Reserve to an Operational Reserve

As we continue the transition from a Strategic Reserve to an Operational reserve, today's Army Reserve has become an integral part of the world's best army. To meet the realities and demands of the 21st century, the Army Reserve currently provides critical operational support in both combat support and combat service support areas. It provides up to 50% of these forces to combatant commanders in the global war on terrorism, to civil authorities during natural disasters, such as the recent earthquake in Haiti, and to domestic emergencies within the United States, its protectorates and territories in the 21st century.⁸ AGR officers assigned to various combat support and combat service support units will have the responsibility to ensure that these units are Trained, Manned and equipped to meet the Volatile, Uncertain, Complex and Ambiguous (VUCA) operational and security environments of the 21st Century. The primary objective of the AGR program is to improve the readiness of the Army Reserve

Components.⁹ With these current and future demands, AGR officers must be placed in the most demanding career assignments, obtain the best Professional Development Education (PDE) opportunities available, and attend training that will enhance their careers and ability to fully support the Army Reserve and the AGR program as it continues its transformation to a fully-integrated Operational Force. These goals can only be accomplished with the assistance and emphasis of the Chief of the Army Reserve and Human Resources Command. This can be accomplished by following the recommendations outlined in the RETAL and ALDS studies described later in this paper. AGR officers are most often placed in operations positions or positions of great responsibility in Army Reserve units and have the responsibility to ensure that these units are trained, manned, equipped and ready to support all facets of the elements of National Power (Diplomatic, Information, Military and Economic).

Reserve Components as an Operational Force

The Reserve Components provide operational capabilities and strategic depth to meet U.S. defense requirements across the full spectrum of conflict. In their operational roles, Reserve Components participate in a full range of missions according to the Service force generation plan. Units and individuals participate in missions in an established cyclic or periodic manner, which provides predictability for the combatant commands, the Service, Service members, and their families. In their strategic roles, Reserve Components units and individuals train or were available for missions in accordance with the national defense strategy. As such, the Reserve Components provide strategic depth for the Active Army in both individual augmentation and units, and are available to transition to operational roles as needed.¹⁰

As the USAR continues transformation to an Operational Reserve, the requirements placed on the AGR offices in terms of readiness, maintenance and training each of their units have increased. Many Army Reserve units have deployed numerous times since 9/11. As a result, units are required to maintain a higher state of readiness for possible activation/mobilization response to emergencies. As a result of multiple mobilizations, AGR officers now have more requirements to ensure that their units are trained and ready to provide support to the Combatant Commanders. To meet these demands, the USAR has transitioned to the Army Force Generation (ARFORGEN) model that will require units to be ready to deploy once every five years versus the once-every-three-year model under which the active Army currently operates. Army reserve units will mobilize for one year and then have a four year dwell time. The ARFORGEN Cycle for the reserves is a five-year model that is portrayed as follows:

Years one and two are the Reset and Training years. Activities during the first two years focus on obtaining or sustaining individual and squad training as well as refreshing and training unit leaders. Once these small team and section tasks are complete and the leadership is set, the unit will focus on sub-unit collective tasks or mission-specific tasks.¹¹

Years three and four are the Ready Years. After building on individual and team training during this time, the focus shifts to sustaining those skills and training at higher collective levels in increasingly challenging environments. This phase is designed to reduce post-mobilization training time and to provide unit depth or strategic capability that can be surged to meet unexpected operational demands. Once units are alerted

for deployment mission, training is reoriented to prepare for specific missions and the conditions the units will likely face. Activities during this phase include unit training to support leaders as they prepare for and conduct full spectrum operations, expanding team capabilities, and enhancing individual, collective, and organizational learning.¹² These years require that the AGR officers in the units are fully integrated and trained to assist and lead the unit to perform their wartime missions.

