

# Strategy Research Project

## Developing Future Strategic Logistics Leaders

by

Lieutenant Colonel Robert John Davis  
United States Army



United States Army War College  
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USAWC STRATEGY RESEARCH PROJECT

**Developing Future Strategic Logistics Leaders**

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Lieutenant Colonel Robert John Davis  
United States Army

Colonel Thomas J. Keegan  
Center for Strategic Leadership and Development  
Project Adviser

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U.S. Army War College  
CARLISLE BARRACKS, PENNSYLVANIA 17013



## **Abstract**

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Leadership matters and makes a significant difference in the performance of units, organizations, and national level commands. As an element of combat power, leadership unifies the other elements of combat power by providing purpose, direction, and motivation to accomplish the mission. Force Sustainment can complete GEN Dempsey's guidance to assess leader development by executing a critical analysis of the logistics Professional Military Education system. This paper focuses on the examination of strategic logistic leaders, using the leader development strategy as the framework. It examines the competencies desired in senior logistics leaders, branch proponentcy that is responsible for strategic leader development, and broadening opportunities through assignments. Finally, it provides recommendations for developing strong strategic logistics leaders able to support the Army's ability to power project, and sustain operations across the globe.



## Developing Future Strategic Logistics Leaders

I believe that we're an Army in transition. Transitions are not discrete moments in time but have a temporal dimension. The transition we're in now is a reflection of the institutional adaptations we've made in response to this era of persistent conflict. However, in pursuing these adaptations, we may not have done so with a full appreciation of the challenges that would accrue in areas like leader development. So if you accept my premise that we're an Army in transition—becoming more mindful of what it really means to be in persistent conflict, what persistent conflict does to leader development, what ARFORGEN does to leader development, what modularity has done to leader development—then I think it becomes imperative now that we examine our profession. We need to ensure that we've got the right emphasis in place to maintain our standing as a profession and to develop leaders of character despite the pressures of managing an Army in transition.<sup>1</sup>

—GEN Dempsey

Leadership is often one of the last factors examined when trying to determine why one particular unit, organization or directorate is excelling while others are not performing as well in the same conditions. The truth is leadership matters and makes a significant difference. Leadership, as defined in Army Doctrine Reference Publication (ADRP) 6-22, *Army Leadership*, is “the process of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization. As an element of combat power, leadership unifies the other elements of combat power (information, mission command, movement and maneuver, intelligence, fires, sustainment and protection). Confident, competent, and informed leadership, intensifies the effectiveness of the other elements of combat power.”<sup>2</sup> While the doctrinal definition above frames our understanding of leadership, General Dempsey’s imperative is to examine leader development and make adjustments to ensure we continue to produce leaders in a competitive environment to defeat a highly adaptable and networked enemy in the future.<sup>3</sup>

We have to develop strong logistics senior leadership to support the Army's ability to project power and sustain operations across the globe. The need to focus on developing strategic functional and multifunctional logisticians is critical in the current time of budget reductions and associated risks to reducing Professional Military Education. Force Sustainment can complete GEN Dempsey's guidance to assess leader development by executing a critical analysis of the logistics Professional Military Education system.<sup>4</sup> This assessment will show the need for establishing a robust and engaged proponency management process, logistics traits requiring development, and a career focused assignment process.

In developing a strategy for training strategic leaders, the Army must determine the key competencies it wants developed. Identifying the most significant of these competencies for strategic logisticians will focus our efforts and enable the most efficient application of resources towards developing a new strategy; time is of the essence. In 2001, The Chief of Staff of the Army (CSA) did just that by asking Dr. Leonard Wong, a professor at the United States Army War College (USAWC), along with six war college students, to review the 41 leader traits in FM 22-100 and refine them into six overall competencies or "metacompetencies". These metacompetencies of Identity, Mental Agility, Cross-Cultural Savvy, Interpersonal Maturity, World-Class Warrior, and Professional Astuteness were outlined as the core traits of a senior leader. Dr. Wong also described how to develop them in the institutional, operational, and self-development leader development pillars.

Logisticians must concentrate on the technical aspects in the metacompetencies of World-Class Warrior, Mental Agility, and Interpersonal Maturity. Strategic logisticians

leaders need to have strong technical skills that require experiential knowledge from the tactical, operational, and enterprise levels. They must have the ability to analyze information from a systems perspective, and be able to anticipate second and third order effects during planning or program development. Finally, strategic logistics leaders have the traits required for consensus building. By focusing on these three metacompetencies and honing them to meet the needs of Strategic Logistics Leadership, Army Logisticians of 2020 will effectively anticipate, develop and execute plans at the strategic level in support of our nation's the National Military Strategy.

The development of future Strategic Logistics Leaders must be integrated into the Army's core leadership development plan. Integrating a sustainment focused program with the overall Army leadership development core materiel will produce strategic sustainment leaders who possess a full appreciation of the challenges at the national level. The Army leader development strategy is designed to train leaders to synthesize information at a rapid rate, scan the environment for emerging threats or opportunities, exercise critical thinking, and develop subordinates. This strategy drives the core curriculum from Basic and Advance Officer Courses, Intermediate Level Education, and Senior Service Colleges. The integration of the Army core and Force Sustainment technical logistics competencies achieve the characteristics we desire in our logistics leaders.

This paper focuses on the development of strategic logistics leaders, using the leader development strategy as the framework. It will examine: the characteristics desired in senior logistics leaders, branch proponency, and broadening opportunities through assignments. A well balanced system develops a force capable of operating in

full spectrum operations. Force Sustainment can meet GEN Dempsey's guidance of assessing the leader development strategy to capitalize on experiences gained over the last 10 years of war, and to maintain a world-class learning environment. The end-state is a logistics officer that possesses an "understanding of the Industrial Enterprise of the Army, operate and leverage its capabilities, integrate the various aspects of logistics into the commander's plan, and must be heavily experienced in multifunctional logistics."<sup>5</sup>

### Characteristics Desired in Logistical Leaders

Before discussing what is needed to develop a strategic logistics leader, the baseline of what a strategic leader is and why critical thinking is essential needs to be summarized to provide a common understanding. Strategic leadership, in its essence, is not a new level of leadership, but rather a new way of thinking required in strategic organizations. An important trait of strategic leadership is critical thinking, which requires understanding and providing clear vision for complex problems that are often ill-defined in an ever-changing environment, have greater risk, and put the nation's interests at the forefront.<sup>6</sup> Critical thinking requires the strategic leader to put aside cultural biases, personal feelings, and service culture when examining a complex problem and developing recommendations. The strategic leader must be able to view the issue from the diplomatic, economic, political, and multicultural perspectives that develop the best solution with consensus from internal and external organizations.

