

Developing Intelligent Leaders - A Look At The Reserve Officer Training Corps Program

**A Monograph
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Abstract

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Over the last two decades, the United States Army has funded boards, panels, and studies that have recommended an emphasis on cognitive development training over technical training. This research reviews the current Reserve Officers Training Corp Program of Instruction and assesses its ability to develop and educate Reserve Officers Training Corps cadets to be intelligent leaders capable of critical thinking upon commissioning. The research will determine whether or not The Reserve Officer Training Corps is following the recommendations of these boards in developing future officers who possess leader intelligence.

In order to answer the thesis question, the research analyzed the current Reserve Officer Training Corps Program of Instruction for leader development and compared it to the Army's vision of how it is most likely to fight during future warfare, using the leader intelligent attributes found in the *Army Leadership* manual. The intent is to provide a critical look at whether or not the Army is educating and training cadets to meet future operational needs.

The main findings indicate the current Reserve Officer Training Corps Program of Instruction does not have a balanced approach between the education needed to foster leadership intelligence and the training needed to be a leader on the future battlefield. Instead, there is a heavy concentration of training designed to specifically meet the rigors of Leader Development and Assessment Course, thereby shortchanging the harsh realities of future warfare in 2016-2028 as predicted by Training and Doctrine Command Pamphlet 525-3-0.

This monograph recommends the Reserve Officer Training Corps implement the 1999 ROTC Future Lieutenant Study's recommendation that calls for a balanced approach between education and training in its leader development strategy. The Reserve Officer Training Corps Battalions must build ambiguity and uncertainty into all training events to reach the desired outcomes of producing intelligent officers for future warfare. They should train and educate for learning and understanding rather than for adherence to standards.

Table of Contents

Introduction	1
Transforming Leader Development	4
Methodology	12
Analysis.....	17
Conclusions and Recommendations.....	39
Appendix	42
Bibliography	57

Introduction

As the former Training and Doctrine Commander, General Martin Dempsey stated, “leaders throughout our future force must have both the authority as well as the judgment to make decisions and develop the situation through action. Critical thinking by Soldiers and their leaders will be essential to achieve the trust and wisdom implicit in such training.”¹ To meet the challenges of future warfare, Army leaders and future forces must develop operational adaptability—a quality Army leaders and forces exhibit based on leader intelligence, comfort with ambiguity and decentralization, a willingness to accept prudent risk, and an ability to make rapid adjustments based on a continuous assessment of the situation.² Army doctrine supports the development of leader intelligence as it promotes mental agility which is essential for critical thinking. The Army Leadership field manual defines critical thinking as “a deliberate process of thought whose purpose is to discern truth in situations where direct observation is insufficient, impossible or impractical.”³ Leader intelligence is important for problem solving and is necessary for informed decision making. Leader intelligence is the key to understanding changing situations, finding causes, arriving at justifiable conclusions, making good judgments, and learning from past experience.

Leaders at the junior levels must increasingly be able to assess, decide, and act with great speed and flexibility to maintain a competitive advantage on the battlefields of tomorrow. Leaders must have the intelligence to direct efforts to fight for information and transition between tasks and operations to ensure progress toward achieving policy goals and strategic objectives. Accomplishing the mission will demand leaders capable of integrating their efforts within a broad range of partners in complex environments and among diverse populations. Junior leaders must have an increased cognitive capacity to meet the increased demands of the Army of the future. “The Army must continue to evolve capabilities for full

¹ U.S. Army, *The Army Capstone Concept Operational Adaptability: Operating Under Conditions of Uncertainty and Complexity in an Era of Persistent Conflict 2016-2028* (Fort Monroe, VA: Headquarters, United States Army Training and Doctrine Command, 2009), ii. Abbreviated hereafter as Army Capstone Concept.

² Ibid., 16.

³ U.S. Army, *Field Manual 6-22: Army Leadership: Competent, Confident, and Agile* (Washington, DC: Government Printing Office, 2006), Glossary-2.

spectrum operations and develop leaders with the contextual understanding and the judgment to assess the situation and visualize, describe, and direct operations to seize and retain the initiative in complex and uncertain environments.”⁴ To help develop security institutions, Army leaders must be aware of relevant cultural, social, and political dynamics and place those systems at the center of their efforts. All of these factors must be taken into consideration during pre-commissioning training to develop intelligent leaders. Since the Reserve Officer Training Corps is the largest source of pre-commissioning training and education, it must be a major component of the Army’s effort to develop intelligent leaders.⁵

This raises an interesting point. Is the Reserve Officers Training Corps program developing intelligent leaders capable of solving complex challenges they are likely to encounter during their initial developmental assignment? The research indicates that there are shortfalls in the Reserve Officers Training Corps Program of Instruction that may not ensure future leaders receive a balance between formal education, training, and experiences to develop the leader intelligence necessary for future warfare. The Army leadership manual provides the crucial start point in describing the necessary leader intelligence attributes and will serve as the author’s research criteria. The conceptual components of leader intelligence – agility, judgment, innovation, interpersonal tact, and domain knowledge are needed to generate the critical thinking to solve problems. Using the criteria, this monograph will review the current program and assess its effectiveness in developing and educating cadets to be effective leaders and problem solvers capable of critical thinking upon commissioning.

The research is limited in scope and will focus specifically on cadet leadership training and education during pre-commissioning. Subsequent developmental training and military schools such as the Basic Officer Leadership Course and Captain’s Career Courses are more technical in training and less academic by nature. Pre-commissioning training is the Army’s first opportunity, and possibly only, to educate and develop critical thinking skills of its junior leaders required to solve complex problems and

⁴ *Army Capstone Concept*, 19.

⁵ Mike Johnson, “Making an Officer,” *The Cadet* (September 2010): 17.

make informed decisions. The research does not compare other commissioning sources Programs of Instruction, such as the United States Military Academy and officer Candidate School, with that of the Reserve Officer Training Corps. Based on the findings and key observations, recommendations will be provided in an effort to better prepare junior officers for their initial assignment.

The first section of this monograph covers the transformation of the United States Army leader development program by reviewing historical works and studies related to junior leader development prior to commissioning. This section will provide insights on the Army's discourse over education and training and will focus on the more notable studies conducted by the United States Army since World War II. It allows the reader to understand how and why officer education and training has evolved into the current model. The methodology section informs the reader on the methods used to gather evidence and conduct research to prove or disprove the monograph's thesis. It describes and defines the evaluation criteria taken from the Army Leadership manual in describing leader intelligence, which are mental agility, sound judgment, innovation, interpersonal tact, and domain knowledge. The analysis section explores the Reserve Officer Training Corps Program of Instruction and compares it to the evaluation criteria to determine whether or not the current Program of Instruction is relevant to the needs of the Army. By analyzing the current Reserve Officer Training Corps Program of Instruction for leader development and using the Army's vision of where it is going in terms of warfare, the researcher is able to provide a critical look at whether or not Cadet Command is training and educating cadets to meet future operational needs. The final section will highlight the conclusions and recommendations for junior officer development at the pre-commissioning level to better support the needs of the Army in the future.

One technique for determining the path to take for future leader development entails looking to the past to understand how and why the current leader development model was created for pre-commissioning. Past methodologies will provide historical examples, outcomes, and recommendations to make a more informed decision on a future course of action. The following section describes the United States Army leader development transformation.

Transforming Leader Development

This section reviews the progression of the Army’s ongoing debate over junior officer training versus education and the recent challenges that led the Army to focus on the need to develop leader intelligence in its junior officers. The mission statement for The Reserve Officer Training Corps is to “Commission the future officer leadership of the United States Army and motivate young people to be better citizens.”⁶ As Figure 1 depicts, the Reserve Officer Training Corps (ROTC) program provides the largest source of newly commissioned officers for the Army. It produced over 5,000 commissioned Second Lieutenants for fiscal year 2010, compared with just over 1,800 combined from the United States Military Academy (USMA), Officer Candidate School (OCS), and Direct Commissioning (DC) sources.⁷

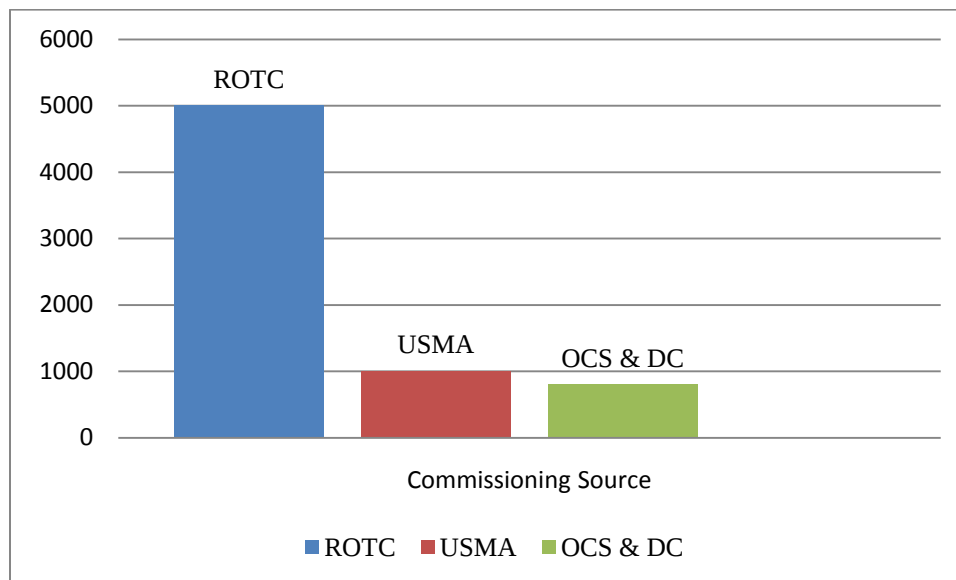


Figure 1: 2010 Commissioned Cadets. Data from Mike Johnson, “Making an Officer,” *The Cadet* (September 2010): 17.

Since the Reserve Officer Training Corps’ inception, there has been much debate on the topic of leader development and the proper balance between education and training during pre-commissioning.

⁶ U.S. Army, *TRADOC Regulation 350-36: Basic Officer Leader Course Training Policies and Administration* (Fort Monroe, VA: Headquarters, United States Army, Training and Doctrine Command, 2010), 5.

⁷ Mike Johnson, “Making an Officer,” 17.

Before World War I, the primary means of producing commissioned officers for the United States Army was either the United States Military Academy or by direct commissioning. The Army Reserve Officer Training Corps, as it exists today, began with President Wilson signing the National Defense Act of 1916.⁸ Although military training had been conducted in civilian colleges and universities as early as 1819, the National Defense Act brought this training under a single, federally-controlled entity: The Reserve Officers' Training Corps.

After World War II, the Army commissioned no less than thirteen boards and studies to investigate and improve upon the professional development of its officer corps.⁹ The Gerow Board of 1945 re-established the officer education system after it had been streamlined to meet manpower requirements for World War II, and the board's principal recommendation was to provide for the education and training of Army officers from commissioning to senior service schooling.¹⁰

The 1949 Eddy Board recognized the importance of an undergraduate degree and the education that went with it but stopped short of making it a requirement for commissioning.¹¹ The board concluded that pre-commissioning sources failed to adequately prepare young officers for immediate service with troops but did nothing to correct this deficiency.¹² In 1952, the Army created the Army Advisory Panel on

⁸ Joshua Reuben Clark, "National Defense Act from Emergency Legislation Passed Prior to December, 1917." (United States Department of Justice, Published by Government Printing Office, 1918).

⁹ Kelly Jordan, "The Yin and Yang of Junior Officer Learning: The Historical Development of the Army's Institutional Education Program for Captains," *The Land Warfare Papers*, no. 49 (monograph, Association of the United States Army Institute of Land Warfare, 2004), 22.

¹⁰ *Ibid.*, 22.

¹¹ U.S. Army, *Report of the Department of the Army Board on Educational Systems for Officers*, Board review prepared by Lieutenant General Manton S. Eddy, 1949, 18-19. At the time of the report, the Board stated that approximately 27 percent of the officer corps did not have an undergraduate degree. Despite the recognition of its importance, the Board only recommended that ninety percent of the Army's officers be required to have an undergraduate degree. The understanding existed, however, that continued service in the Army required one to eventually obtain a baccalaureate degree.

¹² U.S. Army, *Report of the Department of the Army Board on Educational Systems for Officers*, 27-28. The board recognized the practical value of experience to leader development, however, given the view that newly commissioned officers were not immediately prepared for troop duty and immediate operational needs at an officer's first units of assignment that precluded adequate preparatory training and education, all newly commissioned officers were recommended to attend a basic branch orientation course before arriving to their first unit of assignment, 24-27.

Reserve Officer Training Corps Affairs consisting of twelve civilians and six military educators to exchange views between the Army and academia. The panel drafted the General Military Science Program curriculum as its first task.¹³ Echoing the previous boards, the 1958 Williams Board found newly commissioned officers were not prepared to lead soldiers and recommended continuation of branch specific orientation training after commissioning.¹⁴ This board did however provide a logical framework for the officer education system to follow in order to balance education and training throughout an officer's military career. During the late 1950s, the Army's position was that it favored training instead of education during pre-commissioning and settled for education to be emphasized later on in an officer's career.¹⁵

In 1959, Professors Masland and Lyons conducted a study specifically on leader development and recommended that the Reserve Officer Training Corps curriculum assume a more professional orientation.¹⁶ They recommended limiting initial instruction to technical matters needed immediately after commissioning and to provide specialized instruction after commissioning or upon one's arrival to a unit of assignment. The specialized instruction should focus on general principles rather than facts and technical details of limited value. They believed that the curriculum should foster a desire for life-long learning and intellectual curiosity within the cadets.¹⁷ These recommendations were in response to the strong dialogue during this time over whether or not Reserve Officer Training Corps should be allowed to offer credits for its courses since Reserve Officer Training Corps focused on vocationally-based classes

¹³ Arthur Coumbe, Lee Harford, and Paul Kotakis, *U.S. Army Cadet Command: The 10 Year History* (Fort Monroe, VA: New Forums Press, 1996), 22-23.

¹⁴ U.S. Army, *Report of the Department of the Army Officer Education and Training Review Board*, Board review prepared by Lieutenant General Edward T. Williams, 1958, 21, 162-163. The Williams Board frankly articulated the Army's preference for training branch-specific military skills prior to commissioning.

¹⁵ *Ibid.*, 105.

¹⁶ Gene Lyons and John Masland, *Education and Military Leadership: A Study of the ROTC* (Princeton: Princeton University Press, 1959), 210, 237-239. Other recommendations included provision of adequate funding to military-related campus facilities and scholarships.

¹⁷ *Ibid.*, 218.

such as drill and ceremony and not on academics.¹⁸ Professors Masland and Lyons stated, “There is a need to drop ideas of *training* during the academic year and concentrate on the objectives of *career motivation* and *pre-professional education*.”¹⁹ Cadets during this time received specific training on military subjects deemed necessary for a war with the perceived Soviet threat. Professors Masland and Lyons recommended restricting military training to summer camps and post-commissioning training periods. This would reserve more time during undergraduate studies for more intellectually broadening subjects and would improve retention and recruiting in the process.²⁰ This study ran counter to the 1958 Williams Board findings and was completely rejected. However, the study provided a new narrative in the discourse between leader development and the balance between training and education.

During the Cold War, academic thinking and “fusionist ideals” meant Reserve Officer Training Corps education was moving towards a more balanced approach between military training and civilian education.²¹ In 1966, the Haines Board shifted the balance towards education by recommending a baccalaureate degree before commissioning.²² The Army began to understand the importance of education in producing leaders. In the late 1960s, Richard de Neufville, a professor at the Massachusetts Institute of Technology, called for cadet education to focus on “the development of officers with a broad interdisciplinary background commensurate with the new requirements and opportunities of modern technology.”²³ He made those remarks in response to the current model of teaching at the time that

¹⁸ Michael Neiberg, *Making Citizen Soldiers, ROTC and the Ideology of American Military Service* (Cambridge, MA: Harvard University Press, 2000), 103-107.