The fifth year of the ARFORGEN cycle is the available year. During this year in the ARFORGEN cycle, Army Reserve units are available to mobilize and deploy, to execute specific programmed missions, or to stand ready to respond to unexpected events at home or abroad.¹³

The Army Reserve is currently working towards this ARFORGEN model. It has many units that have not been able to meet the one-year mobilization and four-year dwell time (1year: 4 year as a goal). The Adjutant General Corps units are currently at a 1:1.2 Ratio, Psychological Operations Units are at 1:1.5 ratio, Civil Affairs units are at 1:2 ratio, Military Police, Transportation Corps, Medical and Engineer units are at around 1 to between 3 to 3.9.¹⁴

The demand for these types of units is not expected to decrease in the near future. The Army Reserve has over fifty percent of the total forces in some of the Combat Service Support Branches (Medical 59%, Quartermaster 56%, Civil Affairs 87%, and Psychological Operations 65%).¹⁵ The Army Reserve ARFORGEN cycle is an attempt to put consistency in the deployments of Army Reserve units across the board.

The importance of the ARFORGEN cycle for the AGR Officers is that it is based on a five-year model. The average tour length of an AGR officer is three years. There

is no good time for an AGR officer to transition into a unit to fully integrate and assist in the reset, trained and ready years. Once assigned during the reset - train years, the officer will more than likely be rotated out before the unit deploys. The Army Reserve Strategy for Full-Time support (FTS) 2017 addresses this issue with its initiative 4.1: Link AGR personnel management systems to capabilities determination models to better support the ARFORGEN enabled Operational Reserve. At the end state, AGRs and gaining organizations ideally, would know of pending reassignment at least two years out and this would reduce turbulence across the operational force,¹⁶ and the Army Reserve as a whole. The author believes this initiative would work if AGR officers were more closely managed and projected to fill units at critical times during the ARFORGEN process. If managed closely, those involved in this five-year cycle may be able to provide the most opportunity for AGR officers to acquire education and training in the first two years of a unit's ARFORGEN cycle and join units at the ready years where they will be able to provide the most training and continuity to the units. If AGR officers know or have the possibility of future assignments at least two years out, such as the AR Strategy for FTS suggests, they would have the best opportunity to apply for and seek Professional Military Education, Civilian Education, or training during this period. This would be beneficial for the officer the unit and the Army Reserve as a whole. The need for proper alignment in the ARFORGEN Cycle is critical for an AGR officer's career. It is imperative that all AGR officers are given the opportunity for the most challenging education, training, and assignments to develop or cultivate the best possible Senior Strategic Leaders. The author goes into ways to achieve this in the conclusion and recommendation sections.

The Review of Training, Education and Assignments for leaders (RETAL)

In 2004 the US army conducted an assessment to determine if the Army's leadership and culture are aligned with the objective realities of the 21st Century Security Environment, and if leadership programs were effectively developing the type of leaders needed to succeed in that environment.¹⁷ The study concluded in June 2006 with a road map to transform the Leader Development Process. The study uses the Pentathlete leader model, which states that a Pentathlete leader is, "A military leader, who possesses a specific set of skills and leader attributes. The Pentathlete personifies the Warrior Ethos in all aspects – from war fighting to statesmanship to enterprise management and; and espouses the Army Values...It's a way of life."¹⁸ It also states a Pentathlete will be Multi-skilled with multiple attributes and proficient in the following leader skills to be effective.

- Strategic and creative thinkers.
- Builders of leaders and teams.
- Competent full spectrum warfighters or accomplished professionals who support the Soldier and the warfighting effort.
- Effective in managing, leading, and changing organizations.
- Skilled in governance, statesmanship, and diplomacy.
- Knowledgeable in cultural context with the ability to work across it.¹⁹

All of the above leader skills of the Pentathlete officer are the core skills needed by all officers both Active and AGR if they are to compete in the current and projected operational / security environment of the 21st Century.

The RETAL officer study found four areas for further observations. First, the study found that the officer training, assignments, and leader development for the

kinetic fight were fundamentally sound. Second officer training, assignments, and leader development in competencies required for the non-kinetic fight should be expanded and improved. Also, the results indicate that the current system is uneven early in an officer's career and does not allow for the full benefit of all development opportunities. Furthermore, a culture exists where officers choose narrow career paths in the kinetic fight for positions of greater responsibility. This could lead to the detriment of skills needed in the non-kinetic spectrum. Lastly, officer leader development required additional emphasis in mental agility, cross-cultural awareness, governance and enterprise management.²⁰

The RETAL officer study came up with six initiatives for building a better Penthalete leader in the 21st Century security environment. If followed, these initiatives will enhance development opportunities in mental agility, cross-cultural awareness, governance, and enterprise management skills. They start at the beginning of an officer's career with Basic Officer Leadership Course (BOLIC) and continue all the way through to the General Officer level with the establishment of a center for strategic Leaders Development.²¹