Force Sustainment can capitalize on the Army's current leadership development strategy that establishes the foundation for the adaptive and agile leaders needed across the force today. The sustainment community can then focus its limited resources on growing experts that integrate logistics into the commander's plan to support full

spectrum operations. There are three metacompetencies I believe are essential to this training. First, technical acumen required for planning, coordinating resources, and implementing is developed under the competency of World Class Warrior. Grounded in technical skills, strategic logisticians can then manage support from a systems approach, which is the second metacompetency of Mental Agility. Finally, Interpersonal Maturity is the competency that ties World Class Warrior and Mental Agility together. The ability for strategic logisticians to build consensus across organizations with a unified purpose is important to supporting operations from the tactical to the national level. These three metacompetencies develop strategic logisticians and the critical thinking abilities necessary to support the National Military Strategy. As an overview to the discussion that follows, Figure 1 lays out definitions of the three competencies and how to further develop them in each of the three learning institution pillars.

### World Class Warrior

The World Class Warrior metacompetency means technical expertise for the strategic logistician. It develops a senior logistics leader who has the ability to link technical expertise across full spectrum of conflict in the focused areas of supply, transportation, maintenance, ammunition, and personnel services. Technical expertise has been our contribution to combat power for decades. We must maintain this baseline as the building block of a very technically focused war-fighting function.<sup>7</sup> We must develop officers who understand how a single field functions, and how second and third order effects impact the bigger system in tactical and operational units, as well as in the industrial enterprise, to develop technical expertise.<sup>8</sup>

The initial years in the military are the most critical in developing the technical acumen by the institutional learning pillar. Officer Basic School and grade appropriate

specialty courses (rigger, mortuary affairs, explosive ordnance disposal, etc.) are the introductory courses which establish the basic doctrinal knowledge in logistics. The operational leadership pillar begins with assignments to tactical units whose primary daily operations are in the quartermaster, ordnance, or transportations units.

Metacompetency	Definition	Development	
World-class Warrior	Understand the entire spectrum of operations at the strategic level to include theater strategy; campaign strategy; joint, interagency, and multinational operations; and the use of all elements of national power and technology in the execution of the national security strategy	Institutional	Establishing a foundation at the basic and career courses and adding a broader level at the intermediate level education and the School of Advanced Military Studies (SAMS). Strategic aspects of the full spectrum of operations is mostly introduced at the Senior Service College level
		Operational	Assignments in key staffs, during deployments, in simulations, or in the interagency Mentoring can foster or increase the strategic leader into a world class warrior
		Self Development	Reading professional journals, military history, higher level educational programs, or professional seminars
Mental Agility	Understand the world from a systems perspective, and envision different futures and directives for the organization	Institutional	Introduced to quantitative decision making, critical thinking, and systems thinking Simulations that allow the leader to adapt and anticipate changing facts and assumptions Encourage development of multiple points of view, consider alternate solutions, and argue for the merits of competing solutions
	Able to see and account for second and third order effects in the decision making process	Operational	Encourage the amount of discretion given to commanders to encourage innovation and improvisation Challenging scenarios during training exercises and at the Readiness Centers Job variety in the assignment process
		Self Development	Reading future studies, publishing articles, or reading in areas outside of the military themes
Interpersonal maturity	Empowerment- the need to share power with subordinates, peers, and constituents	Institutional	Provide a background in leadership theory, or specific topics such as negotiation, creating a vision, or managing a culture
	Persuasive so as to ask others to join and not tell them to join.	Operational	Role models, mentors, and coaches are critical to fostering leadership, and creating an environment which encourages learning
	The skills of consensus building, negotiation are critical Teach, coach, and mentor subordinates to develop the future strategic leaders	Self Development	Self assessments and leadership studies This Metacompetency can be developed later in a leader's career. Early in a leaders development direct and organizational skills should be focused on

Figure 1: Three Metacompetencies for Logistic Leader Development

The hands on experience and knowledge set the technical knowledge base for the logistics leader's career. After completion of the Combined Logistics Captains Career Course (CLC3) and Company Command the officer transitions to the Logistics branch<sup>9</sup>

where they are exposed to the other functional branches and become more of a logistics generalist. The in-depth functional knowledge base can now be expanded across a supply or distribution chain as the officer learns of the connections from the national level to the front lines of logistics operations. Thus the role of “generalist” is reinforced by in-depth knowledge in one area and further refined by assignments and experiences that span from the industrial enterprise to tactical formations. The challenge to maintaining World Class Warrior competency in Force Sustainment is creating the balance between functional and multifunctional sustainment officers in a large technical arena.<sup>10</sup>

The need for technical expertise is first mentioned over 200 years ago in Carl von Clausewitz’s book *On War*, which defines military genius similarly. *On War* is often cited as being the first modern Western text that discusses senior level leadership, their roles in supporting the national strategy, and the competencies necessary for success at the strategic level. Clausewitz’s military genius refers to a very highly developed mental aptitude for a particular occupation<sup>11</sup>. This genius is not intellect alone, but also incorporates courage, temperament, and intellect - all balanced together without a dominant trait.<sup>12</sup> Clausewitz is the first military leader and historian credited with acknowledging the fog and friction of war. The traits he describes are those that support his theory that leaders must possess “military genius” in order to rapidly take advantage of opportunities as they evolve on the battlefield.