¹⁹ Lyons and Masland, *Education and Military Leadership*, 234.

²⁰ *Ibid.*, 218-220, 232-233.

²¹ Samuel Huntington, *The Soldier and the State: The Theory and Politics of Civil-Military Relations* (Cambridge, MA: Harvard University Press, 1959), 351. Fusion between civilian and military expertise demanding military leaders incorporate political, economic, and social factors into their thinking.

²² U.S. Army. 1966. Report of the Department of the Army Board to Review Army Officer Schools, Volume III – Analysis of Current Army System of Officer Schooling. Board review prepared by Lieutenant General Ralph E. Haines, 629, 696, 704.

²³ Richard de Neufville, “Education at the Academies . . . Where Next?” *Military Review* 47, no. 5 (May 1967): 6.

focused on specific more perishable skills that may not be required by the time the cadet was commissioned due to advancements in technology.

In 1978, the Review of Education and Training for Officers study recommended several ideas to standardize the level of training and education cadets received prior to their arrival at basic branch courses. The study identified the value in education and training, with the establishment of Military Qualification Standards I training and validation requirements prior to junior officer promotion and again emphasized a greater importance for training at the pre-commissioning level. One of its most noteworthy contributions was the establishment of Training and Doctrine Command's pre-commissioning common core tasks.²⁴ These task lists continue to guide leader development, typical of competency-based approaches to learning, strategies to the present.²⁵ The Army's position for junior leader development during pre-commissioning had shifted towards more training compared to education.

During the late 1980s and early 1990s, the scope of junior officer responsibilities increased, and the complexity of operational requirements expanded following the Gulf War; academics and military writers challenged the effectiveness of the post-Vietnam Army's training-focused leader development strategies.²⁶ The 1997 Officer Personnel Management System XXI Study recognized the importance of leader intelligence and the interactive nature of training and education, and experience.²⁷ The study recommended institutional systems, once primarily focused on training war fighting skills, expand curricular focus "to include the development of moral judgment and advanced cognitive skills revolving

²⁴ U.S. Army, "A Review of Education and Training for Officers," CARL Library, <http://www.dtic.mil/cgi-bin/GetTRDoc?AD=ADA070772&Location=U2&doc=GetTRDoc.pdf> (accessed October 24, 2010), V1-V10.

²⁵ Ibid., Vol. 1, III-7 to III-16; Vol. 2, D-1.

²⁶ Joseph Albrecht, "Understanding and Developing Adaptive Leaders During Pre-Commissioning." (Monograph, School of Advanced Military Studies, United States Army Command and General Staff College, 2010), 23.

²⁷ U.S. Army. 1997. *OPMS XXI Final Report: Prepared for the Chief of Staff, Army*, Board review prepared by Major General David H. Ohle. 1-2, 7-10. The study broadened what it termed the life-cycle function of training to encompass all officer training, education and professional development into a wider function it renamed develop. In the develop function the study addressed training, educational and experiential considerations for officer development.

around analysis and creativity.”²⁸ Junior leaders needed to exercise these skills in order to build experiences and develop leader intelligence. The study cited an Army after Next report stating “the development of effective leaders with superior intuition and cognitive flexibility was essential to meet the future demands of a complex, lethal and dispersed battle field.”²⁹ The Army recognized the importance for leaders to demonstrate adaptability and there were now calls for a greater emphasis on officer education and broadening experiences to generate leader intelligence.

In 1999, Cadet Command funded The *ROTC Future Lieutenant Study* to review the Reserve Officer Training Corp program and identify challenges and make recommendations to improve overall quality of the program heading into the twenty-first century.³⁰ The study acknowledged the Reserve Officer Training Corps program’s educational aspects were receiving considerable less attention when compared to the training aspects. The study’s vision of Reserve Officer Training Corps pre-commissioning was to provide balance to the program between education and training. The study recommended the Reserve Officer Training Corps Program of Instruction have an equal balance between education and training as opposed to the 80/20 balance in favor of training which existed in the late 1990s.³¹ The study recommended moving training which did not specifically relate to leader development training at the squad level into Basic Officer Leadership Course B so more time could be allocated toward leader intelligence and the cadets’ acquisition of critical thinking skills towards problem solving and decision making using vignettes and case studies with a feedback mechanism imbedded in all training.

The 2003 Army Training and Leader Development Panel Officer Study and Dr. Leonard Wong’s 2004 study of junior officers in post-war Iraq are often cited as points of departure concerning the Army’s

²⁸ Ibid., 7-10.

²⁹ Ibid., 7-10.

³⁰ Major General Stewart Wallace, *ROTC Future Lieutenant Study* (Fort Monroe, VA: U.S. Army Cadet Command, 1999), 4-5.

³¹ Ibid., 23.

growing emphasis on adaptive leadership.³² The Army Training and Leader Development Panel officer study identified two requisite “met competencies” to serve as roadmaps for leader development and operational success in ambiguous operating environments: self-awareness and adaptability.³³ Despite the Army’s continued emphasis on leader development, the Army Training and Leader Development Panel officer study found the “Army Training and Leader Development programs did not develop self-aware and adaptive leaders.”³⁴ The study’s recommendations attempted to solve this shortfall, but like previous studies it reserved its discussion of training and educational requirements and recommendations to post-commissioning.³⁵ In doing so, the study recommended the establishment of a three-phased officer basic course over the previous two phased system to better prepare newly commissioned officers for service.³⁶

In 2005, the Director of the Army Staff, under authority from the Chief of Staff of the Army and Secretary of the Army created the Review of Education, Training and Assignments for Leaders task force to examine the policies governing education, training and assignments across the force. The task force conducted their study from October 2005 through June 2006 and released a final report of

³² Leonard Wong, “Developing Adaptive Leaders: The Crucible Experience of Operation Iraqi Freedom” (Strategic Studies Institute monograph, U.S. Army War College, 2004), 15-16. Dr. Wong argued that the adaptability of junior leaders was due predominately to on-the-job experience in Iraq. Combat experiences exposed junior officers to diversity, responsibility, “complexity, unpredictability and ambiguity” that officers were not previously prepared to face by institutional or unit-led training experiences.

³³ U.S. Army. 2003. The Army Training and Leader Development Panel Officer Study Report to the Army, OS-2 to OS-3.

³⁴ Ibid., OS-17.

³⁵ Ibid., OS-2 to OS-3. The study’s recommendations included the establishment of single training and leader development proponentcy, improving the capability of the force to pursue lifelong learning, improving the Army’s training and leader development model to include assessment and feedback mechanisms.

³⁶ Terry Sellers, “Basic Officer Leader Course: The ‘So What’ in Junior Officer Education Today,” *Infantry* 97, no. 5 (September-October 2008): 6-8; Gina Cavallaro, “Leadership course for new lieutenants nixed,” *Army Times* (December 2009), under “Army News,” http://www.armytimes.com/news/2009/12/army_leadership_training_121409w/ (accessed October 24, 2010). The Army implemented a three phase initial entry training and education program for junior officers in 2006, the Basic Officer Leaders Course (BOLC). The first phase of training or Basic Officer Leaders Course I, took place during pre-commissioning. The second phase or Basic Officer Leaders Course II, was a five-week course held at one of two sites, Fort Sill, Oklahoma, and Fort Benning, Georgia, immediately after commissioning. The last phase or Basic Officer Leaders Course III, was held at one of the Army’s traditional branch specific schools and took place upon an officer’s completion of Basic Officer Leaders Course II. After only four years, the three phase initial entry training and education program was returned to its traditional two phase approach in early 2010. Basic Officer Leaders Course II instruction was cancelled due to operational personnel requirements in the unbalanced force.

recommendations, along with the Army “*pent-athlete*” leader model. The Review of Education, Training and Assignments for Leaders task force recommendations included expanding competency to full spectrum, including non-kinetic expertise, broadening the full spectrum culture and addressing gaps in leader intelligence such as mental agility, cultural awareness, and governance.³⁷ According to the Army’s new leader development strategy, the mission of Army leader development is to “educate, train, and provide experiences to progressively develop leaders to prevail in Full Spectrum Operations in a 21st Century security environment.”³⁸ The Army recognized that future “*pent-athletes*” need the proper mix of education, training, and experiences to develop their talents prior to commissioning. The study of junior officer leader development is arguably of greater importance today than in the past, since conflict against adaptive and evasive threats “devolved primarily into a series of tactical engagements fought principally at squad and platoon levels.”³⁹

Consistently over the last two decades, the United States Army has funded boards, panels, and studies that have all recommended incorporating cognitive training over technical training. The call for developing leader intelligence in officers began in the mid 1980s and reached its current peak within the Army as a result of the non continuous battlefields of Afghanistan and Iraq where conceptual and creative thinking take precedence over technical specific training to deal with the ambiguity of the modern battlefield. During this era of persistent conflict, the Army has developed a better appreciation for the interactive nature of education, training, and experience, and the importance of each on leader development programs. The Army’s most recent leader development strategy recognized the need for synergy between education, training, and experience for the successful development of leader intelligence. The research will determine whether or not The Reserve Officer Training Corps is following the recommendations of these boards in developing future officers with leader intelligence.

³⁷ “Army Leaders for the 21st Century, Final Report,” Civilian Personnel On-line, <http://cpol.army.mil/library/train/docs/AL21-Final.pdf> (accessed November 17, 2010).

³⁸ Ibid.

³⁹ Robert Scales, “The Second Learning Revolution,” *Military Review* 36, no. 1 (January 2006): 37.

Methodology

This section describes the method by which the research was conducted to answer the subordinate questions. It defines the research criteria needed to analyze the current Reserve Officer Training Corps Program of Instruction for leader development and compare it to the Army's vision of how it is most likely to fight during future warfare, using the leader intelligent attributes found in the *Army Leadership* manual. The intent is to provide a critical look at whether or not the Army is educating and training cadets to meet future operational needs. By breaking down the main question, the following four subordinate questions were developed: 1) What elements does the current Reserve Officer Training Corps Program of Instruction teach cadets that foster leader intelligence? 2) What evidence of application of the mental agility attribute of leader intelligence is found in the Program of Instruction? 3) What forms of measurement are used during the academic year to determine leader intelligence? 4) How often are the elements of leader intelligence taught or assessed during the Basic Course and Advanced Course? To provide the depth of analysis necessary to address this thesis and subordinate questions, published Army manuals and regulations were used to gain clarity and understanding of current definitions and attributes required in leadership from Army officers. Cadet Command websites and the Reserve Officer Training Corps blackboard internet share-point site greatly added to the information gathering and research.

The research examined the Reserve Officer Training Corps Program of Instruction with the intent to focus and isolate the role education plays in developing leaders to lead in a complex environment to answer subordinate question number one. By analyzing the current Reserve Officer Training Corps Program of Instruction for leadership development found in *Cadet Command Regulation 145-3*, and Cadet Command's Common Core Task List, the research will provide a current picture of what and how Cadet Command is training and educating cadets on the elements of leader intelligence.⁴⁰ This regulation serves as the lead for training cadets in Reserve Officer Training Corps; however, the regulation cannot

⁴⁰ U.S. Army, *Cadet Command Regulation 145-3: Precommissioning Training and Leadership Development* (Fort Monroe, VA: Cadet Command, 2010).

by itself account for the entire leadership training taking place in a Reserve Officer Training Corps battalion through mentoring and other events. Cadets develop leadership attributes through their personal experiences and the achievements of his or her Reserve Officer Training Corps battalion during the academic school year. Linking these insights of cadet leadership experiences with the specific regulatory guidance comprises the cadet's total leadership training experience. After evaluating the Program of Instruction and comparing it with the traits needed to be an intelligent leader, defined in chapter six of *Field Manual 6-22: Army Leadership*, the analysis will determine how successful the current model is today in producing intelligent leaders for tomorrow.

In order to answer subordinate question number two, what evidence of application of mental agility is found in the Program of Instruction, the research analyzed the *Basic Officer Leader Course A: ROTC Curriculum Faculty Handbook* and the Reserve Officer Training Corps Program of Instruction.⁴¹ This question is important because it assesses whether or not cadets are being taught mental agility needed for critical thinking skills to make informed decisions to solve problems during future warfare. The majority of the courses should be centered on mental agility because it is the cornerstone of leader intelligence.

Subordinate question number three, what forms of measurement are used during the academic year to determine leader intelligence, was answered by analyzing the *Basic Officer Leader Course A: ROTC Curriculum Faculty Handbook* and the Reserve Officer Training Corps blackboard internet share-point site.⁴² This question is important because it assesses the feedback mechanism or reinforcement needed to improve upon leader intelligence. Due to the predictable nature of the Reserved Officer Training Corps, it would not be surprising to find the same methods of measurement employed today as

⁴¹ U.S. Army, *Basic Officer Leader Course A: ROTC Curriculum Faculty Handbook* (Fort Monroe, VA: Cadet Command, 2010).

⁴² Reserve Officer Training Corps. "Introduction to Army Leadership," https://rotc.blackboard.com/bbcswebdav/courses/MSL_BOLC_I/Cadet%20Text/MSL_I/MSL_101/MSL_101_Leadership_Sect_01_Intro_to_Army_Leadership.pdf. (accessed March 27, 2011).

when the researcher went through the Reserve Officer Training Corps program fifteen years ago.

To answer subordinate question number four, how often are the elements of leader intelligence taught during the Basic Course and Advanced Course, the study analyzed the Reserve Officer Training Corps Program of Instruction. This question is important because it determines the frequency in which the elements of leader intelligence are taught over the entire program. This will help assess the level of importance the program places on each element based on the amount of courses dedicated to each element. The overwhelming majority of courses should be dedicated to the domain knowledge element because of the importance placed on technical and tactical proficiency of being a Lieutenant. This will demonstrate the programs industrial style of learning that has not changed over the past several decades. Specific tasks and repetitions are the norms instead of creative and conceptual thinking.

In determining recommended changes to the Reserved Officer Training Corps Program of Instruction and understanding the emerging framework of leadership attributes and intelligence required for leaders, the research used *Field Manual 6-22: Army Leadership* to analyze and provide the common lexicon for leadership intelligence. The field manual was published in October of 2006 and those same attributes continue to be relevant characteristics of junior leaders today and is vitally important to understanding the Army's current methodology on leadership. Although this leadership manual has an undetermined link to the future, the leader attributes and definitions are solidly grounded in the needs of the Army today and should serve the Army well into the future until new leadership doctrine can be written. According to *Field Manual 6-22: Army Leadership*, an Army leader's intelligence draws on the mental tendencies and resources shaping conceptual abilities, which are applied to one's duties and responsibilities. Conceptual abilities enable sound judgment before implementing concepts and plans. They help one think creatively and reason analytically, critically, ethically, and with cultural sensitivity to consider unintended, as well as, intended consequences.⁴³

The research evaluation criteria are the conceptual components of leader intelligence and they are

⁴³ U.S. Army, *Field Manual 6-22, Army Leadership*, 6-1.

agility, judgment, innovation, interpersonal tact, and domain knowledge. These attributes are needed to generate the critical thinking thought process to solve problems expected in the future during the cadet's first developmental assignment. According to the Army Leadership manual, mental agility is a flexibility of mind, the ability to adapt to uncertain or changing situations. The basis for mental agility is the ability to reason critically while keeping an open mind to multiple possibilities until reaching the most sensible solution. Critical thinking is a thought process that aims to find truth in situations where direct observation is insufficient, impossible, or impractical. It allows thinking through and solving problems and is central to decision making. Critical thinking is the key to understanding changing situations, finding causes, arriving at justifiable conclusions, making good judgments, and learning from experience.⁴⁴ Mental agility is paramount for critical thinking and goes with sound judgment.

