

Enclosure 4B (IMT [minus IET] and PME Transformation) to TRADOC FY 04 Command Training Guidance.

1. General.

a. We will implement the strategy to transform institutional education and training during FY 04-06, beginning with OES, then NCOES and WOES, followed by the Army Civilian education system (CES). Although the responsibilities for IMT and PME are split between AAC and CAC, respectively, the following laydown combines IMT (minus IET) and PME to show the institutional leader development flow, from accession to senior schooling. The priority for resourcing goes to IMT, including IET. If funds are not available for other courses, implementation of the strategy will be delayed.

(1) FY04's main effort for is OES transformation, with piloting of CPTs OES model as the focus. NCOES, WOES, and CES are supporting efforts. Their major objectives are:

- NCOES - conduct a critical task selection board and a front-end analysis of the new curricula.
- WOES—use the needs analysis to formulate a strategy and courses of action for transformation.
- CES - focus on conducting a needs analysis.

(2) In FY 05, the main effort is NCOES as we begin to conduct pilots for the new junior NCO courses. As a supporting effort, OES objectives are to complete pilots of BOLC II and III, CPTs OES, and ILE. The WOES focus is on the development of a common core curriculum for all WOs and the integration and piloting of their courses into the OES model, particularly for WO1-CW3. The CES goal is to use the needs analysis to formulate a strategy and courses of action for transformation.

(3) In FY06, the main effort shifts back to OES as we implement BOLC, CPTs OES and ILE. The supporting effort is the NCOES pilot of ANCOC, SNCOC and SMC courses. WOES' major objective is to develop and pilot CW4 and CW5 courses. CES will begin piloting courses that support our transformation. By FY06 we will have implemented OES, be in the final piloting phases for NCOES, prepared to implement WOES for in late FY07, and have begun the piloting process for CES.

b. On 4 February 2003, the Chief of Staff, Army approved a number of initiatives to transform the OES. Current Officer Basic Courses will be transformed into a three-phase BOLC. The Combined Arms Battle Command Course (CABCC) and the Combined Arms Staff Course (CASC) replace the Captains Career Course, consisting of Officer Advanced Courses and the Combined Arms and Services Staff School. Finally, ILE provides all majors with three months of the same operational common core instruction and additional tailored instruction tied to their career field, branch, or functional area. BOLC will be fully implemented by 3d QTR, FY 06, CPTs OES will be fully implemented by 2d QTR, FY 06, and ILE will be fully implemented by 4th QTR, FY 05.

c. With CSA approval of ATLDP Phases II through IV, work has begun to transform the NCOES and the WOES; transformation of CES will follow.

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2. **BOLC.** CG, AAC develops precommissioning policy and establishes precommissioning tasks for ROTC, OCS, USMA, and WOCS. BOLC represents a significant improvement over the current officer basic course (OBC) by setting up a small-unit training continuum from precommissioning through the initial institutional training experience for all lieutenants. Specifically, BOLC II will ensure a tough, standardized, graduate-level, small-unit leadership experience that flows progressively from precommissioning (BOLC I) to branch technical/tactical training in BOLC III. Benefits to the Army include increased leader maturity, confidence, and competence; officers who have a common bond with their combined arms peers; and lieutenants ready to lead small units upon arrival at their first assignment.

a. AAC, with Fort Benning in direct support and TRADOC DCSOPS&T in general support, will use early FY 04 assessment and feedback from the ongoing assessment of BOLC II pilots by the Army Research Institute (ARI) to begin improving the POIs and faculty development programs.

b. AAC, with support from TRADOC DCSOPS&T, is responsible NLT 2d QTR, FY 04 for preparing the operation order to execute this pilot program. The order will include a detailed schedule of starting and ending dates for all phases, a student throughput plan, and a concept for ensuring the required cadre are trained and ready to execute when needed.

c. AAC is responsible for BOLC I (precommissioning) implementation. Piloting a set of revised competencies and skills for precommissioning will start in 4th QTR, FY 03, with full implementation scheduled for 4th QTR, FY 04 at the precommissioning locations. Accomplishing this milestone aligns the competencies taught in precommissioning by West Point, ROTC, and OCS, and sets the stage for refining the competencies and skills taught in BOLC II and III. For planning purposes, use 4th QTR, FY 04 as the date for a BOLC II site-selection decision. This allows sufficient time for infrastructure upgrades to be made at the appropriate installations. Be prepared to adjust should base realignment and closing (BRAC) push this date back.

d. Upon planned selection of BOLC II sites in 4th QTR, FY 04, I want commandants prepared to conduct another round of BOLC II and III pilot courses beginning in 1st QTR, FY 05. BOLC II faculty must be master trainers, skilled at providing immediate performance feedback. Cadre training and certification *must* take place prior to another round of BOLC II pilot courses. For planning purposes, use 1st QTR, FY 06 as target date for conducting cadre training and certification. With BOLC II/III pilot courses in 2d/3d QTR, FY 06, we can then execute full implementation in 4th QTR, FY 06.

e. TRADOC will conduct pilots of all BOLC phases 2d QTR, FY06, with full implementation scheduled for 3d quarter, FY 06.