The first two initiatives are for Reserve Officer Training Corps, which start the educational process at the beginning of an officer's career instead of somewhere in the middle of it. This is important for the overall leader development of the Army's officers and for the AGR program. The first initiative is to create an Order of Merit list within ROTC for academic achievement in cross-cultural savvy and mental agility.²² This sets the importance of cultural savvy and mental agility along with the warrior ethos early in a

career. The second is to create an ROTC language immersion experience. This initiative will increase the officer corps foreign culture awareness capabilities.²³

The third initiative is to create leader development assignment panels. These panels will identify and provide the best operational career field officers with non-kinetic leadership development opportunities, such as civilian graduate schools and internships at the Captain and Major levels. These assignments will also serve to enhance the mental agility, enterprise management and cross-cultural savvy of junior to middle grade officers. It will also assist with moving away from straight kinetic career paths to the non-kinetic ones.²⁴

The fourth initiative is for advanced Civil Schooling. This initiative is for officers who are tracking to become future commanders. They would attend the school then be assigned to a utilization tour that would keep the officer on track for command. This initiative encourages officers to obtain a graduate degree at a civilian institution, which will assist in the development of mental agility and expand the officers' horizons.²⁵

The fifth initiative is to create Joint, Interagency, Intergovernmental and Multinational (JIIM) internships. Here the Leadership Development Panel would identify operational officers for a one or two year internship in one of the Joint, Interagency, and Intergovernmental or Multinational assignments available. This also would assist the officer in gaining mental agility, enterprise management, and cross-cultural savvy. In time this would increase the number of officers with a broader perspective on foreign cultures, other agencies and our government's policies, plans and procedures.²⁶

The last initiative is to establish a Center Strategic Leader Development for General Officer Leader Development. It would emphasize enterprise management,

mental agility and cross-cultural savvy. It would develop and support courses that deal with the five domains of Joint War fighting (Air, Land, Sea, Space and Information²⁷) the Military Profession, the Organization, Strategy and Expeditionary Capabilities. This would focus and enhance senior leader's ability in leading, managing and changing large organizations.²⁸

Of the six initiatives outlined in the RETAL Study, the AGR program as a whole is not fully adhering to any of them. The Army system is developing Second Lieutenants through the first two initiatives. This is done through ROTC when its members enter college. The third and fourth initiatives are not adhered to, by the AGR program. There is no Leader development assignments panel and only a very limited number of advanced civil schooling opportunities available for AGR officers. The creation of JIIM's internships as outlined in the fifth initiative has few positions available for AGR officers. There is a Congressional Fellowship program for which AGR officers can apply as well as a handful of other opportunities. As of now, there are no General officers in the AGR program, so the sixth initiative is not applicable.

Furthermore, another study that was recently completed to address leadership development is, A Leader Development Strategy for the 21st Century Army (ALDS) approved by the Army Chief of Staff Gen George Casey in December 2009.

A Leader Development Strategy for the 21st Century Army

The Army Leadership Development Strategy is the outcome of a campaign of learning over the past year and has been produced by an extensive enterprise of stakeholders both inside and outside the Army. It gets its information from the lessons learned from our on-going conflicts in Afghanistan and Iraq, assessments of the future operational environment, the CSA's Green Book article "The Army of the 21st Century,"

and FM 3-0 (Operations). The strategy is an integral part of the Army Capstone Concept and provides the foundational basis for the direction and formulation of future leader development concepts.²⁹

The Army Leadership Development Strategy establishes eight imperatives for the integration of policies, programs and initiatives to produce Army leaders, and it will provide guidance for the career-long development of Army leaders both in the Active Army and Active Guard and Reserve, through education, training, and experience.³⁰

The strategy targets the following eight imperatives:

- Encourage an equal commitment by the institution, by leaders, and by individual members of the profession to life-long learning and development.
- Balance our commitment to the Training, Education, and Experience pillars of development.
- Prepare leaders for hybrid threats and full spectrum operations through outcomes-based training and education.
- Achieve balance and predictability in personnel policies and professional military education in support of ARFORGEN.
- Manage the Army's military and civilian talent to benefit both the institution and the individual.
- Prepare our leaders by replicating the complexity of the operational environment in the classroom and at home station.
- Produce leaders who are mentors and who are committed to developing their subordinates.
- Prepare select leaders for responsibility at the national level.³¹