Sound judgment requires having a capacity to assess situations or circumstances with a critical eye and to draw feasible conclusions. It enables the leader to form sound opinions and to make sensible decisions and reliable guesses on a consistent basis and is important for successful Army leaders. Good judgment contributes to an ability to determine possible courses of action and decide what action to take and is imperative to decision making and problem solving.⁴⁵

Innovation describes the Army leader's ability to introduce something new for the first time when needed or an opportunity exists. Being innovative includes creativity in the production of ideas that are original and worthwhile to solve old or new problems. Army leaders should seize such opportunities to think creatively and to innovate. The key concept for creative thinking is developing new ideas and ways to challenge subordinates with new approaches and ideas to accomplish tasks and missions. Creative thinking includes using adaptive approaches from previous experiences or coming up with something new. To be innovators, leaders learn to rely on intuition, experience, knowledge, and input from others.⁴⁶

⁴⁴ Ibid., 6-1.

⁴⁵ Ibid., 6-2.

⁴⁶ Ibid., 6-3.

Interpersonal tact is the ability to effectively interacting with others and depends on knowing what others perceive. It also relies on accepting the character, reactions, and motives of oneself and others. Interpersonal tact combines these skills, along with recognizing diversity and displaying self-control, balance, and stability in all situations.⁴⁷

Domain knowledge requires possessing facts, beliefs, and logical assumptions in many areas such as tactical, technical, joint, and cultural. Tactical knowledge is an understanding of military tactics related to securing a designated objective through military means. Technical knowledge consists of the specialized information associated with a particular function or system. Joint knowledge is an understanding of joint organizations, their procedures, and their roles in national defense. Cultural and geopolitical knowledge is awareness of cultural, geographic, and political differences and sensitivities.⁴⁸

The scale used to categorize whether or not an attribute was a positive or negative was determined by using a thirty-three percent ratio. Using the cadet's freshman year as an example, there are twenty-four classes that make up the curriculum. If at least eight of the classes are focused around the attribute then it received a positive mark. If there was less than thirty-three percent the attribute received a negative mark. This scale was used throughout the four year program to determine the frequency of training and education geared towards leader intelligence attributes.

The attributes of mental agility, sound judgment, innovation, interpersonal tact, and domain knowledge are critical to the development of intelligent leaders required to solve complex problems of future warfare. By assessing their role and usage in the four-year Reserve Officer Training Program of Instruction, this study will reveal shortfalls and trends in the program. This will help determine if a change to the current Program of Instruction is warranted.

⁴⁷ Ibid., 6-3 to 6-5.

⁴⁸ Ibid., 6-5 to 6-9.

Analysis

The competing requirements of educating officers for future warfare while remaining relevant and appropriate in the ever-changing global landscape requires a change in approach.⁴⁹ As Jeffrey McCausland and Gregg Martin point out in *Parameters*, “the transformation of the Army demands a change in our educational approach and philosophy. The first element of this may be for the Army to recognize small wars such as Kosovo, Bosnia, Somalia, and Haiti are not unique, but rather the types of conflicts America will be engaging in for a significant period of time.”⁵⁰ Officers must understand the cultural context in which wars of today, and in the future, will be fought. Critical to this understanding is knowledge in areas of diplomacy, building consensus, conflict resolution, negotiation, mediation, arbitration, interagency familiarization, intelligence collection, basic civic action and coordination. All of these skills are required on a daily basis in both Iraq and Afghanistan. If the United States Army intends to master the military art in such a complex operating environment, it must require intelligent leaders who are adaptive, able to think critically, intuitive, developed emotionally, culturally astute and self-aware.⁵¹ Adaptive performance can be broadly defined as making an effective change in response to an altered situation.⁵² The altered situation in which America finds itself is an era of persistent conflict. This has caused the United States Army to relook leader development training.

Leader development is defined according to *Training and Doctrine Command Regulation 350-10*, “as the process of developing or promoting the growth of confident, competent military and civilian leaders who understand and are able to exploit the full potential of present and future doctrine, organizations, technology, and equipment. It is a continuous and cumulative process of education and

⁴⁹ Cynthia Watson, *Military Education, a Reference Handbook* (Westport, CT: Praeger Security International, 2007), xi.

⁵⁰ Jeffrey McCausland and Gregg Martin, “Transforming Strategic Leader Education for the 21st Century,” *Parameters*, (Autumn 2001): 17-33.

⁵¹ Donald Vandergriff, *Raising the Bar: Creating and Nurturing Adaptability to Deal with the Changing Face of War* (Washington, DC: Center for Defense Information Press, 2006), 67.

⁵² Will Cotty, Brendon Bluestein, and Jat Thompson, “The Whole Man Concept: Assessing the SF Soldier of the Future” *Special Warfare*, (April 2005): 18-21.

training, experience, assessment, remediation, reinforcement, and feedback. It is an integrated, progressive, and sequential process involving institutional training and education, operational assignments, and self-development.”⁵³ Cadet Command Leadership Development Program is administered on campus by the Professor of Military Science and during summer training by Train, Advise, Counsel (TAC) officers. As the cadet progresses through the Reserve Officer Training Corps program, he or she will see a variety of different Leadership Development Program assessment tools that focus on the seven Army Values and the sixteen leadership dimensions. The Leadership Development Program Assessment Model for the Reserve Officer Training Corps program for all four years is shown in Figure 2. The Blue Card, the Cadet Evaluation Report, the Officer Evaluation Report, and the Developmental Support Form all share common traits—each drawing on the Army leadership model to ensure they accomplish the mission in assessing cadets.⁵⁴

The mission of Basic Officer Leader Course A is to “provide initial military training and education to potential commissioned Army officers and warrant officers with foundational Army values, professional and personal attributes, and fundamental technical and tactical skills.”⁵⁵ Basic Officer Leader Course A commissioning and appointment sources are the Reserve Officer Training Corps, United States Military Academy, and Officer Candidate School. The Reserve Officer Training Corps mission is to commission the future officer leadership of the United States Army and motivate young people to be better citizens.⁵⁶

⁵³ U.S. Army, *TRADOC Regulation 350-10: Training Institutional Leader Training and Education* (Fort Monroe, VA: Headquarters, United States Army, Training and Doctrine Command, 2002), 14.

⁵⁴ Reserve Officer Training Corps. “Introduction to Army Leadership”, https://rotc.blackboard.com/bbcswebdav/courses/MSL_BOLC_I/Cadet%20Text/MSL_I/MSL_101/MSL_101_Leadership_Sect_01_Intro_to_Army_Leadership.pdf. (accessed March 27, 2011), 11.

⁵⁵ U.S. Army, *TRADOC Regulation 350-36*, 5.

⁵⁶ Ibid. The United States Military Academy mission is to educate, train, and inspire the Corps of Cadets so each graduate is a commissioned leader of character committed to the values of Duty, Honor, Country, and prepared for a career of professional excellence and service to the Nation as an officer in the United States Army. The Officer Candidate School mission is to train, educate, and commission officers in order to provide the Army with leaders of character who live by the Warrior Ethos and Army values.

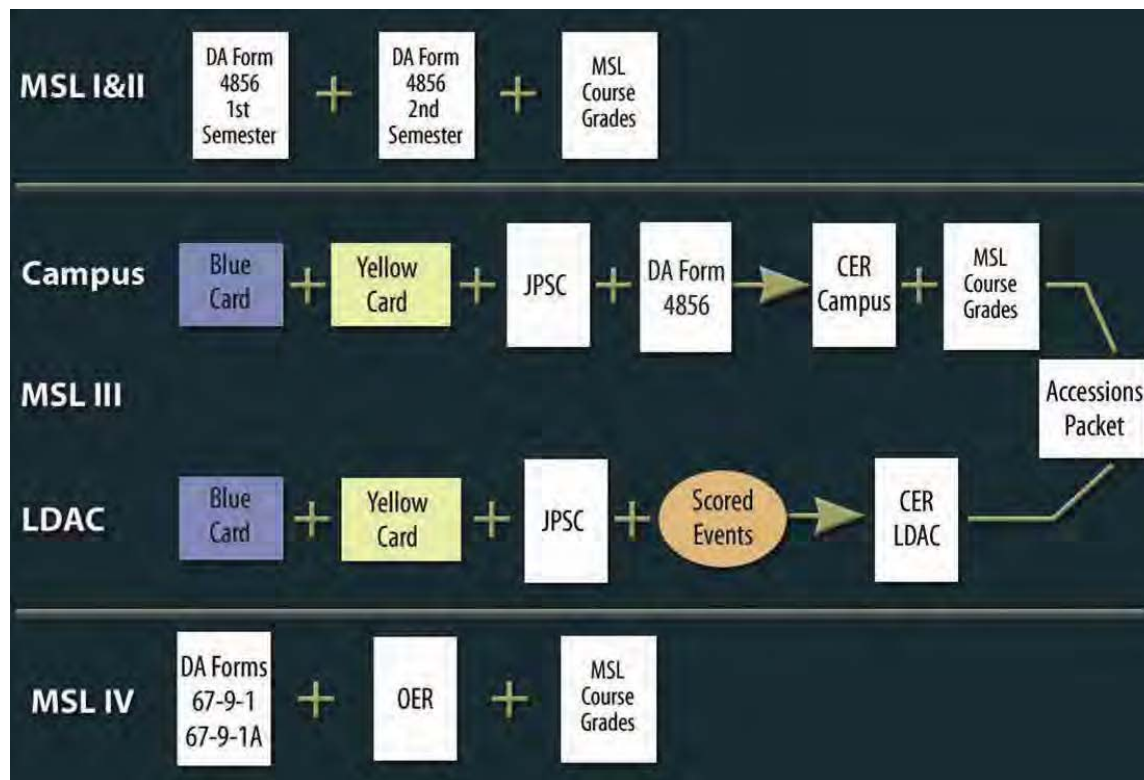


Figure 2: Leadership Development Program Assessment Model. Chart taken from the Reserve Officer Training Corps Blackboard Site. Leadership Development Program. https://rotc.blackboard.com/webapps/portal/frameset.jsp?tab_id=_2_1&url=%2fwebapps%2fblackboard%2fexecute%2flauncher%3ftype%3dCourse%26id%3d_5549_1%26url%3d. (accessed March 27, 2011).

The Leadership Development Program is the cornerstone of the Senior Reserve Officer Training Corps program outlined by Cadet Command Regulation 145-3. It is an individual-focused program providing leadership opportunities, assessment and feedback arranged around the attributes and core leader competencies outlined in FM 6-22, *Army Leadership*. Appendix 1 depicts the Reserve Officer Training Corps methodology used from start to finish in producing an adaptable officer during pre-commissioning. Under this framework, Basic Officer Leader Course A is designed to be continuous and sequential with increasing levels of complexity, while increasing the levels of leadership development and experience along the way. There is both an on-campus and off-campus methodology making up the overall Reserve Officer Training Corps Leadership Development Program. Throughout their time in Reserve Officer Training Corps, cadets use a cadet rank structure similar to an active duty unit and place more responsibilities on each of the positions. The goal of the Cadet Command Leadership Development

Program is to provide cadets with personalized, individual leadership development opportunities from the time they enter Reserve Officer Training Corps until they receive their commissions. This includes basic leadership instruction, periodic assessments, and counseling at both the team and individual levels. The on-campus training is derived from the actual Program of Instruction based on the Common Core Task List. The off-campus approach involves leadership training and experiences with their peers during a formal training event conducted collectively by Cadet Command.

The on-campus component of training and education is the Military Science and Leadership curriculum. The curriculum is divided into the five tracks of classroom education of values and ethics, personal development, leadership, tactics and techniques, and officership. Other training and education venues include hands on leadership labs, Field Training Exercises, and the Army Physical Fitness Program. Appendix 2 lists the structure and depicts the main highlights by track. Instruction in the five topical tracks is sequenced into the Basic and Advanced Courses. The Basic Course is comprised of Military Science Level I and Military Science Level II and is designed to enhance student interest in the Reserved Officer Training Corps program and the Army while providing an overview of each of the five Military Science Level tracks. The Basic Course normally corresponds to the cadet's freshman and sophomore years, and is designed to enhance student interest in the program and the Army, thereby helping retain them in the program for the Advanced Course.⁵⁷ Upon completion of the Basic Course, cadets should possess a basic understanding of officer corps, fundamentals of leadership and decision-making, the Army's institutional values, and principles of individual fitness and a healthy lifestyle needed for understanding and continuation in the Advanced Course.

⁵⁷ Progression cadets complete all four years Military Science Level 1-4 of the Reserve Officer Training Corps Program. However, cadets may join the program at any time during the Military Science Level I or Military Science Level II year. The minimum participation leading to a commission is the Advanced Course Military Science Level III and Military Science Level IV and the Leader Development and Assessment Course (LDAC). Military Science Level I courses are not a prerequisite for participation in Military Science Level II courses, nor are either the Military Science Level I or Military Science Level II courses a prerequisite for participation in the Advanced Course. In lieu of the Basic Course, cadets may attend the Leaders Training Course (LTC) at Fort Knox in the summer prior to their Military Science Level III year.

The Reserve Officer Training Corps Advanced Course or Basic Officer Leadership Course A is comprised of four academic courses, Military Science Level 301, Military Science Level 302, Military Science Level 401, and Military Science Level 402, plus the Leader Development and Assessment Course. Cadets take these courses during their junior and senior years of college. These courses develop each Military Science Level track in greater depth in order to teach the cadet all the attributes and core leader competencies essential for commissioning and success at Basic Officer Leadership Course B and establishes a solid foundation for a career as a commissioned Army officer. The Reserve Officer Training Corps Advanced Course is founded on the Common Core Critical Task list created by the Army's Training and Doctrine Command. The Basic Officer Leader Course Common Core Task List is comprised of fifty-nine total tasks - forty training tasks, fifteen warrior tasks, and four battle drills as shown in Appendix 3.

According to The Common Core Task List and pre-commissioning source specific training, education, and experience, each Basic Officer Leader Course A program is mandated to achieve the following outcomes: Values and ethics - newly commissioned or appointed officer who knows and understands Army values and begins to demonstrate them; leadership - newly commissioned officer who demonstrates knowledge of core leadership attributes and competencies and who applies fundamentals of leadership with peers and in small units; professionalism and officership - understands and embraces the concept of being a member of the profession of arms, and the requirements of officership and their oath of commission; personal development - understands the responsibilities of an officer for self-development (physical, mental, spiritual, and emotional) outside the institutional and organizational domains; technical competence - possesses fundamental knowledge and understanding of basic military skills and Army management systems required of a junior officer; and tactical competence - possesses basic military skills and demonstrates knowledge of the orders process and Troop Leading Procedures while executing small

unit tactics in conjunction with the Warrior Tasks and Battle Drills.⁵⁸

To reach some of these outcomes, Cadet Command uses physical training to enhance the cadet's leadership learning while performing in small groups. Essentially, the formal physical fitness training listed in the Program of Instruction provides another method of teaching, coaching, and mentoring cadets on becoming an officer. However, there is no mention of leader intelligent attributes such as mental agility and innovation, or education described in the outcomes for cadets during Basic Officer Leader Course A pre-commissioning programs. A professor of psychology, cognition, and education, Howard Gardner defined intelligence as "the ability to solve problems, or to create products, that are valued within one or more cultural settings."⁵⁹ Intelligence is also a requirement of the "*pent-athlete*" model promoted by Dr. Francis J. Harvey. "*Pent-athletes*" are, according to Dr. Harvey, "Multi-skilled leaders who can thrive in uncertain and complex operating environments who are experts in the art and science of arms; who are decisive, innovative, adaptive, culturally astute, and effective communicators dedicated to life-long learning."⁶⁰ The Basic Officer Leader Course A outcomes does not seem to meet these requirements.

The Basic Officer Leader Course A outcomes are broad and general and do not specifically address formal education to develop leader intelligence. The work of Nobel Laureate Theodore Schultz emphasizes the criticality of knowledge acquisition particularly education, but also experience and training to the development of mental acuity and agility.⁶¹ Formal education should be a priority during this phase of the leader development process in order to set the foundation for continued learning during follow on leader development opportunities. Instead, the Reserve Officer Training Corps focuses on outcomes such as technical and tactical competence, which is domain knowledge. In a 2007 article for

⁵⁸ U.S. Army, *TRADOC Regulation 350-36*, 12-13.

⁵⁹ For a comprehensive overview of Gardner's work, see his "Multiple Intelligences after Twenty Years," a paper presented at the American Educational Research Association, Chicago, IL, April 21, 2003.