3. **CPTs OES.** Captains' institutional training and education in the future will consist of the CASC to prepare officers to perform the basic roles and functions of staff positions, and the CABCC to prepare officers to command at the company level. This provides assignment-oriented training, just in time for the duty position. CPTs OES will be piloted in FY 05. These two courses capitalize on advanced distributed learning (ADL) and new high-impact resident training methods such as the gauntlet exercises conducted at Fort Knox. Most

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important, the new CPTs OES puts commanders back in the driver's seat for professional development and career development and returns approximately 2,000 captains to the field. AAC will also develop a course for captains commanding institutional companies.

a. Currently, HQDA has not funded CPTs OES in FY 04. If this funding situation holds, the transformation of CPTs OES will be delayed. CAC is responsible for preparing the operation order to execute this pilot program, including a detailed schedule of starting and ending dates for all phases, a student throughput plan, and a concept for ensuring the required cadre is trained and ready to execute when needed.

b. **CASC.** CASC consists of five weeks (three weeks ADL at home station and two weeks resident instruction at a branch school/center). All officers, regardless of branch, must complete the CASC two-week Common Core (CC) ADL module, once selected for a staff position. Certain officers selected for assignment to a coordinating or special staff position must complete an additional week of ADL instruction followed by resident instruction at a proponent school and complete it within one year of promotion and prior to assuming the staff position.

(1) Begin the design and development of the CASC ADL modules for all curricula in 4th QTR, FY 03; complete by the end of FY 04. During FY 04, proponent schools will develop POIs for the two-week resident phase of the CASC module. Target date for beginning to pilot these resident modules is 1st QTR, FY 05. Full implementation by 3d QTR, FY 05 is the objective.

(2) [Adjutant General](#) (AG) School is the proponent to design, develop, staff throughout TRADOC, validate and implement the S1 CASC ADL and resident primary staff functional modules.

(3) [Military Intelligence](#) (MI) School is the proponent to design, develop, staff throughout TRADOC, validate and implement for the S2 CASC ADL and resident primary staff functional modules.

(4) [Infantry School](#) is the proponent to design, develop, staff throughout TRADOC, validate and implement for the S3 CASC ADL and resident primary staff functional modules.

(5) CASCEN is the proponent to design, develop, staff throughout TRADOC, validate and implement for S4 CASC ADL and resident primary staff functional modules.

(6) USAJFKSWCS is the proponent to design, develop, staff throughout TRADOC, validate and implement for S5 CASC ADL and resident primary staff functional modules.

(7) Armor School is the proponent to design, develop, staff throughout TRADOC, validate and implement for the CASC Maintenance Officer ADL and resident staff functional modules.

(8) In FY 06, CGSC transitions the current CAS3 resident course to the CASC common core. This timeline for CPTs OES transformation allows the transfer of MAJ and LTC spaces and faces for ILE implementation in 4th QTR, FY 05.

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c. **CABCC.** Only officers selected for company command attend CABCC. This course comprises three distinct, sequential, and progressive phases completed over ten weeks. Phase I—four weeks ADL (two weeks of common core and two weeks branch-specific, knowledge-based instruction). Phase II—four weeks resident instruction at the officers' branch school/center. CABCC culminates with two weeks of master trainer training at sites TBD. The focus is on how company commanders plan, prepare, train, and assess training. Officers assigned to IET units will attend the new two-week IET Company Commander's Course.

(1) CAC oversees CABCC curricula design and development in 4th QTR, FY 03. Ensure completion by the end of FY 04.

(2) CABCC piloting, under the direction of CAC, begins with the ADL phase in 2d QTR, FY 05; followed by piloting of the branch resident phases and the master trainer phase in 4th QTR, FY 05. The pilots are used to determine if the course and training products accomplish their intended purpose efficiently and effectively. Additionally, pilots will evaluate the ADL implementation policies and procedures.

(3) Proponent schools transition their current officer advanced courses (OACs) to the CABCC. TRADOC fully implements CABCC by 2d QTR, FY 06. This allows the transfer of CPTs' spaces and faces to implement BOLC II in 3d QTR, FY 06.

(4) CG ATC Jackson will pilot the new IET Company Commander's Course in 3d QTR, FY04 and implement in 1st QTR, FY05.