World Class Warrior for the strategic logistics leader is critical to support in the Army’s ability to project power and sustain operations across the globe. The strategic logistician enables the Army to understand the conditions and to craft strategies to help

support the National Military Strategy.<sup>13</sup> Having a base line in a technical field and a broad logistics operational knowledge enables a Strategic Logistics leader to develop that “genius” for intuitive rapid decision making. Additionally, the only way to develop confidence, temperament, and intellect in a field is through a deep understanding of its technical foundations coupled with the broad perspective of how it all fits together. These are the hallmarks of a World Class Sustainment Warrior.

### Mental Agility

The next metacompetency of Mental Agility encompasses the strategic logistician’s ability to analyze data from a systems perspective. Mental Agility depends on the technical acumen achieved through the development of World Class Warrior metacompetency. Systems management provides strategic logisticians the near real time information on critical assets from the tactical to national sustainment bases. Combining this systems approach with Mental Agility enables the senior leader to project not only the desired effects, but also the second and third order effects of logistics in the commander’s strategy.<sup>14</sup> The desired effects and the course to achieve them are understood when using systems perspectives to envision the future. Today’s environment often presents leaders with unclear problems where the leader must determine the root cause of issues and then provide clear guidance that achieves the desired outcome. Mental Agility comes with experience that is gained through assignments as well as through simulations, such as training centers and war games, where environmental scanning and different solutions can be honed.<sup>15</sup>

The ability to analyze data from a systems perspective provides the mental picture of the current state of sustainment operations. It also allows the projection of the operation into the future, accounts for the linkages from tactical through strategic, and

facilitates rapid recommendations in the event of unanticipated actions. Strategic logisticians use system analysis on a daily basis through the use of Standard Army Management Information Systems (STAMIS) – Standard Army Maintenance System (SAMS), and the Joint Operational Planning and Execution System (JOPES) as examples. Systems management integrates and fuses information from the factory to the foxhole – coordinating, expediting, and managing the numerous activities in between. Technical expertise and knowledge gives leaders necessary awareness. Mental Agility, enacted through systems analysis, enables the use of precise, real-time information to allow the strategic logistical leader to quickly adapt to changing conditions and adjust strategic systems to support the needs of the Army.<sup>16</sup>

The future Strategic Logistics Leader must possess Mental Agility in order to support the Army's ability to project power and sustain operations across the globe. Intervening in a complex system to solve a problem always creates new problems called second and third order effects. The ability for a strategic logistician to use critical thinking and a systems approach to leverage assets across the Army and business enterprises is critical for planning in today's volatile and rapidly changing environment. Mental Agility is an important component in developing the logistical "genius" needed in the Army of 2020.

### Interpersonal Maturity

Finally, Interpersonal Maturity develops the skills of consensus building and negotiation which is critical in the leveraging of logistical contractors and the industrial enterprise.<sup>17</sup> Senior logistics leaders often require not only the cooperation of organizations across the joint, intergovernmental, interagency, multinational (JIIM), non governmental agencies, and Unified Action Partners<sup>18</sup>, but also in source solution

corporations in the civilian sector. The focused effort of these partners help in producing materiel, training, and technologies needed to support the national security strategy. Leaders operating at this level must already master the competencies of World Class Warrior and Mental Agility through education and experiential assignments. They must also be well versed in contracting, Federal Acquisition Regulation (FAR), and Defense Management so that the development, funding, and execution of programs is feasible, acceptable, and supportable in achieving strategic objectives.

Consensus building and negotiations are vital in the ability to support the Army from across the JIIM and industrial enterprises. Mental Agility is the enabler that facilitates the strategic logistician to apply technical skills and system analysis across multiple organizations in supporting the Army. Recent operations reveal the importance of consensus building and negotiations skills that are the hallmark of Interpersonal Maturity. Negotiation skills played a critical role in planning and setting conditions for the Northern Distribution Network to support operations in Afghanistan. Building consensus and creating conditions for this vital distribution network to succeed required establishing a partnership with the U.S Department of State to secure diplomatic clearances, coordinate distribution nodes with Army Materiel Command (AMC) and providing incentives and business opportunities for transportation partners in many of the former soviet countries through which the network had to travel.<sup>19</sup>

Emphasizing these sustainment focused metacompetencies in a holistic leadership development strategy for sustainment officers will produce Strategic Sustainment Leaders who are prepared to face a complex changing environment anticipated in 2020. Focusing on the three metacompetencies allows logisticians to

effectively use the design methodology described in FM 5-0 in developing recommendations for the complex and rapidly changing situations of today. Design methodology also stresses the importance of group effort, as opposed to an individual effort, because solutions require the use of all the elements of national power. In this collective group, strategic logistics leaders must be able to understand the environment, verify that the problem is identified, and thru systems management and technical acumen contribute to the national level solution.

Refining these three metacompetencies so they are laser focused on developing the right skills for a future Strategic Logistics Leader is essential. Refinement includes developing supporting tasks, training/learning objectives, and experiential goals for a career path. The impact which logisticians have on tactical operations is well known; less understood are the gaps that exist in developing strategic sustainment competencies. The sustainment community must refine the gaps associated with developing these three metacompetencies in support of GEN Dempsey's vision of assessing leader development. Based on the tactical focus and significant impact logisticians play in implementing National Military Strategy, we need a plan to develop strategic leadership traits.

### Gap Analysis

Now is the time to assess the difference between the current leader development strategy for sustainment officers and the desired end-state. The diagram in figure 2 provides a conceptual overview of gap analysis.<sup>20</sup> The three focused competencies described above should each be analyzed against the desired end-state for Sustainment Leaders of the Army of 2020. Over the last decade, the massive changes in our logistics structure, doctrine and our focus on tactical level lessons learned has

skewed our emphasis in PME to a very narrow band of excellence. As such our current education process produces experts in tactical sustainment. However, it has done little to knit together a holistic development scheme that intentionally produces strategic sustainment leaders that are strong across all three of these competencies.