According to the Army Leader Development Strategy, it is imperative that the Army provide the best possible leader development process to our leaders. This will enable them to effectively lead our Soldiers and protect and promote our nations interests.³² This will be accomplished by balancing risk through initiatives including

revision of personnel policies, better management of key and development tours, and mix of operating and generating force assignments, Joint, Interagency, intergovernmental and Multinational assignments, and foreign assignments.³³ To meet these eight imperatives, the Army Leadership Development Strategy created four annexes for implementation, Officer, Non-Commissioned Officer, Civilian and Warrant Officer; these annexes are currently in final draft form and will be released shortly.

The Officer Annex lays out the prescribed process for the implementation of the Army Leader Development strategy as it applies to the Officer Corps. It applies to all officers in all components: Active Army, Army Reserve and National Guard. It aligns initiatives to all of the eight imperatives to be able to meet the outcomes as prescribed in the Army Leadership Development Strategy. The initiatives in the first imperative, which is to encourage an equal commitment by the institution, by leaders, and by individual members of the profession to life-long learning and development are as follows: Establish Army Career Tracker, Establish Self-Development Program, and Increase Opportunities for Advanced Civil Schooling and Wounded Warriors Education Initiatives. The second imperative (Balance our commitment to the Training, Education, and Experience pillars of development) includes: Leader Development Assignment Panels, Faculty Selection and Assignment, and Mobile Learning/interactive Multi-media Instruction. The third imperative (Prepare leaders for hybrid threats and full spectrum operations through outcomes-based training and education) incorporates BOLC Revision and Redesign Captains Career Course. Imperative four (Achieve balance and predictability in personnel policies and professional military education in support of ARFORGEN) serves to align PME with ARFORGEN. Imperative five (Manage the

Army's military and civilian talent to benefit both the institution and the individual) includes the following: Review Generalist-Specialist Functional Areas, Analysis of Officer and Warrant Officer Company grade Development, Analysis of Field Grade Development, Ratio of Officer Corps at Accession and Board Guidance/Slating Criteria. Imperative six (Prepare our leaders by replicating the complexity of the operational environment in the classroom and at home station) is to integrate OES Model to Support Full Spectrum Operations, Expand Culture and Foreign Language Training, Increase ROTC Cadets' Foreign Cultural Awareness, Increase Joint Interagency Intergovernmental Multinational (JIIM) Opportunities, Incorporate Emerging strategic Design into SAMS and the Army. Imperative Seven (Produce leaders who are mentors and who are committed to developing their subordinates) is Re-empower Senior Leaders to Manage Officers and Senior NCOs, MSAF – Multi-Source Assessment and Feedback Program, Develop Implement Counseling Program and Tools and Army Center of Excellence for the Professional Military Ethic. Imperative eight (Prepare select leaders for responsibility at the national level) are: Enhance Senior Leader Development.³⁴

The Army Leader Development Strategy has laid out a foundation for future leader development. It assigns several indicatives to all of its eight imperatives to further the development of officers throughout their careers. The implementation of the recommendations offered in the Officer Team annex, which is still in final draft form, will “assist the Army in finding a balance between education, training, and experience that develops an officer that are grounded in the Army Ethic, agile, culturally astute, and able to design, plan and execute in a hybrid threat environment”.³⁵

Conclusion

Based on where the AGR program started and where we are going as an operational force, the AGR program needs some holistic changes to be able to develop, cultivate the Pentathlete officer for the 21st Century and meet the needs of the future force.