⁶⁰ Dr. Francis Harvey, "Speech for Army Command and General Staff College Graduation" (Speech presented at Fort Leavenworth, KS, May 2005).

⁶¹ Theodore W. Schultz, "The Value of the Ability to Deal with Disequilibria," *Journal of Economic Literature*, Vol. 13, No. 3, (September 1975): 827-846.

Special Warfare Magazine, Mueller-Hanson and associates aligned various attributes, skills, and characteristics of adaptability for self-awareness along a continuous training regimen with repeated practice and feedback necessary for adaptive development. The authors evaluated six character dimensions indicating an individual's likelihood to perform in an adaptive manner: intelligence, trainability, judgment, influence ability, physical fitness, and motivation.⁶² Junior leaders must be able to adapt to their surroundings by using their intelligence and critical thinking skills to solve complex problems in the future as defined by Training and Doctrine Command.

The Training and Doctrine Command's Deputy Commanding General for Initial Military Training, Lieutenant General Mark Hertling, stated "The Warrior Tasks and Battle Drills drive training, not only in the training base but throughout the Army."⁶³ The instructor contact hours during Basic Officer Leader Course A training the Reserve Officer Training Corps cadre spend on teaching and mentoring leadership to cadets are relatively insignificant compared to their entire time in school earning an undergraduate degree. As Figure 3 depicts, the instructor contact hours for on-campus instruction on average for Military Science Level I, Military Science Level II, Military Science Level III, and Military Science Level IV are 44, 88, 144, and 144. This does not take into consideration any special training events or missed times for unique holiday observances by the university but does take into consideration labs and Field Training Exercises conducted each semester in the Advanced Course.

⁶² Rose A. Mueller-Hanson et al., "Developing Adaptive Leaders," *Special Warfare* 20, no. 4 (July-August 2007): 29-30. <http://www.soc.mil/swcs/swmag/Assets/07Jul.pdf> (accessed December 04, 2010). These characteristics related to adaptability were also articulated in Mueller-Hanson's 2005 ARI Study, *Training Adaptable Leaders: Lessons from Research and Practice*, 28-32.

⁶³ Lisa Alley, "Revised Warrior Tasks and Battle Drills Set Framework For New and Seasoned Soldiers Alike," The Official Homepage of the United States Army, <http://www.army.mil/-news/2010/04/23/37935-revised-warrior-tasks-and-battle-drills-set-framework-for-new-and-seasoned-soldiers-alike/index.html> (accessed December 02, 2010).

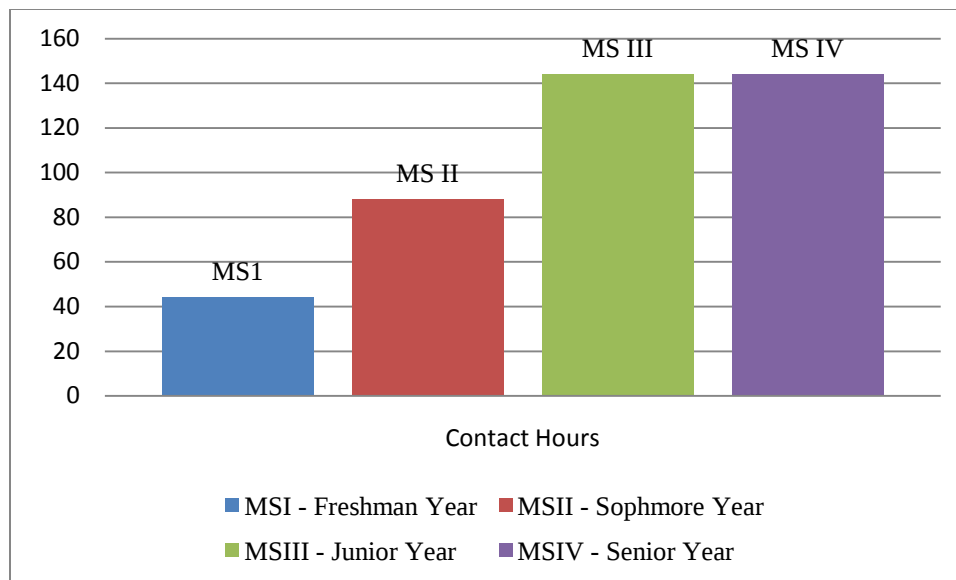


Figure 3: Instructor Contact Hours. Information compiled from U.S. Army, *Basic Officer Leader Course A: ROTC Curriculum Faculty Handbook* (Fort Monroe, VA: Cadet Command, 2010).

The Army Reserve Officer Training Corps leader development program starts for cadets their freshmen year. During the Military Science Level 101 and Military Science Level 102 courses cadets are responsible for taking care of only themselves while they learn introductory level classes on military basics. The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big picture understanding of the program, its purpose in the Army, and its advantages for the student. Cadets learn how to work with others and become members of a team. This serves as the basis for learning how to lead in their freshman year. Military Science Level 101 introduces cadets to the personal challenges and competencies that are critical for effective leadership. Cadets are supposed to learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. Military Science Level 102 is supposed to provide an overview of leadership fundamentals such as setting direction, problem solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets are expected to explore dimensions of leadership values, attributes, and competencies in the context of practical, hands-on, and interactive exercises. There is even a section on leader intelligence which covers all five of the evaluation criteria in detail. During the cadet's freshman year, there are

twenty four programmed classes of instruction not counting the leadership laboratories that cadets must attend for academic credit to advance through the program their sophomore year and is depicted in Appendix 4.

Out of the twenty-four programmed classes, only five involved mental agility and sound judgment related to training or education as highlighted in Appendix 5. Four of those five classes involved an examination. So realistically, there was only one class related to mental agility- goal setting and personal mission statement. Due to this low ratio of mental agility and sound judgment classes during a cadet's freshman year they both received a negative mark. The research did not indicate a programmed course relating to innovation or interpersonal tact during the freshman year courses and therefore both of them received a negative mark. This would not be the case for domain knowledge.

There were nineteen courses out of the twenty four related to domain knowledge. This was not a surprise as the freshman year is focused on the basics for introducing material to the cadets to build their technical and tactical experiences needed to progress through the Reserve Officer Training Corps curriculum. The Reserve Officer Training Corps cadre must also try to recruit and retain cadets during their freshman and sophomore years and therefore focus on the basics as well as the high adventure training such as rappelling as an incentive for freshman cadets to stay in the program during their sophomore year. Domain knowledge was the only leader intelligence attribute to receive a positive mark for a cadet's freshman year training and education experience.

A cadet's freshman year enrolled in the Reserve Officer Training Corps program is focused on the basics of military experiences and explores dimensions of leadership values, attributes, skills, and actions. There is an emphasis placed on recruitment and retention of cadets so the type of classes offered is limited due to liability concerns and costs associated with non contracted cadets training and education. Out of the five evaluation criteria attributes for leader intelligence only the domain knowledge attribute received a positive mark. Mental agility, sound judgment, innovation, and interpersonal tact all received negative marks due to the small amount of time spent on those attributes during a cadet's freshman year as depicted in Figure 4.

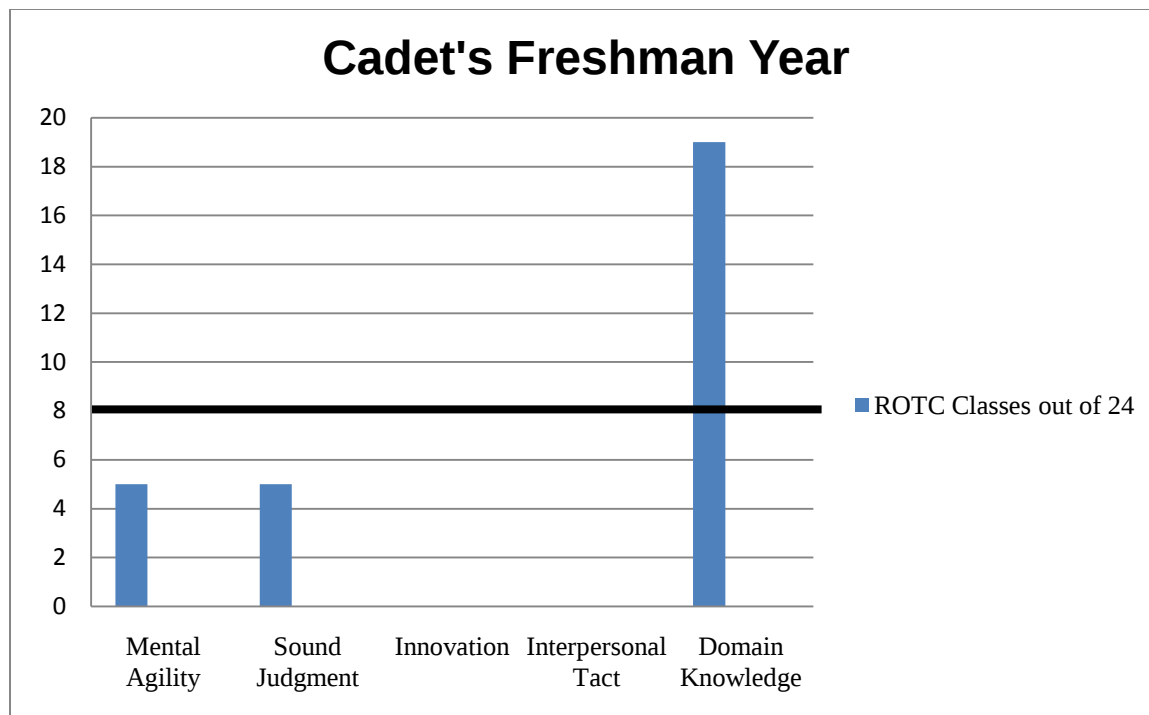


Figure 4: Military Science Level 101 and 102 Classes. The bold line indicates 33%.

Military Science Level 101 and Military Science Level 102 combined provided only one day of teaching on the elements of leader intelligence. Sprinkled throughout were discussions on problem solving, critical thinking, and domain knowledge. There was little evidence to suggest any application of mental agility except for the field training exercises that are conducted each semester; however these are only attended by contracted cadets. Cadets were evaluated using end of course grades and counseled using a Department of the Army Form 4856, Developmental Counseling Form, focusing mainly on cadet grades, class attendance, class participation, and time management, not on leader intelligence attributes.

During their sophomore year, cadets learn how to become followers during Military Science Level 201 and Military Science Level 202 courses, which focus on tactics and problem solving and introduce leadership principles and theory. Military Science Level 201 explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army Leadership Requirements Model (trait and behavior theories). Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. Military Science

Level 202 examines the challenges of leading tactical teams in the complex operating environment. The course highlights dimensions of terrain analysis, patrolling, and operation orders. Cadets develop greater self-awareness as they assess their own leadership styles and practice communication and team-building skills. Case studies provide tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the contemporary operating environment. There is an emphasis placed on continued development of the knowledge of leadership values and attributes through an understanding of Army rank, structure, and duties and basic aspects of land navigation and squad tactics. Cadets are also given more responsibility as a team leader responsible for three to five other cadets. During this year, cadets begin to display the leadership styles of others they perceive to be their leader role models. There are forty-eight courses during a cadet's sophomore year as depicted in Appendix 6.

Twenty-two courses out of the forty-eight programmed during a cadet's sophomore year relate to mental agility as shown in Appendix 7. This is a significant increase compared to the cadet's freshman year and represents the progressive learning model used by the Reserve Officer Training Corps program. The majority of the twenty-two courses for mental agility involves courses related to the operations order process, offensive operations, and defensive operations. Cadets have to think critically about a specific scenario in order to provide instructions to other cadet's as part of their leader development. Mental agility received a positive mark during a cadet's sophomore year based on the amount of instructional time related to this element of leader intelligence.

There were twenty courses out of the forty-eight programmed relating to sound judgment. The majority of these twenty courses required some level of analysis such as terrain analysis and leadership analysis. Courses involving analysis enables a cadet to determine courses of action needed for decision making and problem solving. Sound judgment received a positive mark based on the amount of instructional time related to this element of leader intelligence.

There were only six courses out of the forty-eight involving any semblance of innovation. This may be due to the Reserve Officer Training Corps focus on tactics and problem solving and introduction to leadership principles and theory during the cadet's sophomore year. There is little room to be

innovative or creative while trying to learn the basics of military culture and officership. The innovation attribute received a negative mark due to the limited focus placed on this element of leader intelligence.

Nine of the forty-eight programmed courses relate to interpersonal tact. This was a bit of a surprise because during the cadet's sophomore year there is an increase emphasis placed on leadership. The majority of the nine classes involved some sort of leadership training whether it was situational leadership, adaptive leadership, or transformational leadership. As a result, interpersonal tact received a negative mark due to the limited focus placed on this element of leader intelligence.

Thirty-eight out of the forty-eight courses develop domain knowledge. This is not a surprise because during the cadet's sophomore year, they are learning the basics about Army culture and what is needed to be successful as a young leader. Classes such as land navigation, Army culture, and Army values are sprinkled throughout the cadet's sophomore year. Domain knowledge received a positive mark during the cadet's sophomore year due to the strong emphasis placed on this element of leader intelligence.

The cadet's sophomore year is based on continued development of the knowledge of leadership attributes and competencies through an understanding of Army rank, structure, duties and basic aspects of land navigation and squad tactics. This is to provide the cadet a solid foundation for future learning before progressing to the Advance Course. Military Science Level 201 and Military Science Level 202 courses provide tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the operational environment. Out of the five evaluation criteria attributes for leader intelligence only mental agility, sound judgment, and domain knowledge received positive marks and innovation, and interpersonal tact both received negative marks during a cadet's sophomore year as shown in Figure 5.

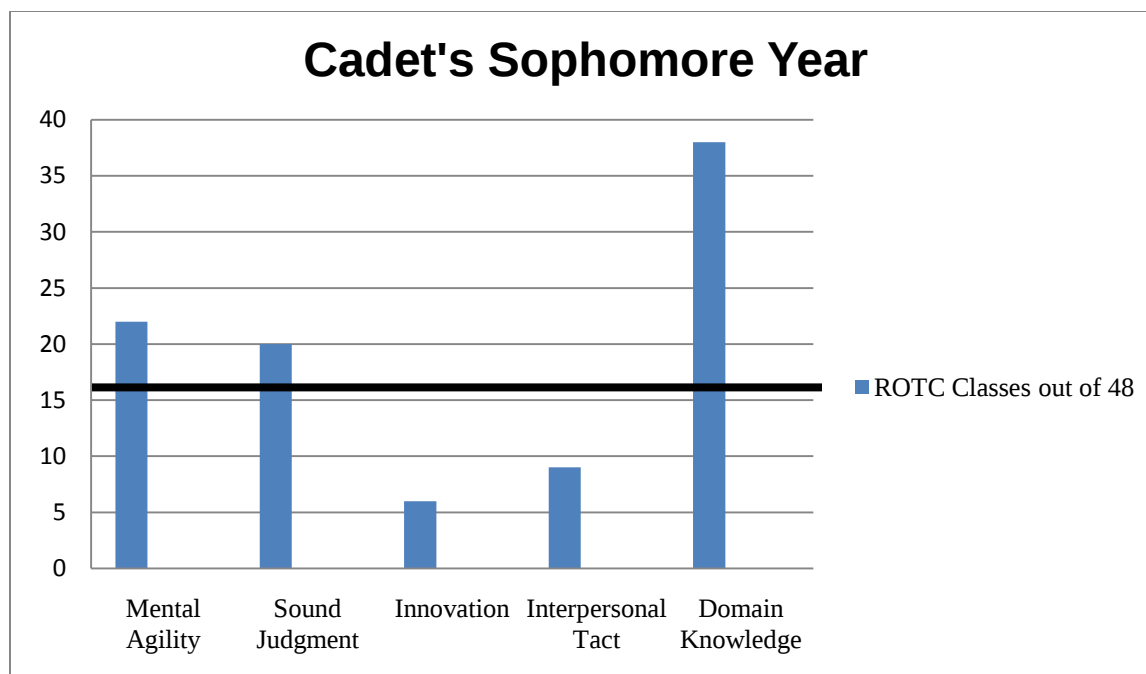


Figure 5: Military Science Level 201 and 202 Classes. The bold line indicates 33%.