## Graphic Model of Gap Analysis

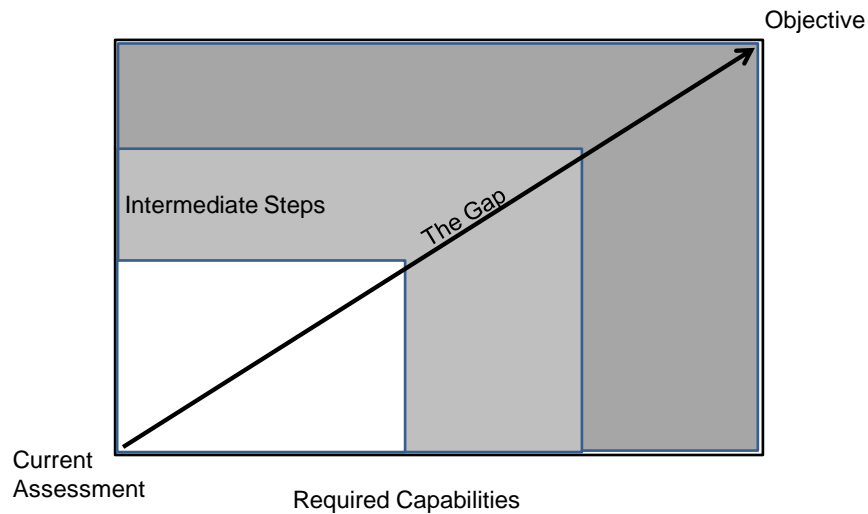


Figure 2: Strategy: Moving from Current Reality to Desired Destination

A gap analysis on logistics leader development was conducted by the Logistics Branch at the Combined Arms Support Command (CASCOM). The analysis encompassed 11 areas considered key logistical competencies across the tactical, operational, and strategic levels of war. The current logistics leader development strategy was assessed from the Professional Military Education, civil education, assignments, training opportunities, and special skills as the framework. The gap analysis validated that the leader development was sound at the tactical level. The Logistics Branch found in all areas that greatest gaps exist in the development of

strategic capabilities. The last major finding was the lack of a clear plan to link the assignment experience with the holistic development plan.

The metacompetency of World Class Warrior was identified as not achieving the desired end-state. Technical expertise is clearly identified as essential to setting conditions for crafting strategies in support of Army logistics operations. The over reliance on contractors to perform logistics functions and management in garrison and deployed operations have reduced the technical expertise of logisticians. The decreased opportunities for hands on learning and managerial experience do not develop leaders capable of planning across the full spectrum. The erosion of technical acumen not only effects junior logisticians, but has a direct impact of the future strategic logisticians' ability to lead Force Sustainment.<sup>21</sup> The need to have a development system that provides both functional technical expertise and broad systems understanding in a multifunctional environment is essential for the Army of 2020.<sup>22</sup>

Gap analysis also reveals that today's logistics planners are not using systems analysis and are turning away from near real-time data collection and management systems. Loss of near real time and centralized data collection has reduced logisticians' ability to conduct systems and data analysis, which are key to developing Mental Agility. Utilizing excel spreadsheets instead of STAMIS has caused doubt in information received and increased redundancy trying to confirm the statistics. Logistical leaders, for that reason, are not systemically requiring supply performance briefings and reduce the experiential learning experiences.<sup>23</sup> The strategic logistician must have reliable data to drive analysis and to monitor systems performance in order to describe the logistics common operating picture and describe the impact logistics will have on strategic and

operational decisions. The Mental Agility and Interpersonal Maturity competencies have been correctly identified in the CASCOM review as an area needing improvement.<sup>24</sup>

CASCOM's analysis clearly reinforces the most pressing need is in the area of strategic logistics leader development. Additionally their study of specific traits across the Professional Military Education, civil education, assignments, training opportunities, and special skills reveals the need to focus on the required metacompetencies discussed earlier. Finally it establishes the need to link the assignment experience with the holistic development plan.

#### The Importance of Personnel Proponency

The need to hold a single organization accountable for the success of leader development is critical in maintaining the ability to support power projection and sustaining operations around the globe. The most important quality to teach leaders is how to think and adapt rather than what to think. The combination of a leadership development strategy, the three focused metacompetencies, and senior leaders focusing on the development of subordinates is how critical thinking can be developed. A partnership between senior logistics leaders, PME developers, and personnel managers is essential to constructing and maintaining strategic leader development frameworks.

The Army Logistics Corps, in 2008, was officially recognized as having the overall responsibility for logistics leader development for officers in the rank of Captain to Colonel.<sup>25</sup> The purpose was to merge the historically three separate branches of Quartermaster, Ordnance, and Transportation into one multifunctional logistician. The new logistics corps officer was to be a more agile and an adaptive leader with the skill sets required to support the Army of 2010 and Force XXI.<sup>26</sup> The three basic branches

still exist and remain the proponents for leader development within the Noncommissioned Officer (NCO) and Officer corps, as well as for Individual Military Trainees (basic trainees).

The current CASCOM organization does not support a single focused leader development model for logisticians. Each basic logistics branch is an independent organization under CASCOM in accordance with TRADOC Regulation 10-5-5 *Proponency*, and the Logistics Corps is defined as a special staff section under the Chief of Staff of CASCOM. The basic branches are also each responsible for a TRADOC line of operation (LOO) on a rotational basis for Initial Military Training, Capabilities Development, and Leader Development. Finally, the Army Logistics University is responsible for advising the CASCOM Commander in the area of leader development, while overseeing the implementation and daily management of logistic leader development. The current structure for leader development and its implementation is depicted in figure 3 below.

In researching the logistics corps and its primary responsibility for senior leader development, no clear lead organization can be determined through the examination of past and current doctrine and literature. In fact the basic branches, by TRADOC 10-5-5, are responsible for their individual proponency development, but also responsible for a logistical line of operation which is assigned on a rotational basis. The other lead agency is the Army Logistics University which advises the CASCOM commander on leader development - but its primary mission is not to develop strategic logistics leaders.