4. **ILE.** ILE will provide all majors with the same common core of operational instruction, and additional tailored education opportunities tied to the officer's specific career field, branch, and functional area needs. This investment in the training and education of all majors will set them up for success for their next ten years of service. The Advanced Operations and Warfighting Course (AOWC) at Fort Leavenworth for OPCF officers will focus on planning and executing full-spectrum operations at the tactical and operational levels. History, leadership, and joint instruction will continue to receive heavy emphasis throughout the curriculum. Simulations will be used extensively to drive the learning, and multiple opportunities will be provided for officers to practice their warfighting competencies and skills. This learning model will send field grade officers back to the Army better prepared to run Army staffs, support commanders, mentor junior officers, and eventually command battalions and brigades. The result will be a significant improvement in the tactical and operational warfighting capability of Army and joint units.

a. CGSC pilots the ILE common core curriculum and AOWC to officers in the OPCF at Fort Leavenworth beginning 4th QTR, FY 03, followed by a third and final pilot in 4th QTR, FY 04.

b. Piloting of the core curriculum occurs at two distance campus education sites in CONUS—Fort Gordon, 7 April-1 July, and Fort Lee, 23 June -16 Sept 03 (DA Army G3, DAMO-TRI message, subject: MACOM/ACTIVITY/AGENCY Intermediate Level Education (ILE) Distance Education Campus Pilot Quota Allocations, dated 21 Feb 03). These pilots will refine the core curriculum, validate instructor requirements, and exercise the throughput of officers from units. Additionally, it will reduce the CGSOC backlog of officers in the

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information operations (IO), operational support (OS), and institutional support career fields (ISF).

c. CGSC will implement the ILE common core curriculum and the AOWC beginning in 4th QTR, FY 05 (AY 05-06) at Fort Leavenworth. Piloting of the core curriculum will continue early in FY 05 at three distance education campus sites in CONUS. The goal here is to refine the program for full implementation in 4th QTR, FY 05.

d. In FY 04, there will be two more pilots of the common core curriculum at other proposed distance education sites, TBD for officers other than OPCF to attend.

e. Full implementation of TASS ILE common core curriculum occurs in 1st QTR, FY 06.

5. United States Army War College (USAWC). The Army War College must continue to educate future strategic leaders in the transformed U.S. Armed Forces.

a. The USAWC must continue its zero-based examination of its curriculum to identify how best to educate the nation's future strategic leaders. This examination should include subject matter, pedagogy, curricular models, schedules and sequencing, delivery methods (electronic and in seminar), and the role of exercises and simulations. The review should also identify short-term initiatives that can be implemented in AY 04, as well as long-term revisions that can be implemented in AY 05 and AY 06.

b. The USAWC must continue to identify the range of expertise and experience needed to teach the curriculum of 2020. This includes determining the subject matter expertise required, the characteristics of a successful faculty, the appropriate mix of military and civilian faculty, and the appropriate means to recruit and retain faculty with requisite expertise and characteristics.

c. Both initiatives must support all ongoing accreditation efforts with the Middle States Commission on Higher Education and the CJCS Process for Accreditation of Joint Education (PAJE) (Jan 04).

6. NCOES. CAC has four tasks from the Leader Development Campaign Plan to guide NCOES transformation development.

- Assess the entire spectrum of NCOES and develop an overarching strategy to transform NCOES.
- Better align training and education to assignments.
- Revise ANCOC.
- Develop a Master Sergeants Course (Senior NCO Course).

a CAL-Futures NCOES team is responsible for the course of action (COA) analysis and preparing the decision briefings. CAC is analyzing three COAs for transforming NCOES. USASMA will conduct a critical task selection board to address PLDC and common core for BNCOC, ANCOC, SNCOC, BSNOC, FSC, SMC, and CSMD. The goal is to have the CSA decide on a COA by 4th QTR, FY 04. There are no funds allocated in FY 04 to conduct the task selection board; CAC will ensure a \$300K FY 04 UFR is submitted to fund the board.

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Once funds become available, USASMA will bring in NCOs, from SGT to CSM level, and officers from the field to conduct the critical task selection board. After the tasks are selected, USASMA will coordinate the results with the TRADOC proponent schools..

b. USASMA and the TRADOC proponent schools will be prepared to pilot the new NCOES courses in FY 06 to FY 07. These events are dependent on successful completion of the task selection board. USASMA will develop the POI for a BOS-centric ANCOC or SNCOC in FY 05, based on which COA is selected.

c. Complete NCOES transformation by 4th QTR, FY 07 and begin execution in FY 08. Currently, there are no funds allocated to NCOES transformation for FY 03 or FY 04. If this fact doesn't change, the time line for implementation will slip to the right. We must get NCOES requirements into the FY 06-11 POM.

7. **WOES.** CAC has the lead, and the WOCC will execute the transformation of WOES. Currently CAC is conducting a competency-based needs analysis. Projected completion date is 4th QTR, FY 03. Following the completion of this study, CAC will formulate a strategy for transforming WOES in close coordination with the WOCC, TRADOC proponent schools, and the Army staff. The projected completion date is 1st QTR, FY 04, in time for TRADOC to submit WOES requirements to the FY 06-11 POM process. One of the primary WO ATLDP findings was to link officer and warrant officer education, particularly at the WO1 through CW3 level. Therefore, part of the plan is to leverage significant work done on the OES transformation model to develop the new WOES.

8. **CES.** In FY 04 CES will focus on conducting a needs analysis study. The goal for FY 05 is to use the needs analysis to formulate a strategy and develop courses of action for transformation. In FY 06 CES will begin to pilot the courses that support our transformation and in FY07 begin the piloting process for CES.