Military Science Level 201 and Military Science Level 202 provided little evidence to suggest any application of mental agility except for the field training exercises that are conducted each semester but are only attended by contracted cadets. Case studies used to generate dialogue involve aspects of mental agility. Cadets were assessed using end of course grades and counseled using a Department of the Army Form 4856, Developmental Counseling Form, focusing mainly on cadet grades, class participation, and time management, not on leader intelligence, just like their freshman year.⁶⁴

A cadet's junior year starts the Advanced Course and is much more rigid because cadets taking the Military Science Level 301 and 302 courses are contracted to serve in the Army and receive a monthly stipend. The Reserve Officer Training Corps cadre has more options available for contracted cadet's leader development. Contracted cadets learn how to lead Soldiers in preparation for their intensive month long summer training experience at Fort Lewis, Washington. Cadets lead squads and platoon-sized

⁶⁴ Reserve Officer Training Corps. "Introduction to Army Leadership", https://rotc.blackboard.com/bbcswebdav/courses/MSL_BOLC_I/Cadet%20Text/MSL_II/MSL_201/MSL_201_Leadership_Sect_01_Intro_to_Army_Leadership.pdf. (accessed March 27, 2011).

elements. During this year, cadets begin to experiment with their own leadership styles. Cadets begin to understand the relationship that leadership attributes have with leading others. A majority of the training time is dedicated to tactical training such as land navigation, squad and platoon tactics, and battle drills to prepare the cadets for the Leader Development and Assessment Course, which takes place in the summer between a cadets junior and senior year. Cadets in their junior year of the program have seventy-two programmed courses to complete as shown in Appendix 8.

The research indicated twenty-seven classes directly related to mental agility out of the seventy-two classes available during the cadets junior year as shown in Appendix 9. The ability to adapt and solve problems will be crucial to the cadet's success during the summer training course. Several of the classes offered during the junior year involve practical exercises where cadets have to think about squad tactics and apply them to different scenarios within the practical exercises. Mental agility received a positive mark during the cadet's junior year due to the strong emphasis placed on this element.

Twenty-seven classes directly relate to sound judgment out of the seventy-two classes possible. Several of these classes involved some of the same practical exercises as described above for mental agility. The cadet must be able to assess situations and make sensible decisions during the Leader Development and Assessment Course, and the classes available during the junior year of the program accommodate this endeavor. Sound judgment received a positive mark during the cadet's junior year due to the strong emphasis placed on this attribute. However, there were only fifteen classes out of the seventy-two related to innovation. This number is considerable higher than the Basic Course but still falls below the cut line for a positive mark. Innovation received a negative mark during the cadet's junior year due to the low emphasis placed on this element of leader intelligence.

Twenty-five classes out of the seventy-two directly relate to interpersonal tact. Cadets must be able to persuade and motivate team members when being assessed at the Leader Development and Assessment Course with little sleep while conducting a squad tactical lane. The twenty-four classes during the junior year are a step up from the mere nine classes in the Basic Course. Interpersonal tact received a positive mark during the cadet's junior year. Fifty-nine of the seventy-two classes directly

relate to domain knowledge. This is no surprise since the Reserve Officer Training Corps Advance Course program focus is on preparing the cadets to be successful for their arduous summer course. The majority of the training time is dedicated to tactical training such as patrolling, squad and platoon tactics, and battle drills. Domain knowledge received a positive mark during the cadet's junior year.

Military Science Level 301 and 302 use situational leadership scenarios to develop self-awareness and critical-thinking skills to build cadet awareness in leading small units. The focus during the junior year of the Advanced Course is developing cadets' tactical leadership abilities to enable them to succeed at Reserve Officer Training Corps summer Leadership Development and Assessment Course. Out of the five evaluation criteria attributes for leader intelligence, only innovation received a negative mark. The other attributes of mental agility, sound judgment, interpersonal tact, and domain knowledge received positive marks during a cadet's junior year as depicted in Figure 6.

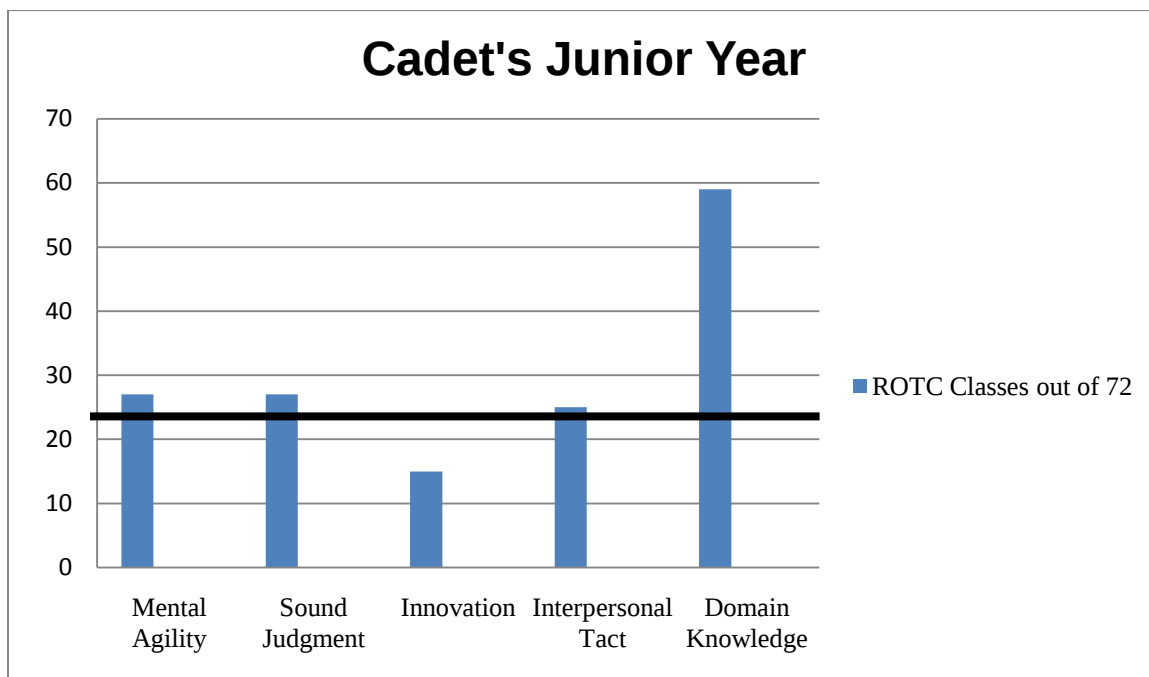


Figure 6: Military Science Level 301 and 302 Classes. The bold line indicates 33%.

From the standpoint of training, assessment, and leadership development, the Military Science Level III year is the most intensive of a cadet's Reserve Officer Training Corps experience. Cadets will serve in a series of leadership positions on campus, and will also prepare for and attend the Leader

Development and Assessment Course during the summer. Data on their performance and potential both on campus and at Leader Development and Assessment Course will become part of their permanent evaluation and accessions record. The Professor of Military Science will record data on the cadet's performance during the Military Science Level III year using the Cadet Evaluation Report (CER) shown in Figure 7 with only one exception.⁶⁵

The off-campus component of training and education centers on major collective training events like the Leader Training Course and the Leader Development and Assessment Course (Warrior Forge). Leader Training Course is four weeks of intense classroom and field training held at Fort Lewis, Washington and is shown in Appendix 10. This course is an accelerated version of the first two years of on-campus leadership development. The course's four phases introduce cadets to life in the Army, test individual and team skills, and develop leadership through squad level operations. The final phase provides cadets with feedback about their accomplishments from the previous three weeks.

The Leader Development and Assessment Course, commonly referred to as Warrior Forge, is a capstone training event usually occurring at the end of the cadet's third year and is shown in Appendix 11. This 33-day training event encompasses a vast array of topics designed to develop and evaluate leadership. The event places each cadet and officer candidate in a variety of leadership positions, many of which simulate stressful combat situations in a compressed timeline. In addition to leadership training and military skills, cadets must meet established standards in physical fitness, weapons training, communication, and combat patrols to successfully pass this phase of the pre-commissioning training. The emphasis on cadet task performance and proficiency during this course contributes significantly to a cadet's branch assignment and promotes development approaches focused on the memorization of

⁶⁵ There is an exception. The Cadet Evaluation Report reflects performance on campus for the year preceding Leader Development and Assessment Course attendance. Thus, for cadets who attend Leader Development and Assessment Course after their Military Science Level IV year, the Cadet Evaluation Report reflects their performance during the Military Science Level IV year.

technical military information.⁶⁶ Following Leader Development and Assessment Course, Reserve Officer Training Corps cadre will use this feedback from summer training to determine the cadet's developmental requirements for the Military Science Level IV year.⁶⁷

The image shows a complex evaluation form for a cadet. It is divided into several sections:

- Top Section:** Includes fields for 'Name', 'SSN', 'Service Number', 'From', and 'To'.
- Part I: Performance and Potential Evaluation (PST) (Primary Assessor):** Contains checkboxes for 'Assessor's Name', 'Assessor's Title', 'Assessor's Signature', and 'Assessor's Date'.
- Part II: Senior Officer's Comments:** A large text area for the senior officer's feedback.
- Part III: Senior Officer's Signature:** A line for the senior officer's signature.
- Part IV: Senior Officer's Title:** A line for the senior officer's title.
- Part V: Senior Officer's Date:** A line for the senior officer's date.
- Part VI: Senior Officer's Signature:** A line for the senior officer's signature.
- Part VII: Senior Officer's Title:** A line for the senior officer's title.
- Part VIII: Senior Officer's Date:** A line for the senior officer's date.
- Part IX: Senior Officer's Signature:** A line for the senior officer's signature.
- Part X: Senior Officer's Title:** A line for the senior officer's title.
- Part XI: Senior Officer's Date:** A line for the senior officer's date.
- Part XII: Senior Officer's Signature:** A line for the senior officer's signature.
- Part XIII: Senior Officer's Title:** A line for the senior officer's title.
- Part XIV: Senior Officer's Date:** A line for the senior officer's date.
- Part XV: Senior Officer's Signature:** A line for the senior officer's signature.
- Part XVI: Senior Officer's Title:** A line for the senior officer's title.
- Part XVII: Senior Officer's Date:** A line for the senior officer's date.
- Part XVIII: Senior Officer's Signature:** A line for the senior officer's signature.
- Part XIX: Senior Officer's Title:** A line for the senior officer's title.
- Part XX: Senior Officer's Date:** A line for the senior officer's date.

Figure 7: Cadet Evaluation Report. U.S. Department of the Army. *Basic Officer Leader Course A: ROTC Curriculum Faculty Handbook* (Fort Monroe, VA: Cadet Command, 2010).

Cadets take Military Science Level 401 and 402 courses their senior year and develops proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing leadership-performance feedback to subordinates. They lead the training programs for the other cadets and focus on staff functions such as training meetings, counseling, and are introduced to

⁶⁶ U.S. Army, *Leader Development Program (LDP) Handbook* (2009), 3-4.
<http://www.usm.edu/armyrotc/LDP.htm> (accessed December 11, 2010). The Leader Development and Assessment Course Tactical Standing Operating Procedure Manual is posted at the following website:
<http://www.rotc.usaac.army.mil/8Bde/Cadet.html> (accessed December 11, 2010).

⁶⁷ Reserve Officer Training Corps Blackboard Site. Leadership Development Program.
https://rotc.blackboard.com/webapps/portal/frameset.jsp?tab_id=_2_1&url=%2fwebapps%2fblackboard%2fexecute%2flauncher%3ftype%3dCourse%26id%3d_5549_1%26url%3d. (accessed March 27, 2011).

thinking creatively and critically. Military Science Level 401 transitions the focus of student learning from being trained, mentored and evaluated as an Military Science Level III cadet to learning how to train, mentor and evaluate underclass cadets. Military Science Level IV cadets learn the duties and responsibilities of an Army staff officer and apply the Military Decision Making Process, Army Writing Style, and the Army's Training Management and Mission Essential Task List Development processes during weekly training meetings to plan, execute and assess battalion training events for the other cadets. The Military Science Level 402 places significant emphasis on preparing cadets for their first unit of assignment. It uses case studies, scenarios, and exercises to prepare cadets to face the complex ethical and practical demands of leading as commissioned officers in the United States Army. Before commissioning cadets must have taken a military history course provided by the university. Cadets must take seventy-two classes during their senior year to graduate and earn a commission into the United States Army as shown in Appendix 12.

Out of the seventy-two classes, sixteen directly relate to mental agility as shown in Appendix 13. This was surprisingly low compared to a cadet's sophomore and junior year. Several of the classes involved values and ethical dilemmas such as using the Rules Of Engagement and applying Army ethics in decision making. The mental agility attribute received a negative mark during the cadet's senior year due to the low emphasis placed on this element of leader intelligence.

Forty-nine out of the seventy-two classes develop sound judgment. This is a huge leap over the cadet's junior year and is necessary to ensure the cadets make sensible decisions once they get to their first unit of assignment. The majority of the classes centered around applied leadership and training meetings. Sound judgment received a positive mark during the cadet's senior year based on the strong emphasis placed on this element of leader intelligence. The research indicated only four out of the seventy-two classes were directly related to innovation. This is a sharp decline compared to the junior year which still received a negative but had fifteen classes related to innovation. Innovation received a negative mark due to the low emphasis placed on this element of leader intelligence.

Thirty-six out of the seventy-two classes develop interpersonal tact. The majority of the classes

were centered on the applied leadership classes to prepare cadets to become commissioned officers and lead Soldiers at their first unit of assignment. Interpersonal tact received a positive mark during the cadet's senior year.

Sixty-six of the seventy-two classes relate to domain knowledge. The majority of these classes were focused around the training meeting, rock drills, rehearsals, and the Military Decision Making Process. This is in order to prepare the cadets for the dynamics of leading in the complex situations of current military operations in the operational environment for which they will soon find themselves. Domain knowledge received a positive mark during the cadet's senior year due to the strong emphasis placed on this element of leader intelligence.

Military Science Level 401 and 402 transitions the focus of the cadets learning from being trained, mentored and evaluated as an Military Science Level III cadet to learning how to train, mentor and evaluate underclass cadets. The emphasis is on preparing cadets for their first unit of assignment. It uses case studies, scenarios, and exercises to prepare cadets to face the complex ethical and practical demands of leading as commissioned officers in the United States Army. Out of the five evaluation criteria attributes for leader intelligence mental agility, and innovation received a negative mark. The elements of sound judgment, interpersonal tact, and domain knowledge received positive marks during a cadet's senior year as depicted in Figure 8. Unique to Military Science Level IV, as cadets prepare to enter the Army, they will complete a Department of the Army Form 67-9-1A, Developmental Support Form, with help from their battalion staff. The Professor of Military Science counsels cadets based on their performance, and completes a Department of the Army Form 67-9, Officer Evaluation Report, for each Military Science Level IV cadet during the last semester of the Military Science Level IV year.