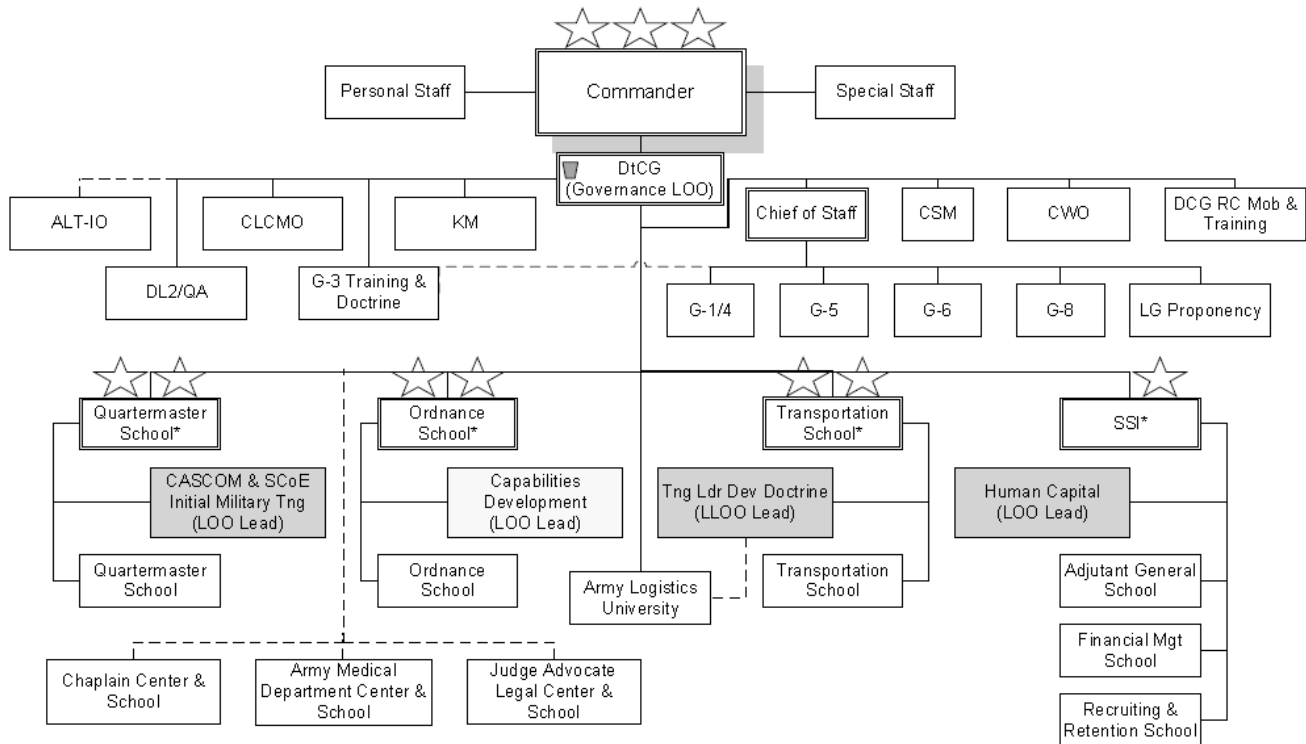


Figure 3: CASCOM Organizational Diagram with LOO Leads

Force Sustainment needs to establish or confirm one agency as the lead for developing senior leaders. The risk in not having a lead agency is a short term and inconsistent PME system that does not produce strategic logistic leaders. The Logistics Corps, sustainment branches, LOO lead for leader development, and the Army Logistics University all have responsibilities for leader development, but no single organization is overall responsible in CASCOM. Development of strategic logistics leaders needs to have a single entity both to oversee the development of the technical foundations across the broad array of skill sets, and to ensure the right balance is maintained throughout the lifecycle of a career. There is no doubt that the Army logistician is very skilled at the tactical and operational level, but there is a significant capability gap in the development of strategic senior logisticians and the required technical acumen. If CASCOM does not designate a lead agency, then the leader

development strategy for logisticians is at risk to not meet development goals articulated in AR 600-3, which are necessary to support the Army's power projection and support across the globe.

### The Importance of Synchronizing Assignments

The need to meet all of the requirements across the functional and multifunctional skill sets requires a well synchronized assignment process. The rest of the Army requires senior leaders who are generalist, while the Logistics Corps requires senior leaders who are equally adept at being generalist and can fulfill roles requiring detailed technical expertise. The assignment process is the implementation phase of the leader development strategy. Implementation of the strategy recognizes the requirement to balance between leadership and technical expertise for our leaders. It also acknowledges the need for appreciation of both the Generating and Operational forces within the Army, and the "art" of managing the Industrial Enterprise.<sup>27</sup>

Requirements of the general force management process mandate that the sustainment community maintain a personnel balance between functional and multifunctional logisticians. Using Modification Table of Organization and Equipment (MTO&E), the composition of logistical leader requirements at the operational and strategic level staffs is approximately 48% technical specialists (such as mortuary affairs, finance, EOD, petroleum, and ammunition) and 52% multifunctional logisticians.<sup>28</sup> Officers selected for functional or multifunctional positions should be selected based on previous experiential assignments, training, or broadening experiences that allow the individual to bring more to the gaining organization. The sustainment community needs to track the unique qualifications and investments on the Officer Records, and ensure they are leveraging experience and continuing to develop

the skill sets. The need to have a limited amount of functional senior leaders while maintaining the proper balance with multifunctional leaders is still a critical consideration in assignment process.

Experiential and broadening assignments are critical in developing strategic logistics leaders. The three competencies identified for future strategic logisticians can be developed through education, but are best developed through synchronizing education with the assignment process. As mentioned earlier Clausewitz defined the elements of “military genius” as courage, temperament and intellect. Clearly, intellect is developed through the education process while courage (or confidence) and temperament are best developed through experience. Achieving the right mix of intellect, confidence and temperament can only be achieved through a well synchronized assignment process. The assignments provide a new frame of reference, experience, and perspective that increase the logisticians’ critical thinking capability and technical acumen.<sup>29</sup> Assignments during the last ten years underwent many changes, one of which was the “compressing” of career timelines so that critical personnel shortages in the field grade ranks could be filled. The return to pre 9-11 career timelines are required in order to benefit from broadening opportunities is one of the most important steps to take in the revision of leader development. Clausewitz’s competencies are developed through the right experience and assignment, and these two can only achieved through a well synchronized development process. The assignments provide a new frame of reference, experience, and perspective that increase the logisticians’ critical thinking capability and technical acumen.