The RETAL study states that Officers should be developed in accordance with the Pentathlete model and its six recommendations along with the eight imperatives outlined in the ALDS study. Is the US Army Reserve AGR program developing officers in accordance with these findings? With regards to the findings of the RETAL study and its six recommendations, recommendations one and two are being met through the cadet/lieutenant years in ROTC and BOLC. Since the AGR program only has a few second and first Lieutenants, the remaining RETAL recommendations become extremely important for company and field grade officers. The third RETAL Recommendation is where the RETAL study states that Leadership Development Assignment panels should be established to identify and provide the best operational career field officers with “non-Kinetic leadership opportunities.”³⁶ The current system for AGR officers in these ranks calls for them to apply annually for civilian schooling, Army Congressional Fellowship Program, Defense Strategy course along with a few other schools and courses. This does provide the AGR Officer with opportunities for further advancement, but a dedicated Leadership Development Assignment Panel consisting of a panel of Colonels would better assist in this development and ensure some of the best junior officers were being placed in the aforementioned courses. The fourth and fifth initiatives are for advanced civil schooling and Joint, Interagency, intergovernmental and multinational internships. Again the panel would identify and select the most promising

officers to these schools and internships. They would be the future commanders and some of the most successful operational career field officers. The Current AGR program has only a few opportunities for advanced civil schooling and very limited Joint, Interagency, intergovernmental and multinational internships. The final initiative does not currently apply to the AGR program. But according to BG Purser, the Deputy Chief, Army Reserve, who stated her office, is looking into the feasibility of adding up to three AGR General Officers. If this comes to realization, then HRC should implement this initiative also. These initiatives will enhance the ability of the General officers to influence the changes and integration of the Army Reserves as it continues to transition into a fully-operational Reserves.

The ALDS Annex A, the officer, lays out eight imperatives with initiatives that need to be established to further the training, education and experience of future Army Strategic Leaders. The Active Army has assigned lead agencies to track the progress as we move along. The Army Reserve and the Active Guard and Reserve Program are working with the ALDS Council of Colonels at Ft. Leavenworth to establish how they will implement the imperatives and initiatives. The USAR G-3-5-7 recently attended the ALDS Cohort Annex Council of Colonels at Ft Leavenworth 12-13 Jan 2010; at this time there is no conclusive information on how the AGR program will incorporate these initiatives or track the progress of the AGR program following them.

Of the eight imperatives, the author feels the most important are as follows: Balance our commitment to the Training, Education and Experience pillars of development achieving balance and predictability personnel policies and PME in support of ARFORGEN. The Army Reserve is fully vested into the ARFORGEN cycle.

This five year model does not lend itself to supporting the PME or assignment cycles for AGR officers. If the Army Reserve Strategy for Full-Time Support (FTS) 2017 initiatives 4.1 (AGR's would know of pending reassignment at least two year out) and 4.2 (expand opportunities for assignment of AGR's to positions with the Active Component operating force)³⁷ is met, this will give more predictability for planning PME for officers. Knowing two years out, an officer can plan further in advance for schooling and internships. Also, expanding opportunities with the Active component will assist by giving more flexibility in the planning process.

Balancing commitment to education, training and experience pillars needs to be closely looked at. "Officers require education and training experience beyond what experience in operational units can deliver".³⁸ Officers need to have assignments outside the operational units during the Captain, Major and Lieutenant Colonel times of their careers. This will enable them to have a better understanding of appreciation of the cultures and capabilities of different organizations that the US Army supports.

Recommendations

The AGR program has gone through some changes in the last four years with the creation of the Senior Leader Development Office (SLDO) in 2006 to manage all Lieutenant Colonel (P) and Colonels. Some of this directorates major goals are as listed: Ensure the Army Reserve develops the bench of " best Qualified senior leaders", Support all facets of HR transformation, to include AGR re-engineering, validate, enhance align, correct senior leader development path from top down, develop and utilize all categories of Army Reserve senior leaders, Standardize senior leader contact throughout the Army Reserve.³⁹ This process seems to works well for these few senior

officers, but it is too late in the career cycle of officers to be of great value to the AGR program as a whole in building the strategic leaders of the future.