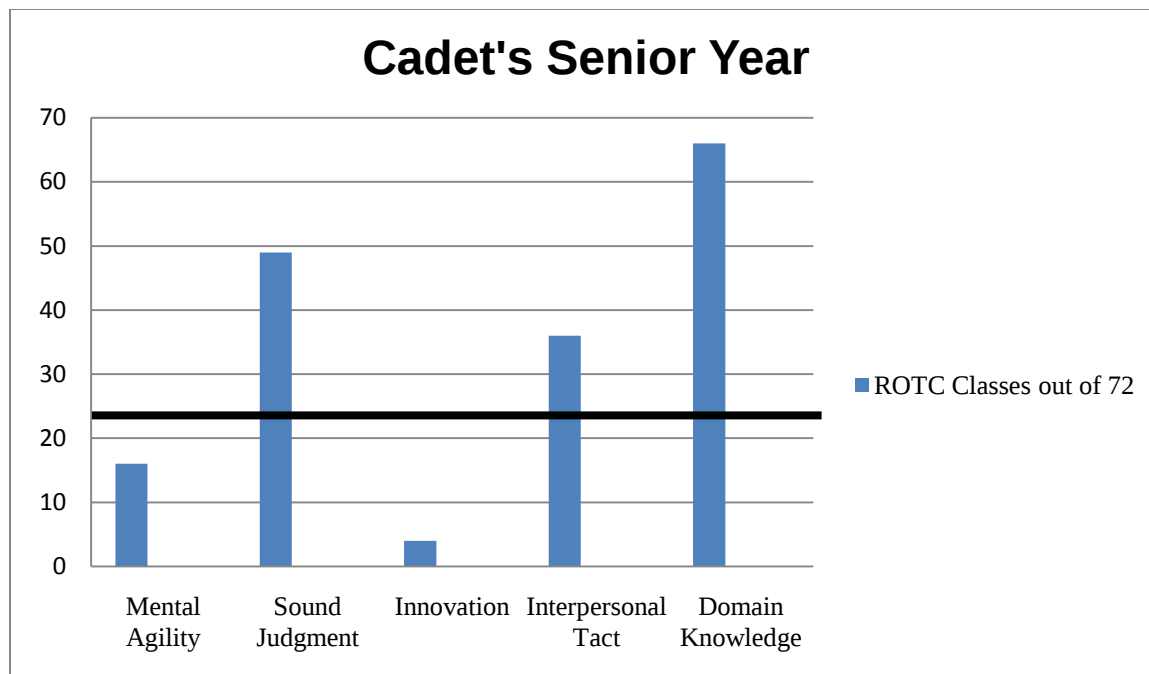


Figure 8: Military Science Level 401 and 402 Classes. The bold line indicates 33%.

The breakdown of the 2010 Basic Officer Leadership Course fifty-nine Common Core Task List using the elements of leader intelligence is shown in Figure 9. Most of these refined tasks and drills found in the Common Core Task list are the fundamental combat skills and key tasks required of all Soldiers, regardless of rank, component, or branch. They serve as the basis for all training, education and leader development in the Army. Out of the fifty-nine Common Core Task Lists for pre-commissioning training, an overwhelming majority were in the category of domain knowledge. Only seven were related to the most important attribute of mental agility or critical thinking based on researcher's own training, education, and experience over the last fifteen years on active duty: integrate basic knowledge of military history into your education as a future officer; integrate historical awareness; think critically and creatively; military problem solving process to solve a military problem; maintain situational awareness; adapt to changing operational environment; grow professionally and personally.

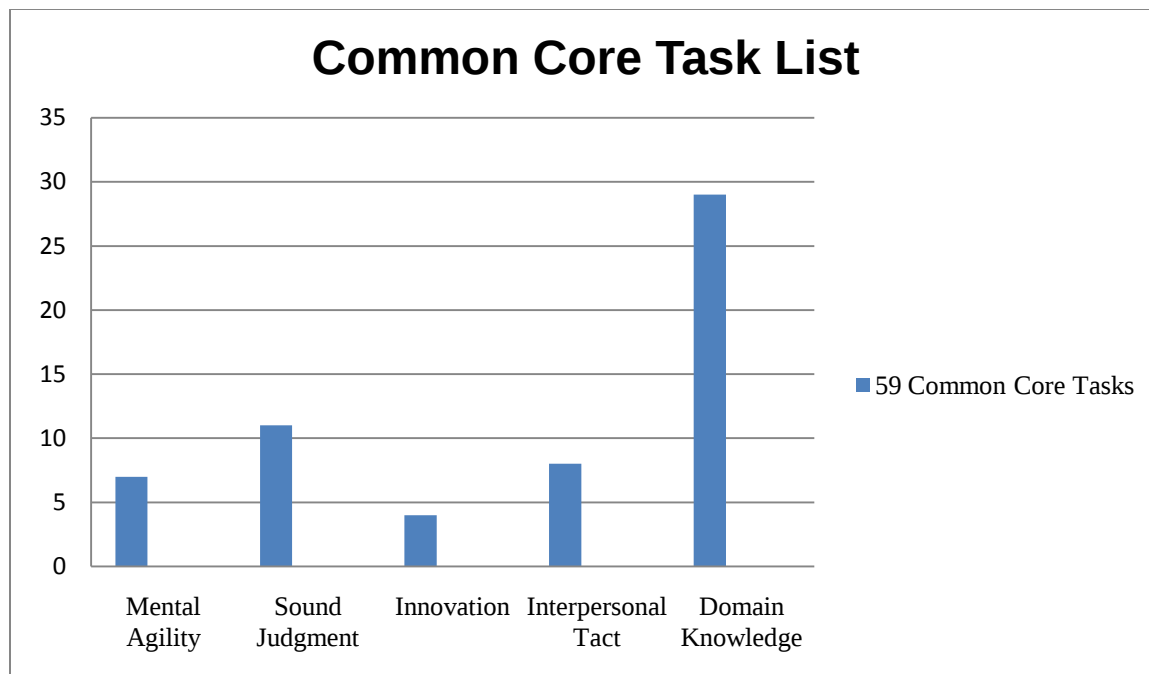


Figure 9: Basic Officer Leadership Course A – Common Core Task List.

There were only four tasks classified as being innovative: implement the new leader responsibilities in support of the Army’s Equal Opportunity and Prevention of Sexual Harassment policies and complaint process; implement the Army’s Sexual Response Prevention and Response Program; implement Operational Security Measures; implement basic measures to reduce vulnerabilities to attacks. Surprisingly, cultural awareness is not one of the tasks; however, based on research for this study, the Reserve Officer Training Corps program has implemented a cultural awareness and language program for contracted cadets.

Figure 10 shows the breakdown of the Reserve Officer Training Program over four years in relation to the attributes of leader intelligence. The evidence suggests that the Reserve Officer Training Corps still has a very strong desire to train cadets to accomplish tasks. The mechanical repetition of training found in the Reserve Officer Training Corps Program of Instruction so that it is remembered, often without real understanding of its meaning or significance is less stimulating to the development of intelligent leaders. The chart clearly shows that out of the five attributes of leader intelligence only two attributes, sound judgment and domain knowledge are above the thirty-three percent for the entire four

year Reserve Officer Training Corps program. Mental agility is needed for critical thinking and innovation is needed for conceptual thinking but both attributes did not receive a positive mark overall. This was also true for Interpersonal tact even though it is paramount in ones leadership style and is about self control in all situations. The analysis demonstrates the Reserve Officer Training Corps Program of Instruction does not have a balanced approach between the education needed to foster leadership intelligence and the training needed to be a leader on the future battlefield. A report from the Institute for Defense Analysis agrees, conventional mindsets and cold-war-era tactics are no longer sufficient for dealing with “fourth-generation wars” — small wars characterized by irregular enemy forces that have varied objectives.⁶⁸ Unfortunately, the Army’s past has been to use these types of learning and training methods during pre-commissioning where it prepares young officers to lead Soldiers in complex environments of the future.

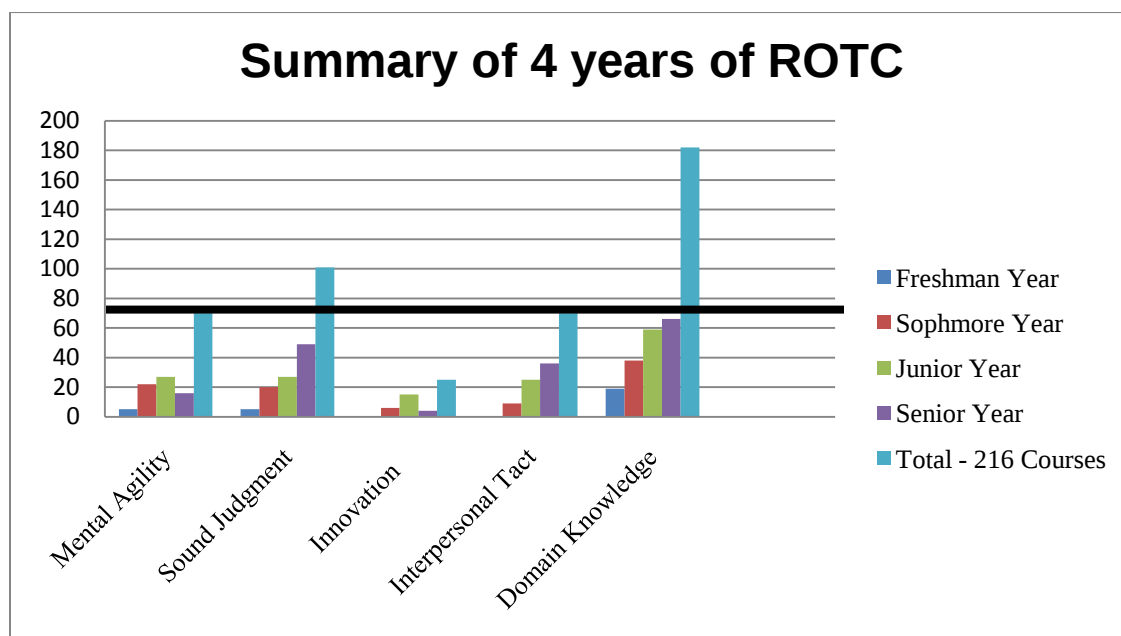


Figure 10: Basic Officer Leadership Course A. The bold line equals 33%.

⁶⁸ John Tillson, et al., *Learning to Adapt to Asymmetric Threats*, IDA Document D-3114 (Alexandria, VA: Institute for Defense Analysis, 2005).

Conclusion and Recommendations

The 36th Chief of Staff of the Army, General George Casey, noted “we must review and revise our leader development strategy to prepare the next generation of leaders for the complexities of the future operational environment waged across the spectrum of conflict.”⁶⁹ This should spur the Reserve Officer Training Corps program to revise its leader development strategy to meet future operational needs. Tomorrow’s operational environment will require intelligent leaders capable of critical thinking to solve complex challenges. This raises the question of whether the Reserve Officers Training Corps program is developing intelligent leaders capable of critical thinking to solve complex challenges they are likely to encounter during their initial developmental assignment. The answer is a qualified no, because of minimal innovative and mental agility exposure during pre-commissioning training and because the Reserve Officer Training program does not ensure a balanced approach in its leader development strategy.

The Basic Officer Leader Course A provides both on-campus and off-campus methods for training and evaluating cadet leader development. The formal method involves the pre-commissioning tasks taught to each cadet. The informal method of teaching cadets is the residual effect of other formal Reserve Officer Training Corps training conducted off-campus during the summer months. Based on the research, the current Reserve Officer Training Corps Program of Instruction does not have a balanced approach between the education needed to foster leadership intelligence and the training needed to be a leader on the future battlefield. Instead, there is a heavy concentration of training designed to specifically meet the rigors of Leader Development and Assessment Course, not for the harsh realities of future warfare in 2016-2028 predicted by *The Army Capstone Concept Operational Adaptability: Operating Under Conditions of Uncertainty and Complexity in an Era of Persistent Conflict 2016-2028*.⁷⁰ Training

⁶⁹ General George Casey, “*Leader Development Strategy for a 21st Century Army*, (Fort Leavenworth, KS: Combined Arms Center for Army Leadership, 2009), 2.

⁷⁰ *Army Capstone Concept*.

requirements for the Leader Development and Assessment Course do not allow the cadre time to develop a cadet's cognitive ability using critical thinking skills.

There is too much focus towards the domain knowledge of leader intelligence, which leaves little time to develop the attributes of mental agility, sound judgment, innovation, and interpersonal tact equally. This monograph recommends the Reserve Officer Training Corps implement the 1999 ROTC Future Lieutenant Study's recommendation that calls for a balanced approach between education and training in its leader development strategy.⁷¹

The Army of tomorrow needs intelligent leaders capable of thinking critically to solve complex problems. *Army Leadership* states, "The means by which the Army fulfills its strategic role and achieves its strategic missions are its people, more specifically its leaders."⁷² This monograph proposes a leader development strategy based upon formal education because it plays a pivotal role in inculcating mental agility and adaptability needed for critical thinking. This would result in a more effective officer capable of processing and synthesizing the vast amounts of information needed to make informed decisions during the uncertainty and complexity of future warfare as technologies and communications increase over time. This is why the Army has developed a balanced approach between the three pillars of training, education, and experience, and the Reserve Officer Training Corps should adhere to this framework. Cadet Command and Reserve Officer Training Battalions must build ambiguity and uncertainty into all training events to promote learning and understanding rather than for adherence to standards. They should emphasize outcomes and mission success in addition to processes and procedures.

The Army Leader Development Strategy guides the effort in the development of officers, noncommissioned officers, warrant officers, and civilian leaders of the Army. It considers the

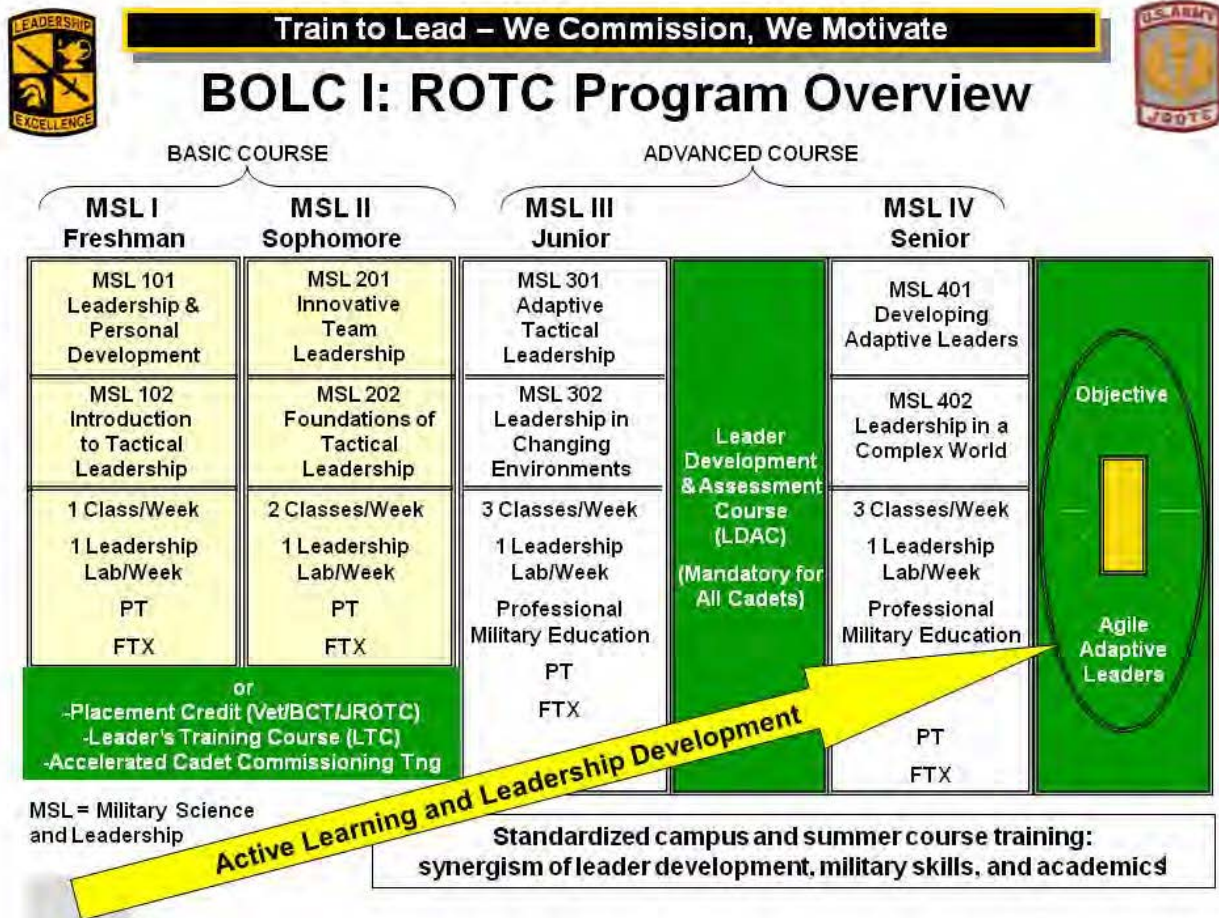
⁷¹ Wallace, *ROTC Future Lieutenant Study*, 23. The study group pointed out that the educational aspects of the ROTC program were receiving a significant less amount of attention compared to training. The group recommended the ROTC POI strike a balance of 50/50 for education and training compared to the current 80 for training and 20 for education.