A well synchronized assignment process will build confidence, “military genius” and gravitas in our officers increasing retention and commitment. The development and retention of high performing leaders is one of the most noted shortfalls in the U.S. military’s leader development process in the last 10 years as seen in GEN Barno’s most recent article, Tom Rick’s book *The Generals*, Universities of North Carolina and Duke University Leadership Department, and GEN Dempsey’s Leader Development Strategy for 2020 article. The Logistics Corps increases its odds for developing functional and multifunctional strategic logistics officers by having an effective assignment process that increases technical expertise through Training with Industry (TWI), advance civil schooling (ACS), and increasing the input individual officers have in broadening and experiential assignments.<sup>30</sup>

Force Sustainment is different from other branches in that it has the biggest challenge in how to get the leader development strategy correct for functional, multifunctional, and Industrial Enterprise experts. Logistics PME must focus on developing technical experts in the functional career tracks, while broadly developing the technical acumen of multifunctional logisticians to be able to support in power projection and sustaining operations across the globe. Borrowing from leader development strategies used by other services there are three distinct options for solving this problem. First, is the single career track that intentionally does not distinguish these three separate requirements and does not synchronize assignments with experience and education. The second option is creating three specific career focused tracks; and the final option with two tracks in which one is functionally focused,

and the second a broader multifunctional track that includes the industrial enterprise requirements.

The first option is to create a development program that produces officers that have the skills and attributes to be able to fulfill any of the sustainment positions, a true multifunctional logistician. The first option is status quo for logistics leader development. Risks might be in the ability to resource an institutional training program, or that with such a diverse skill set leaders must endure significant learning curves during the initial phase of the assignment. The true multi-functional option could be highly inefficient since most officers won't serve in all three areas - most logisticians will probably have the ability to be assigned to two but not three functional areas due to career horizons.

The second option is to develop three officer developmental tracks, where the logistical proponency specifically assigns or allow leaders to elect to take a single developmental track starting after or during ILE. The first career track would be technically focused, similar to a Marine Corps Officer that is selected for limited duty assignments which do not have authorized positions above the grade of Colonel. The limited duty officer (LDO) serves in that specific specialty throughout their mid to senior leader years.<sup>31</sup> Specific technical fields have not been established to date, but might include such specialties as ammunition, mortuary affairs, petroleum, and EOD dependant on the COL and LTC requirements in these fields. The second career track would be operations track, more commonly seen today as your typical set of assignments to multifunctional positions in tactical through theater level commands. The final track would be AMC and other industrial enterprise organizations. This senior logistics leader would have a different skill set than the other two tracks, but would bring

the industrial expertise to the planning efforts at the senior operational and strategic level organizations. The risk to this option is whether we believe there are positions that should or must have General Officers with a background in both operational and AMC, and not just one specific track.

The third option is an assignment oriented developmental program that maintains two developmental tracks. The first track would be a limited duty technical expertise track with a requirement for self development tied to assignments, same as the LDO track in option two above. The second track would be an operational and industrial enterprise combination making it possible for officers to gain experiential learning and assignments between both. Here, the risk is that operational and enterprise assignments would require a heavy reliance on self development training programs tied to assignments. Self-development learning must be monitored to ensure the proper training objectives are synthesized and safeguarded, as self-development programs have been historically the first reductions during fiscal constraints. However, this third option is the most efficient of the three as the least amount of modifications to the PME infrastructure are required, and all three tracks would have a common Logistics core set of courses that could be offered in Intermediate Level Education (ILE) and Senior Staff College (SSC). The third option is most likely to achieve the genius with supportable PME and increased synchronization in assignments.

### Recommendations

The increase in globalization, environmental disasters, decreasing resources, evolving demographics, and international political-military competition will continue to create a future of persistent conflict and complexities that strategic logisticians need to understand and operate in to support the National Military Strategy.<sup>32</sup> Leader

development is a critical instrument to develop strategic logistics leaders that have “military genius” to operate in this complex environment. We have to develop strong strategic logistics leadership to support the Army’s ability to project power and sustain operations across the globe. The need to focus on developing strategic functional and multifunctional logisticians is critical in the current time of budget reductions and associated risks to reducing Professional Military Education. Force Sustainment can complete GEN Dempsey’s guidance of assessing leader development by implementing a critical analysis of the existing logistics PME model.<sup>33</sup> A recent gap analysis already indicates existence of gaps in the development of leaders with understanding of strategic operations and the industrial base enterprise. The intermediate step now is to emphasize the importance of personnel proponency, to focus development programs on developing specific competencies in the PME model to insure the right intellectual development exists and to create a synchronized assignment process.

Based on metacompetency analysis it is clear that there are three competencies that will serve as a catalyst for the development of Strategic Logistics Leaders. Becoming a World Class Warrior in sustainment requires a firm foundation in a technical field. Mental Agility equates to systems analysis and being able to see second and third order effects. Finally, Interpersonal Maturity recognizes the unique challenges Sustainment Leaders face to coordinate the wide array of support networks necessary on the modern battlefield and the importance interpersonal skills play in maintaining the right relationships and negotiating with partners and other nations. In recent leadership studies, the most effective development models consist of a few simple and straightforward values used to focus the organization on a common set of values or

goals. The sustainment community's refinement of the three metacompetencies supports GEN Dempsey's vision of assessing leader development. Based on the tactical focus and significant impact logisticians play in implementing National Military Strategy, we need a plan to develop these three competencies that includes specific sustainment learning as well as experience objectives, skills and traits that support each competency.

CASCOM recently conducted a gap analysis for leader development and correctly identified the need to improve the ability to operate and plan in the JIIM environment, and execute traditional functional and multifunctional skill sets.<sup>34</sup> The training, education, and assignment pillars of leader development should then be adapted to develop senior leaders to be experts in the logistics field that can contribute in the JIIM environment as staff and planners, while still possessing the core competencies and technical knowledge to be able to visualize and plan for second and third order effects.