AGR officers in the rank of Second Lieutenant through Lieutenant Colonel are currently managed by the Officer Personnel Management System as laid out in DA PAM 600-3. All officers are managed within the HRC structure by the Officer Personnel Management Directorate (OPMD). OPMD is divided into three divisions that align with the functional divisions in DA PAM 600-3: Maneuver, Fires & Effects Division (formerly Combat Arms/Combat Support); Operations Support Division (formerly Combat Support); Force Sustainment Division (formerly Combat Service Support). Each Division is further broken down by Branch Teams; a breakdown of the teams can be found at the following link: https://www.hrc.army.mil/site/Reserve/contact_stl/officer-contacts.htm. In addition to the branch teams, there are teams for records, military schools (non-boarded), PDE (boarded), and transitions (retirements, REFRADs, etc). Branch Teams currently consist of one or two AGR officers and may have between one to three civilians working with the team as well; this works out to about 400 officers per team member.⁴⁰ Once the merge occurs at the HRC Center for Excellence at Fort Knox, KY in July 2010, the teams will consist of up to six AC/AGR officers and up to four civilians.⁴¹

The RETAL study revealed the need to develop the Penthalete officer to create better senior leaders; therefore, more has to be done earlier in the career cycle for AGR officers. The ADLS also identified eight imperatives along with initiatives to meet these imperatives. It is essential that the Army Reserve mirror these imperatives to build leaders from the start of their careers to retirement.

Some type of Leader Development Panel to help place the most deserving and future commanders in non-kinetic positions should be established. This panel should be established to place Captains through Lieutenant Colonels into these non-kinetic positions. It is too late to be trying to manage careers at the Lieutenant Colonel and Colonel Ranks. The creation of this Leader Development Panel will assist in the selection and grooming of officers for the Joint, Interagency, Intergovernmental and Multinational positions. These boards could look at Captains and Majors coming out of command or operational assignments and select them for civilian schooling, internships or developmental assignments. In the author's opinion, many officers feel the need to remain in the fight and choose not to attend or defer Professional Military Education (PME) or civilian schooling whenever they are given the option..

These panels would choose officers next non-kinetic assignments, and unless there was a compelling reason, the most deserving and brightest officers would attend more of these programs. This could be tied to promotion criteria, such as currently Command, Senior Rater blocks on OER's and assignments are. By making these programs part of the promotions criteria, it would make going to these schools and educational assignments as an enhancement to their career as opposed to meaningless time away from the fight, and not so discouraging to some officers.

More contact with career managers, forums such as a face book, my space and the like is necessary. Pages for each branch and functional area should be set up to assist in getting out the most current information for the force. Communications with the career managers and the supported AGR population is critical. Each site would keep officers up to date on the most current assignments, schooling and training

opportunities. Another way to keep current with what is currently going on in an officer's career field is to set aside more money for professional development seminars or symposiums for certain AGR officers. Allowing AGR officers to attend more career enhancing symposiums, conferences and seminars will enhance professional development. Many AGR officers have problems obtaining money from the reserve unit to which they are assigned due to completion for scarce resources. By putting aside additional monies, the AGR program as a whole would benefit.

Next, increase the amount of Joint, Interagency, intergovernmental and multinational assignments / internships available to AGR officers at an earlier period in their career. If more opportunities were available for Captains and Majors coming out of their Captains Career Course or Intermediate Level Education to be assigned to a JIIM's position, it would create more senior leaders with the Pentathlete skills the Army is looking to develop. Since the AGR's are designed to support Army Reserve units, there are a finite number of authorized positions. This may require the Chief of the Army Reserve to request additional force structure (or personnel authorization) to allow more AGR officers to move out of traditional Army Reserve support billets for these JIIM's assignments / internships.

Realizing that the AGR program is set up to meet the needs of the Army Reserve, and there are a limited number of the JIIM positions available, AGR officers still need to have the interagency and cultural experience that is provided only through these types of assignments. The Army Reserves will remain an operational force for the foreseeable future, and many AGR officers will find themselves dealing with the interagency, multi-national partners and other government agencies on a continual

basis while deployed to overseas contingencies and domestic operations. It is important that the AGR officer be knowledgeable in these organizations so they will be able to assimilate into them while assigned or working with them.

If the Army Reserves is going to continue to operate as an operational force far into the 21st century, with even greater demands placed on the AGR officer, then greater emphasis has to be placed on the assignments, education and training of our AGR officers. The RETAL study and ADLS lay out many imperatives and initiatives that need to be adhered to by the Army Reserve as a whole in order to grow the future Pentathlete Officer. More emphasis must be placed on non-kinetic assignments, such as the Joint, Interagency, Intergovernmental and multinational ones along with military and civilian education. This will grow the AGR officers of the future to be the strategic leaders of the 21st Century who are balanced in the ways of the Pentathlete.

Endnotes

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