⁷² U.S. Army, *Regulation No. 600-100: Army Leadership* (Washington, DC: Government Printing Office, 2007), 1.

development of leaders to be a career-long process. The Army Leader Development Strategy builds on the Army's nine years of combat experience but recognizes the need to broaden leaders beyond their demonstrated competency in irregular operations to achieve proficiency in Full Spectrum Operations. In the information age era, the narrative of a ground operation may have a greater effect than the mission itself. Tactical action today and into future as in the past can lead to a strategic or political consequence. A tactical success can easily create a strategic failure and realizing this; the young leader must be a tactician and must be aware and understand the strategic implications of his actions, not just at the tactical level, but at the operational and strategic level as well. As Admiral Cebrowski succinctly noted, "warfare is bigger than combat and combat is bigger than shooting."⁷³ Leader intelligence attributes of mental agility, sound judgment, innovation, interpersonal tact, and domain knowledge will be critical to the success of that junior leader. Pre-commissioning training and education must provide those necessary skills to solve complex challenges they are likely to encounter during their initial developmental assignment.

⁷³ John Bennett, "Cebrowski Calls for New Training Methods for Combat, Postwar Ops," *Inside the Pentagon*, (2003): 3.

APPENDIX 1



Source: Data from Chip Reynolds, "US Army Accessions Command and BOLC: Leader Development Summit." (Fort Knox, KY: Cadet Command, 2008), 15.

APPENDIX 2



Train to Lead – We Commission, We Motivate



Curriculum Structure: 5 Tracks

Values & Ethics	Personal Development	Leadership	Tactics & Techniques	Officership
Army Values Warrior Ethos Military Professional Ethics Consideration of Others Equal Opportunity Command Policies on Improper Relationships	Health and Fitness Goal Setting Time Management Stress Management Communication Skills	Army Leadership Framework Leadership Development Program (LDP) Applied Leadership Theories Motivation Team Building Cadet Battalion Leadership Roles	Map Reading & Land Navigation Troop Leading Procedures Problem Solving Military Decision Making Process Squad & Platoon Tactics Contemporary Operating Environment	Army Heritage, Customs, & Traditions Army Institutional Knowledge Military Operational Theory Army Training Management Personnel and Career Management Military Justice and Discipline Cultural Awareness

Source: Data from Chip Reynolds, "US Army Accessions Command and BOLC: Leader Development Summit." (Fort Knox, KY: Cadet Command, 2008), 17.

APPENDIX 3

FY10 BOLC Common Core Task List

Officership

- Apply Customs, Courtesies and Traditions of the Service
- Apply Characteristics and Components of a Profession to Military Service as an Officer
- Conduct Drill and Ceremonies

Professional Development

- Integrate the Basic Knowledge of Military History into your Education as a Future Officer
- Integrate Historical Awareness and Critical Thinking Skills
- Think Critically and Creatively

Technical Competence

- Manage Training
- Supervise the Implementation of Financial Readiness Actions
- Supervise Preventive Maintenance Checks and Services
- Supervise Supply Activities in a Unit

Values/Ethics

- Resolve an Ethical Problem
- Communicate the Pre-Commissioned Obligations in Support of the Army's EO and POSH Policies and Complaint Process
- Implement the New Leader Responsibilities in Support of the Army's EO and POSH Policies and Complaint Process
- Communicate the Army's Sexual Assault Prevention and Response Program
- Implement the Army's Sexual Response Prevention and Response Program
- Employ Military Justice
- Correlate a Leader's Role in Character development with Values and Professional Obligations

● New Proposed Tasks Additions
Taught only in MSL400
Not Currently Taught

Leadership

- Communicate Basic Concepts of Leadership Doctrine
- Transition into a Direct Leadership Position
- Counsel a Subordinate
- Develop Subordinates
- Communicate in Writing
- Communicate through a military briefing
- Develop an Effective Team
- Communicate Effectively at the Direct Leadership Level
- Recommend Administrative and Personnel Actions
- Implement Operational Security (OPSEC) Measures
- Implement Basic Measures to Reduce Your Vulnerabilities to Terrorist Acts/Attacks
- Suicide Prevention (TBD)

Tactical Competence

- Military Problem Solving Process to Solve a Military Problem
- Conduct Troop Leading Procedures
- Employ the CRM Process as a Tactical Leader
- Conduct Small Unit Operations According to the Law of War
- Plan a Tactical Convoy
- Employ Combat Water Survival Techniques
- Process captured materials
- Supervise the Processing of Detainees at the Point of Capture
- Adjust Indirect Fire
- Employ Small Unit Operations and Tactics
- Apply Field Sanitation and Preventive Medicine Fieldcraft Measures

40 Training Task
15 Warrior Tasks
4 Battle Drills
59 Total Tasks

Warrior Tasks

- Perform Individual Movement Techniques
- Move under Fire
- Use visual signaling techniques
- Maintain situational awareness/Every Soldier as a Sensor
- Assess & Respond to Threats (Escalation of Force)
- Maintain, employ, engage with assigned weapon system
- Navigate from One Point on the Ground to Another Point While Dismounted
- Adapt to changing operational environment
- Perform Combatives
- Perform Counter Improvised Explosive Device (IED)
- Employ Hand Grenades
- React to Chemical or Biological Hazard/Attack
- Grow professionally and personally (Battlemind/Resiliency)
- Perform voice communications
- Perform immediate lifesaving measures

Battle Drills

- React to Contact (BD)
- Establish Security (BD)
- Perform actions as member of mounted patrol (BD)
- Evacuate a casualty (BD)

As of 25 JUN 10

Source: Data from Brian Kerns, "US Army Accessions Command and BOLC." (Fort Knox, KY: Cadet Command, 2010), 1.

APPENDIX 4

Freshman Year



MSL 100: CCTL Crosswalk

Red = Not from CCTL
Green = Only in MSL 100

MSL 101

Lesson 1 ROTC & Course Overview	Lesson 2 Intro to Warrior Ethos	Lesson 3 ROTC Rank Structure	Lesson 4 Time Management	Lesson 5 Intro to Culture Understanding and Language Proficiency (CULP)	Lesson 6 Midterm Exam	Lesson 7 US Military Customs & Courtesies	Lesson 8 Officership & the Army Profession	Lesson 9 Health & Fitness	Lesson 10 Intro to Stress Management	Lesson 11 Intro to Army Leadership	Lesson 12 Final Exam
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MSL 102

Lesson 1 ROTC & Course Overview	Lesson 2 Goal Setting - Personal Mission Statement	Lesson 3 Intro to Effective Army Communication	Lesson 4 Intro to Tactics I	Lesson 5 Intro to Tactics II	Lesson 6 Midterm Exam	Lesson 7 Intro to Map Reading	Lesson 8 Intro to Land Navigation	Lesson 9 Army Leadership – Character and Presence	Lesson 10 Army Leadership – Leader Intelligence	Lesson 11 Army Leadership – Core Leader Competencies	Lesson 12 Final Exam
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TRACK LEGEND:	Leadership	Personal Development	Officership	Tactics & Techniques	Values & Ethics	Overview & Assessment
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31 Jul 10 - ESTR

ARMY STRONG.™

Source: Data from Brian Kerns, "US Army Accessions Command and BOLC." (Fort Knox, KY: Cadet Command, 2010), 5.

APPENDIX 5

Freshman Year

MS 101 Classes	Mental Agility	Sound Judgment	Innovation	Interpersonal Tact	Domain Knowledge
ROTC & Course Overview					X
Intro to Warrior Ethos					X
ROTC Rank Structure					X
Time Management					X
Intro to Cultural Understanding & Language Proficiency					X
Midterm Exam	X	X			
US Military Customs & Courtesies					X
Officership & The Army Profession					X
Health and Fitness					X
Intro to Stress Management					X
Intro to Army Leadership					X
Final Exam	X	X			
MS 102 Classes	Mental Agility	Sound Judgment	Innovation	Interpersonal Tact	Domain Knowledge
ROTC & Course Overview					X
Goal Setting- Personal Mission Statement	X	X			
Intro to Effective Army Communication					X
Intro to Tactics I					X
Intro to Tactics II					X
Midterm Exam	X	X			
Intro to Map Reading					X
Intro to Land Navigation					X
Army Leadership- Character and Presence					X
Army Leadership- Leader Intelligence					X
Army Leadership- Core Leader Competency					X
Final Exam	X	X			

Source: Data adapted from Brian Kerns, "US Army Accessions Command and BOLC." (Fort Knox, KY: Cadet Command, 2010), 5.

Mental Agility-5; Sound Judgment-5; Innovation-0; Interpersonal Tact-0; Domain Knowledge-19.

APPENDIX 6

Sophomore Year



MSL 200: CCTL Crosswalk

MS201

Red = Not from CCTL
Green = Only in MSL 400

Lesson 1a ROTC & Course Overview	Lesson 2a Army Values	Lesson 3a Map Reading	Lesson 4a Intro to Problem Solving	Lesson 5a Squad Movement	Lesson 6a Warrior Ethos Case Study	Lesson 7a Offensive Operations	Lesson 8a Effective Army Briefing	Lesson 9a Team Building	Lesson 10a Leadership Traits & Behaviors	Lesson 11a Intro to Pre-Combat Checks & Inspections	Lesson 12a Culture Briefs
Lesson 1b Army Rank Structure, Duties, & Traditions	Lesson 2b Intro to Principles of War and Operations	Lesson 3b Land Navigation	Lesson 4b Intro to Troop Leading Procedures	Lesson 5b Intro to Battle Drills	Lesson 6b Midterm Exam	Lesson 7b Defense I	Lesson 8b Interpersonal Communication	Lesson 9b Army Physical Readiness Training Program	Lesson 10b Leadership Theory	Lesson 11b Culture	Lesson 12b Final Exam

MS202

Lesson 1a ROTC & Course Overview	Lesson 2a Team Goals & Time Management	Lesson 3a Intro to Terrain Analysis	Lesson 4a Intro to Patrolling	Lesson 5a Patrol Base Operations	Lesson 6a Midterm Exam	Lesson 7a Intro to Plans and Orders	Lesson 8a Navigational Methods & Route Planning	Lesson 9a Transformational Leadership	Lesson 10a Adaptive Leadership	Lesson 11a Leadership Capstone Presentations	Lesson 12a Terrorism Awareness
Lesson 1b Army Values & Consideration of Others	Lesson 2b Advanced Time Management	Lesson 3b Terrain Analysis Practical Exercise	Lesson 4b Patrolling Organization	Lesson 5b Defense II	Lesson 6b Effective Writing	Lesson 7b Operations Orders	Lesson 8b Route Planning (Practical Exercise)	Lesson 9b Situational Leadership	Lesson 10b Leadership Analysis	Lesson 11b Assessing Your Own Leadership	Lesson 12b Final Exam

TRACK LEGEND: Leadership Personal Development Officership Tactics & Techniques Values & Ethics Overview & Assessment

Updated: 10 Oct 08 kpg



ARMY STRONG.™

Source: Data from Brian Kerns, "US Army Accessions Command and BOLC." (Fort Knox, KY: Cadet Command, 2010), 4.

APPENDIX 7

Sophomore Year

MS 201 Classes	Mental Agility	Sound Judgment	Innovation	Interpersonal Tact	Domain Knowledge
ROTC & Course Overview					X
Army Values					X
Map Reading					X
Intro to Problem Solving	X	X			
Squad Movement				X	X
Warrior Ethos Case Study					X
Offensive Operations	X				X
Effective Army Briefing					X
Team Building		X	X	X	
Leadership Traits & Behaviors			X	X	
Intro to Combat Checks & Inspections					X
Culture Briefs	X	X	X		
Army Rank Structure, Duties, & Traditions					X
Intro to Principles of War & Operations	X	X			X
Land Navigation					X
Intro to Troop Leading Procedures					X
Intro to Battle Drills					X
Midterm Exam	X	X			
Defense I	X				X
Interpersonal Communication		X		X	
Army Physical Readiness Training Program		X			X
Leadership Theory					X
Culture	X				X
Final Exam	X	X			
MS 202 Classes	Mental Agility	Sound Judgment	Innovation	Interpersonal Tact	Domain Knowledge
ROTC & Course Overview					X
Team Goal and Time Management	X	X			X
Intro to Terrain Analysis					X
Intro to Patrolling					
Patrol Base Operations					X
Midterm Exam	X	X			
Intro to Plans and Orders					X
Navigational Methods and Route Planning					X
Transformational Leadership				X	X
Adaptive Leadership				X	X
Leadership Capstone Presentations	X	X	X	X	X
Terrorism Awareness					X
Army Values and Consideration of Others					X
Advanced Time Management	X	X	X	X	X
Terrain Analysis Practical Exercise	X	X			X
Patrolling Organization	X				X
Defense II	X				X
Effective Writing	X	X			X
Operations Orders	X	X			X
Route Planning – Practical Exercise	X	X			X
Situational Leadership	X	X	X	X	X
Leadership Analysis	X	X			X
Assessing Own Leadership	X	X			X
Final Exam	X	X			

Source: Data from Brian Kerns, “US Army Accessions Command and BOLC.” (Fort Knox, KY: Cadet Command, 2010), 4.

Mental Agility-22; Sound Judgment-20; Innovation-6; Interpersonal Tact-9; Domain Knowledge-38.

APPENDIX 8

Junior Year

 MSL 300: CCTL Crosswalk MSL 301/302											
Red = Not from CCTL Purple/Green = Only in MSL 300											
Lesson 1a	Lesson 2a	Lesson 3a	Lesson 4a	Lesson 5a	Lesson 6a	Lesson 7a	Lesson 8a	Lesson 9a	Lesson 10a	Lesson 11a	Lesson 12a
ROTC & Course Overview	Army Briefing Techniques	Map Reading I	Introduction to Army Problem Solving	Application of Troop Leading Procedures	Battle Drills	Midterm Exam	Squad Tactics - Ambush	Squad Tactics - Attack (Practical Exercise)	Squad Tactics - Capstone (Practical Exercise I)	Leadership Behavior & Peer Evaluations	Suicide Prevention
Lesson 1b	Lesson 2b	Lesson 3b	Lesson 4b	Lesson 5b	Lesson 6b	Lesson 7b	Lesson 8b	Lesson 9b	Lesson 10b	Lesson 11b	Lesson 12b
Intro to Team Dynamics	Warrior Ethos Overview	Map Reading II	Troop Leading Procedures Overview	Squad Tactical Movement	Squad Tactics - Offensive Operations	Squad Tactics - Reconnaissance	Squad Tactics - Ambush (Practical Exercise)	Squad Tactics in the Defense	Squad Tactics - Capstone (Practical Exercise II)	Leadership & Culture	Course Review
Lesson 1c	Lesson 2c	Lesson 3c	Lesson 4c	Lesson 5c	Lesson 6c	Lesson 7c	Lesson 8c	Lesson 9c	Lesson 10c	Lesson 11c	Lesson 12c
Leadership Development Program	Introduction to Composite Risk Management	Terrain Analysis	Combat Orders	Squad Tactics – Patrolling & Detainee Operations	Squad Tactics - Offensive Operations (Practical Exercise)	Squad Tactics - Recon (Practical Exercise)	Squad Tactics - Attack	Squad Tactics - Defense (Practical Exercise)	The Army Leader	Leadership (Practical Exercise)	Final Exam

Lesson 1a	Lesson 2a	Lesson 3a	Lesson 4a	Lesson 5a	Lesson 6a	Lesson 7a	Lesson 8a	Lesson 9a	Lesson 10a	Lesson 11a	Lesson 12a
Course Overview & Warrior Forge Brief	Warrior Ethos in Action	Law of Land Warfare & Rules of Engagement	Platoon Area Recon	Platoon Ambush (Practical Exercise)	Platoon Raid (Practical Exercise)	Platoon Defense	Map Reading Assessment	Call for Fire	Operations Orders Process	Motivating Soldiers	Accessions
Lesson 1b	Lesson 2b	Lesson 3b	Lesson 4b	Lesson 5b	Lesson 6b	Lesson 7b	Lesson 8b	Lessons 9b & 9c	Lesson 10b	Lesson 11b	Lesson 12b
FOB Operations	Intro to Army Full Spectrum Operations	Terrorism Awareness in the COE	Platoon Area Recon (Practical Exercise)	Platoon Cordon & Search	Platoon Attack	Platoon Defense (Practical Exercise)	Land Navigation Assessment	Branch Decision Briefings	Introduction to the Brigade Combat Team	Team Dynamics	Course Review
Lesson 1c	Lesson 2c	Lesson 3c	Lesson 4c	Lesson 5c	Lesson 6c	Lesson 7c	Lesson 8c		Lesson 10c	Lesson 11c	Lesson 12c
Principles of War – Case Study	Problem Solving in the COE	Patrol Base Operations	Platoon Ambush	Platoon Raid	Platoon Attack (Practical Exercise)	Midterm Exam	Advanced Land Navigation (Practical Exercise)		Applied Situational Leadership	Peer Leadership	Final Exam

Updated: 1 Apr 09 ag

Source: Data from Brian Kerns, “US Army Accessions Command and BOLC.” (Fort Knox, KY: Cadet Command, 2010), 3.