CASCOM should complete the transformation of Force Sustainment by establishing the Logistics Corps Proponency Office as the lead organization for developing strategic logistics leaders. The need to hold a single organization accountable for the success of logistics leader development is critical in synchronizing all three elements required to develop the Clausewitz "military genius." The Logistics Corps was created in 2008 for the purpose of managing the development of the strategic logistician. However, TRADOC 10-5-5 *Proponency* regulation places the responsibility of senior leader development dispersed across the branch proponencies, the LOO Lead for leader development, Army Logistics University, and the Logistics

Corps proponency as a special staff section. The current task organization and multiple lines of effort and responsibility create a gap which inherently desynchronizes the education and the assignment processes.

Logistics strategic leader development is implemented through the assignment process by developing critical thinking skills through experiential and broadening assignments. The dual track system, option three, is the most feasible, acceptable, and sustainable of the three assignment options. The least impact to school structure, Programs of Instructions (POI's), and assignment procedures are required, and the recommendations from the GAP analysis can be incorporated. This dual track system would also be able to meet the end-state outlined in both GEN Dempsey's leader development strategy for the 21<sup>st</sup> century and the logistics officers' competencies and development in the Army Commissioned Officer Professional Development and Career Management Pamphlet.

### Conclusion

Establishing a well synchronized leader development strategy to achieve the Clausewitzian "military genius" in future sustainment leaders should be CASCOM's top priority. A strategy oriented on developing future logistics strategic leaders will provide guidance for career long development of logistics leaders through the three pillars of education, training, and experience with the emphasis of balancing technical and operational attributes. Force Sustainment is different from other branches in that it has the biggest challenge in how to get the leader development strategy correct for functional, multifunctional, and Industrial Enterprise experts. Logistics PME must focus on developing technical experts in the functional career tracks, while broadly developing

the technical acumen of multifunctional logisticians to be able to support in power projection and sustaining operations across the globe.

The time is now for CASCOM to implement an intentional strategic logistics leadership development strategy. In leadership studies at Duke Corporate Education, a critical time period in organizations was identified when a shift in strategy or new leader's vision creates a "teachable moment." A teachable moment is when an opportunity that arise that can benefit the organization if properly managed.<sup>35</sup> Force Sustainment is at teachable moment. The Army Logistics Corps can achieve GEN Dempsey's vision of assessing leader development for strategic logistics leaders by implementing a positive path forward that includes a focus on critical analysis throughout the logistics Professional Military Education (PME), establishing a robust and engaged Proponency management process, and a career focused assignment process. The Army logistician requires technical skills, in addition to holistic senior leader competencies, that support the Army's ability to project power and sustain operations across the globe.

As the Army continues to streamline its operations, a passive approach to logistics simply is not acceptable. The importance of Personnel Proponency in the long term success of the leader development strategy cannot be over stated. The first step in implementing the proposed recommendations is to establish the CASCOM Logistics Proponency office as the single agent for establishing and overseeing this strategy. They need to immediately validate the competencies, finish the gap analysis to determine the objectives, skills and traits required for each competency and adopt a new assignment process to synchronize assignments with education. The development

of a partnership between senior logistics leaders, PME developers, and personnel managers is essential to constructing and maintaining strategic leader development frameworks. The risk of not making adjustments to logistics Professional Military Education is the potential on not being able to develop a logistics officer that possess an “understanding of the Industrial Enterprise of the Army, operate and leverage its capabilities, and integrate the various aspects of logistics into the commander’s plan, and must be heavily experienced in multifunctional logistics.”<sup>36</sup>

### Endnotes

<sup>1</sup> Author Not Provided, “An Interview with GEN Dempsey,” National Defense University Press Online, January 2012, <http://www.ndu.edu/press/interview-martin-dempsey.html> (accessed October 19, 2012).

<sup>2</sup> U.S. Department of the Army, *Army Leadership*, Army Doctrine Reference Publication 6-22 (Washington, DC: U.S. Department of the Army, September 12, 2012), 1.

<sup>3</sup> Author Not Provided, “A Leader Development Strategy for a 21<sup>st</sup> Century Army,” November 25, 2009, [cgsc.edu/ALDS/ArmyLdrDevStrategy\\_20091125.pdf](http://cgsc.edu/ALDS/ArmyLdrDevStrategy_20091125.pdf) (accessed February 9, 2013).

<sup>4</sup> Jared L. Bleak and Robert M. Flumer, eds., *Best Practices in Leadership Development Handbook* (San Francisco, CA: Pfeiffer, 2009), 1.

<sup>5</sup> U.S. Department of the Army, *Commissioned Officer Professional Development and Career Management*, Department of the Army Pamphlet 600-3 (Washington, DC: U.S. Department of the Army, February 1, 2010), 308.

<sup>6</sup> U.S. Department of the Army, *Army Leadership*, Army Doctrine Reference Publication 6-22 (Washington, DC: U.S. Department of the Army, September 12, 2012), 11-1.

<sup>7</sup> Brigadier General Steven A. Shapiro, “Time to Go Back to the Basics in Logistics,” *Army Sustainment* (November-December 2012) [www.alu.army.mil/alog/PDF/Time\\_Back\\_Basics.pdf](http://www.alu.army.mil/alog/PDF/Time_Back_Basics.pdf) (accessed February 24, 2013).

<sup>8</sup> Leonard Wong, Stephen Gerras, William Kidd, Robert Pricone, and Richard Swengros, *Strategic Leadership Competencies*, Strategic Studies Institute (Carlisle Barracks, PA: U.S. Army War College, September, 2003), 9.

<sup>9</sup> U.S. Department of the Army, *Commissioned Officer Professional Development and Career Management*, Department of the Army Pamphlet 600-3 (Washington, DC: U.S. Department of the Army, February 1, 2010), 307.

<sup>10</sup> LTC Reed Hudgins, "CASCOM: Commissioned Officers Professional Development and Career Management," briefing slides, Fort Lee, Virginia, CASCOM, January 28, 2013, 4.

<sup>11</sup> Carl Von Clausewitz, *On War*, ed., trans. Michael Howard and Peter Paret (Princeton, New Jersey: Princeton University Press, 1989), 112.