APPENDIX 9

Junior Year

MS 301 Classes	Mental Agility	Sound Judgment	Innovation	Interpersonal Tact	Domain Knowledge
ROTC and Course Overview					X
Army Briefing Techniques					X
Map Reading I					X
Intro to Army Problem Solving	X	X			X
Application of Troop Leading Procedures					X
Battle Drills					X
Mid Term Exam	X	X			
Squad Tactics Ambush					X
Squad Tactics Attack - Practical Exercise	X	X	X	X	X
Squad Tactics Capstone - Practical Exercise I	X	X	X	X	X
Leadership Behavior and Peer Evaluations	X	X		X	
Suicide Prevention					X
Intro to Team Dynamics				X	X
Warrior Ethos Overview					X
Map Reading II					X
Troop Leading Procedures Overview					X
Squad Tactical Movement					X
Squad Tactics Offensive Operations					X
Squad Tactics Reconnaissance					X
Squad Tactics Ambush – Practical Exercise	X	X	X	X	X
Squad Tactics in the Defense					X
Squad Tactics Capstone- Practical Exercise II	X	X	X	X	X
Leadership & Culture		X		X	X
Course Review				X	
Leadership Development Program				X	X
Intro to Composite Risk Management					X
Terrain Analysis	X	X			X
Combat Orders					X
Squad Tactics- Patrolling & Detainee Ops					X
Squad Tactics – Offensive Ops Practical Exer	X	X	X	X	X
Squad Tactics Recon - Practical Exercise	X	X	X	X	X
Squad Tactics- Attack					X
Squad Tactics- Defense Practical Exercise	X	X	X	X	X
The Army Leader				X	X
Leadership – Practical Exercise	X	X	X	X	X
Final Exam	X	X			

Source: Data adapted from Brian Kerns, “US Army Accessions Command and BOLC.” (Fort Knox, KY: Cadet Command, 2010), 3.

Junior Year Continued

MS 302 Classes	Mental Agility	Sound Judgment	Innovation	Interpersonal Tact	Domain Knowledge
Course Overview and Warrior Forge Brief					X
Warrior Ethos in Action					X
Law of Land Warfare and Rules of Engage					X
Platoon Area Recon					X
Platoon Ambush –Practical Exercise	X	X	X	X	X
Platoon Raid- Practical Exercise	X	X	X	X	X
Platoon Defense					X
Map Reading Assessment	X				X
Call for Fire		X			X
Operations Order Process					X
Motivating Soldiers				X	
Accessions					
FOB Operations					X
Intro to Army Full Spectrum Ops					X
Terrorism Awareness in the COE					X
Platoon Area Recon – Practical Exercise	X	X	X	X	X
Platoon Cordon and Search					X
Platoon Attack					X
Platoon Defense – Practical Exercise	X	X	X	X	X
Land Navigation Assessment	X	X			X
Branch Decision Brief	X	X			
Intro to Brigade Combat Team					X
Team Dynamics				X	
Course Review				X	X
Principles of War Case Study	X				X
Problem Solving in the COE	X				X
Patrol Base Operations					X
Platoon Ambush					X
Platoon Raid					X
Platoon Attack- Practical Exercise	X	X	X	X	X
Midterm Exam	X	X			
Advanced Land Navigation- Practical Exer	X	X	X	X	X
Branch Decision Briefing	X	X			
Applied Situational Leadership		X	X	X	
Peer Leadership				X	
Final Exam	X	X			

Source: Data adapted from Brian Kerns, “US Army Accessions Command and BOLC.” (Fort Knox, KY: Cadet Command, 2010), 3.

Mental Agility-27; Sound Judgment-27; Innovation 15; Interpersonal Tact-25; Domain Knowledge-59.

APPENDIX 10

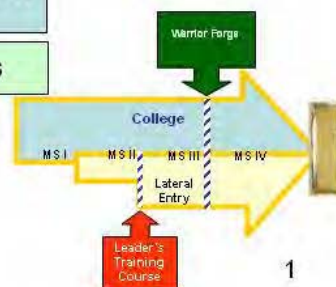
Leader's Training Course (LTC)

- Introduce Cadets to Warrior Ethos and Army Values
- 29 Days at Ft. Knox, KY
- Participants receive credit for MSL I and MSL II coursework



TRAINING SEQUENCE

PHASE 1 / 2	PHASE 3	PHASE 4
Individual / Collective Skills	Experiential Leadership	Recovery & Graduation
21 Days	4 Days	4 Days
• Technical / tactical proficiency • Self confidence • Team building	• Mental and Physical Challenges • Teamwork, esprit	

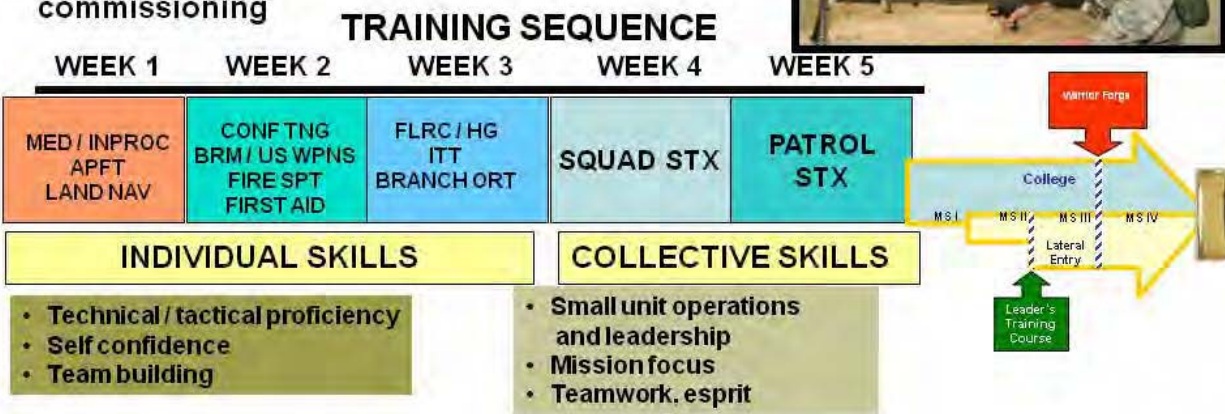


Source: Data from Chip Reynolds, "US Army Accessions Command and BOLC: Leader Development Summit." (Fort Knox, KY: Cadet Command, 2008), 18.

APPENDIX 11

Warrior Forge (Leader Development and Assessment Course)

- Evaluate Leadership Skills and Reinforce Warrior Skills
- 33 Days at Ft Lewis, Washington
- All cadets must attend prior to commissioning



1

Source: Data from Chip Reynolds, "US Army Accessions Command and BOLC: Leader Development Summit." (Fort Knox, KY: Cadet Command, 2008), 19.

APPENDIX 12

Senior Year

 MSL 400: CCTL Crosswalk											
MSL 401											
Lesson 1a Course Overview/LDAC AAR Review	Lesson 2a Leadership Development Program II	Lesson 3a Effective Writing for Officers	Lesson 4a Train for Full Spectrum Ops II (METL Development)	Lesson 5a Company and Battalion OPORD	Lesson 6a Composite Risk Management Process	Lesson 7a Counseling II	Lesson 8a Officer Career Management	Lesson 9a Combat Stress Management	Lesson 10a Army Leader Ethics - Case Studies I	Lesson 11a Code of Conduct	Lesson 12a Administrative Discipline and Separation
Lesson 1b Staff Organization Roles and Responsibilities	Lesson 2b Counseling I	Lesson 3b Train for Full Spectrum Ops I (Training Management)	Lesson 4b Military Decision Making Process (MDMP)	Lesson 5b Mission Rehearsals and Rock Drills	Lesson 6b Midterm Exam	Lesson 7b Officer Evaluation Report (OER) Process & Support Forms	Lesson 8b NCO Evaluation Report (NCOER) & Counseling Process	Lesson 9b Army Leader Ethics	Lesson 10b Law of Land Warfare and Rules of Engagement (ROE)	Lesson 11b The Uniform Code of Military Justice (UCMJ)	Lesson 12b Army Leader Ethics - Case Studies II
Lesson 1c Conduct of a Training Meeting	Lesson 2c Applied Leadership - Training Meeting	Lesson 3c Applied Leadership - Training Meeting	Lesson 4c Applied Leadership - Training Meeting	Lesson 5c Applied Leadership - Training Meeting	Lesson 6c Applied Leadership - Training Meeting	Lesson 7c Applied Leadership - Training Meeting	Lesson 8c Applied Leadership - Training Meeting	Lesson 9c Applied Leadership - Training Meeting	Lesson 10c Applied Leadership - Training Meeting	Lesson 11c Applied Leadership - Training Meeting	Lesson 12c Final Exam
MSL 402											
Lesson 1a Course Overview	Lesson 2a Army Customs & Courtesies	Lesson 3a Introduction to Battle Analysis	Lesson 4a Cultural Awareness	Lesson 5a Counter-insurgency	Lesson 6a Non-Govt. Organizations, Civilians on the Battlefield, & Host Nation Support	Lesson 7a Supply Operations	Lesson 8a Battle Analysis Case Studies - Briefs	Lesson 9a Officer Forum	Lesson 10a Platoon Command Team	Lesson 11a Equal Opportunity (EO)	Lesson 12a Financial Management
Lesson 1b The Army Officer	Lesson 2b Unit Level Medical Operations	Lesson 3b Army Leader Ethics - Case Studies 3	Lesson 4b Culture of Terrorism	Lesson 5b Force Protection in the COE and Operational Security	Lesson 6b Midterm Exam	Lesson 7b Maintenance Operations	Lesson 8b Staff Ride	Lesson 9b Senior NCO Forum	Lesson 10b BOLC Overview	Lesson 11b Prevention of Sexual Harassment (POSH)	Lesson 12b Installation Support Services for Soldiers and Dependents
Lesson 1c Applied Leadership - Training Meeting	Lesson 2c Applied Leadership - Training Meeting	Lesson 3c Applied Leadership - Training Meeting	Lesson 4c Applied Leadership - Training Meeting	Lesson 5c Applied Leadership - Training Meeting	Lesson 6c Applied Leadership - Training Meeting	Lesson 7c Applied Leadership - Training Meeting	Lesson 8c Applied Leadership - Training Meeting	Lesson 9c Applied Leadership - Training Meeting	Lesson 10c Applied Leadership - Training Meeting	Lesson 11c Sexual Assault Prevention and Response (SAPR)	Lesson 12c Final Exam
TRACK LEGEND:											
Leadership		Personal Development		Officership		Tactics & Techniques		Values & Ethics		Overview & Assessment	

Source: Data from Brian Kerns, "US Army Accessions Command and BOLC." (Fort Knox, KY: Cadet Command, 2010), 2.

APPENDIX 13

Senior Year

MS 401 Classes	Mental Agility	Sound Judgment	Innovation	Interpersonal Tact	Domain Knowledge
Course Overview/LDAC AAR Review	X	X			X
Leadership Development Program II				X	X
Effective Writing for Officers	X	X			X
Train for Full Spectrum Ops II- METL Dev			X		X
Company and BN OPORD					X
Composite Risk Management Process					X
Counseling II				X	X
Officer Career Management		X			X
Combat Stress Management					X
Army Leader Ethics Case Studies I	X	X			X
Code of Conduct					X
Admin Discipline and Separation		X		X	X
Staff Organization Roles and Responsibilities					X
Counseling I				X	X
Train for Full Spectrum Ops I- Training Man		X			X
Military Decision Making Process	X	X			X
Mission Rehearsals and Rock Drills		X		X	X
Midterm Exam	X	X			
OER Process and Support Forms		X			X
NCOER and Counseling Process		X		X	X
Army Leader Ethics					X
Law of Land Warfare and ROE	X	X			X
UCMJ	X	X			X
Army Leader Ethics- Case Studies II	X	X			X
Conduct a Training Meeting		X		X	X
Applied Leadership Training Meeting		X		X	X
Applied Leadership Training Meeting		X		X	X
Applied Leadership Training Meeting		X		X	X
Applied Leadership Training Meeting		X		X	X
Applied Leadership Training Meeting		X		X	X
Applied Leadership Training Meeting		X		X	X
Applied Leadership Training Meeting		X		X	X
Applied Leadership Training Meeting		X		X	X
Applied Leadership Training Meeting		X		X	X
Final Exam	X	X			

Source: Data adapted from Brian Kerns, “US Army Accessions Command and BOLC.” (Fort Knox, KY: Cadet Command, 2010), 2.

Senior Year Continued

MS 402 Classes	Mental Agility	Sound Judgment	Innovation	Interpersonal Tact	Domain Knowledge
Course Overview					X
Army Customs & Courtesies					X
Intro to Battle Analysis					X
Cultural Awareness					X
Counter Insurgency	X	X	X		X
Non Government Organizations, Civilians on the Battlefield, and Host Nation Support		X		X	X
Supply Ops		X			X
Battle Analysis Case Study Briefs	X				X
Officer Forum				X	
Platoon Command Team				X	X
Equal Opportunity		X		X	X
Financial Management		X			X
The Army Officer					X
Unit Level Medical Operations					X
Army Leader Ethics Case Studies III	X	X			X
The Culture of Terrorism					X
Force Protection in the COE & Ops Security	X	X	X		X
Mid Term Exam	X	X			
Maintenance Operations		X			X
Staff Ride	X	X	X	X	X
Senior NCO Forum				X	
BOLC Overview					X
Prevention of Sexual Harassment (POSH)		X		X	X
Installation Spt Serv for Soldiers & Depend				X	X
Applied Leadership Training Meeting		X		X	X
Applied Leadership Training Meeting		X		X	X
Applied Leadership Training Meeting		X		X	X
Applied Leadership Training Meeting		X		X	X
Applied Leadership Training Meeting		X		X	X
Applied Leadership Training Meeting		X		X	X
Applied Leadership Training Meeting		X		X	X
Applied Leadership Training Meeting		X		X	X
Applied Leadership Training Meeting		X		X	X
Sexual Assault and Response (SAPR)		X		X	X
Final Exam	X	X			

Source: Data adapted from Brian Kerns, "US Army Accessions Command and BOLC." (Fort Knox, KY: Cadet Command, 2010), 2.

Mental Agility-16; Sound Judgment-49; Innovation-4; Interpersonal Tact-36; Domain Knowledge-66.

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