<sup>12</sup> Carl Von Clausewitz, *On War*, ed., trans. Michael Howard and Peter Paret (Princeton, New Jersey: Princeton University Press, 1989), 112.

<sup>13</sup> LTC Reed Hudgins, "CASCOM: Commissioned Officers Professional Development and Career Management," briefing slides, Fort Lee, Virginia, CASCOM, January 28, 2013, 2.

<sup>14</sup> Leonard Wong, Stephen Gerras, William Kidd, Robert Pricone, and Richard Swengros, *Strategic Leadership Competencies*, Strategic Studies Institute (Carlisle Barracks, PA: U.S. Army War College, September, 2003), 6.

<sup>15</sup> Colonel (Ret) Stephen J. Gerras, PhD., "Strategic Leader Competencies," in *Strategic Leadership Primer*, ed. (Carlisle Barracks, PA: U.S. Army War College, 2010), 29.

<sup>16</sup> Colonel Edward J. Shimko and Lieutenant Colonel Thet-Shay Nyunt, "GCSS-Army—Making the Revolution in Military Logistics Happen," *Army Logistician*, January-February 1999, 85-91.

<sup>17</sup> Leonard Wong, Stephen Gerras, William Kidd, Robert Pricone, and Richard Swengros, *Strategic Leadership Competencies*, Strategic Studies Institute (Carlisle Barracks, PA: U.S. Army War College, September, 2003), 8.

<sup>18</sup> U.S. Department of the Army, *Commissioned Officer Professional Development and Career Management*, draft, Department of the Army Pamphlet 600-3 (Washington, DC: U.S. Department of the Army, December 1, 2012), 3.

<sup>19</sup> Information is firsthand knowledge through direct participation. As a Special Troops Battalion Commander, which included the Brigade Staff by MTO&E, for the 101<sup>st</sup> Sustainment Brigade, the Brigade Staff and elements of my Battalion formed the Brigade Tactical Command Post responsible for first implementing the Northern Distribution Network, along with sister Battalions in the Brigade.

<sup>20</sup> Jared L. Bleak and Robert M. Flumer, eds., *Best Practices in Leadership Development Handbook* (San Francisco, CA: Pfeiffer, 2009), 1.

<sup>21</sup> Brigadier General Steven A. Shapiro, "Time to Go Back to the Basics in Logistics," *Army Sustainment* (November-December 2012) [www.alu.army.mil/alog/PDF/Time\\_Back\\_Basics.pdf](http://www.alu.army.mil/alog/PDF/Time_Back_Basics.pdf) (accessed February 24, 2013).

<sup>22</sup> LTC Reed Hudgins, "CASCOM: Commissioned Officers Professional Development and Career Management," briefing slides, Fort Lee, Virginia, CASCOM, January 28, 2013, 3.

<sup>23</sup> Brigadier General Steven A. Shapiro, "Time to Go Back to the Basics in Logistics," *Army Sustainment* (November-December 2012) [www.alu.army.mil/alog/PDF/Time\\_Back\\_Basics.pdf](http://www.alu.army.mil/alog/PDF/Time_Back_Basics.pdf) (accessed February 24, 2013).

<sup>24</sup> LTC Reed Hudgins, "CASCOM: Logisticians Vision for 2020 and Beyond," briefing slides, Fort Lee, Virginia, CASCOM, July 12, 2012.

<sup>25</sup> U.S. Department of the Army, *Commissioned Officer Professional Development and Career Management*, draft, Department of the Army Pamphlet 600-3 (Washington, DC: U.S. Department of the Army, December 1, 2012), 1.

<sup>26</sup> U.S. Department of the Army, *Commissioned Officer Professional Development and Career Management*, draft, Department of the Army Pamphlet 600-3 (Washington, DC: U.S. Department of the Army, December 1, 2012), 2.

<sup>27</sup> Author Not Provided, "A Leader Development Strategy for a 21<sup>st</sup> Century Army," November 25, 2009, [cgsc.edu/ALDS/ArmyLdrDevStrategy\\_20091125.pdf](http://cgsc.edu/ALDS/ArmyLdrDevStrategy_20091125.pdf) (accessed February 9, 2013), 14.

<sup>28</sup> Theater Sustainment Command and Sustainment Bde MTOE were researched, but due to the classification of the documents, and controlled access via the internet, the specific sites are not listed.

<sup>29</sup> Colonel (Ret) Stephen J. Gerras, PhD., "Strategic Leader Competencies," in *Strategic Leadership Primer*, ed. (Carlisle Barracks, PA: U.S. Army War College, 2010), 29.

<sup>30</sup> Jared L. Bleak and Robert M. Flumer, eds., *Best Practices in Leadership Development Handbook* (San Francisco, CA: Pfeiffer, 2009), 4.

<sup>31</sup> LTG Gary L. Parks, Commanding General, Maine Corps Recruiting Command, "Marine Corps Order 1040.42A (Limited Duty Officer(LDO) and Warrant Officer(WO) Programs), Washington, DC, Headquarters United States Marine Corps, May 3, 2000.

<sup>32</sup> Edmund J. Degen, "Dominant Land Forces for the 21<sup>st</sup> Century Warfare," *Land Warfare Paper*, no. 73 (September, 2009): 31.

<sup>33</sup> GEN. Martin E. Dempsey, "Building Critical Thinkers: Leader Development must be the Army's Top Priority," *Armed Forces Journal* (February, 2011), <http://www.armedforcesjournal.com/2011/02/5663450> (accessed October 4, 2012).

<sup>34</sup> LTC Reed Hudgins, "CASCOM: Logisticians Vision for 2020 and Beyond," briefing slides, Fort Lee, Virginia, CASCOM, July 12, 2012.

<sup>35</sup> Jared L. Bleak and Robert M. Flumer, eds., *Best Practices in Leadership Development Handbook* (San Francisco, CA: Pfeiffer, 2009), 5.

<sup>36</sup> U.S. Department of the Army, *Commissioned Officer Professional Development and Career Management*, Department of the Army Pamphlet 600-3 (Washington, DC: U.S. Department of the Army, February 1, 2010), 308.