

# The ORACLE



## Training and Education Opportunities for Force Management Officers

By Patsy Campbell, Program Manager, FA50 Personnel Development Office

CSA has made Professional Development a focus area for the next year. A major effort of the FA50 PDO has also been to identify educational opportunities and venues for Force Management Officers and ensure you know when and how to take advantage of them. Options range from the Q Course to fully funded Master's degrees to Training With Industry, Fellowships and even assignments outside the functional area. In the lead article, Patsy Campbell describes the various facets of the educational/training program available to Compo 1 FA50s. Similar opportunities are open to Reserve Component Officers and to CP26 civilian Force Managers, see your personnel managers for information.

**BROADENING** is a key professional development topic across Army leadership. Research and discussions of how to interject such experiences in an officer's professional development timeline have occurred in meetings conducted by the HQDA G1 - OPMS Strategic Initiatives Group (SIG) for a couple of years.

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### The ORACLE

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by Patsy Campbell

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## *From the* **EXECUTIVE AGENT**



In 1912, war clouds gathered over Europe, a Tsar ruled Russia, Japan occupied Korea, and the United States was vigorously upgrading its Navy while the tiny US Army was policing the Mexican border and the Philippines, and had a regiment stationed in China. A decade later, after drafting, training and equipping more than three million Soldiers for a war that destroyed nearly an entire generation of European men, the US Army was reduced again to little more than a “mobilization army” during the Great Depression to plan and prepare for the next expansion. By 1942, a massive “grow the Army” effort was under way to again support our allies, including the Soviet Union. But with “peace” came another drawdown, and 1952 saw military stalemate after near-disaster in Korea, and our former ally the USSR was now a nuclear-armed strategic adversary.

1962 was a year of tension in Berlin, the Cuban Missile Crisis and other Cold War challenges; the small group of US Army advisors in Vietnam was page 3 news, if it was news at all. Ten long years later, we began withdrawing from Vietnam and reducing the force again, from a high of 1.5 million to 781K. Then the Reagan build-up, starting in 1982 and proved in the first Gulf War, was followed by massive reductions in 1992 to reap a “peace dividend,” until post-9/11 the Army again grew to prosecute the wars in Afghanistan and Iraq.

In 2012, we are making the investment decisions that will build the Army of 2022, even as we draw down our current force.

Over the last 100 years, the Army had massive growth followed by dramatic downsizing, only to do it again a decade or so later as our elected leaders direct. A hasty mission analysis of Article 1 Section 8 of the US Constitution, which gives Congress the authority to “raise and support Armies, . . . to provide and maintain a Navy,” and Article 2, which designates the President as Commander-in-Chief... seems to confirm the basis of the cyclic nature of Army force structure. This cyclic nature shouldn't be a surprise, it should be planned for. As FA50s, we are the Army's “Managers of Change,” and we're going to do this right; providing recommendations to the Secretary of the Army and the Chief of Staff of the Army, maintaining readiness and modernization as we continue to prepare forces for contingencies around the world, and stand ready to regenerate forces if necessary.

As I assume my new duties here in G-8, I'd like to thank my predecessor, MG Tony Cucolo, for all he did for our functional area during his tenure as FA50 Executive Agent. Under his leadership, we took some giant steps toward positioning our functional area for the challenges of the next few years.

*- BG Bo Dyess*

# Greetings from the Director, Force Management G-3/5/7

After a very thorough transition with MG Ierardi and the great FM Team here in the Pentagon, I became the Director of Force Management, Headquarters, Department of the Army G-3/5/7 on 14 May 2012. It is absolutely my honor to join your team – a team with a fantastic reputation throughout our Army. I firmly believe that the most rewarding aspect of this job will be my opportunity to work with, and be part of, the entire Force Management community, both military and civilian. Each and every day I am thoroughly impressed by your professionalism, sense of duty and selfless service. As we tackle the challenges facing our Army over the next few years, I have the utmost trust and confidence that together we will succeed with each and every challenge. I very much look forward to working with you to ensure that our great Army stands ready for the next fight. It is through our combined efforts that our Army will remain the dominant land force of choice – the best the world has ever seen; lethal, agile, adaptable and responsive to the needs of our great Nation.



**MG JOHN M. MURRAY**  
**DIRECTOR, FORCE MANAGEMENT G-3/5/7**



## *From the* **PDO CHIEF**



**LTC RIVERS**

I'd also like to express my thanks and appreciation to MG Cucolo for his efforts in support of the functional area, and also for his mentorship of myself and several other FA50s. We wish him well as he moves to his new assignment as Commandant of the Army War College.

With Farewells usually come Hails, and the Army's senior FA50, BG(P) Robert "Bo" Dyess has arrived to become the Director of Force Development and Executive Agent for the functional area. And MAJ Jamie Garcia has taken up the duties of our HRC Assignments Officer. Both gentlemen understand the Force Management business and the needs of FA50s, and you can be sure that we will continue our success with them on board!

This issue of the Oracle is focused on education and professional development. Ms Campbell's lead article lays out many of the options open to FA50s. You'll also find articles by two of our colleagues about their ACS experiences, MAJ Stephen Brown's "broadening" assignment as an aide-de-camp, an article by BG Robin Mealer on what those FA50s are doing at the US Army Manpower Analysis Agency, and the latest from the Army Force Management School. For the civilians, two former CP26 interns tell us about their experience at Space and Missile Defense Command. (The last issue's article by MAJ Don Smith about his time at FEDEX should also

be considered part of this theme.) Of course, there are also a couple of thought-provoking Force Management articles as well, by MAJs Dan Green and Pete Patterson.

So why an education issue? As the Army draws down, the FM community like everyone else expects to share the pain. At the same time, CSA has made it a priority to re-focus on professional and leader development efforts to ensure we find and develop the talents and skills needed for Army 2020. More practically, education has always been one of the most valuable "bennies" of a military career. The Army can't really offer you much more money or more time off, but they can help you get an advanced degree or attend a fellowship or other professional development needs.

A few other initiatives that the PDO is engaged in working are college and project management credit that can be applied toward an advanced degree or professional certification. A refresher Force Management class/Defense Strategy course for those of us who have not had the opportunity to stay current on a more strategic level.

The EA, the Assignments Officer and my office are all available to assist.

Give us a call.

*- LTC Keith Rivers  
Chief, PDO*



# FA50

## Senior Force Management Seminar and Hall of Fame



The 2012 Senior Force Managers Seminar was held 7-10 May in the Pentagon Conference Center. FA50 Colonels of all compos, and invited senior Force Management DA Civilians, participated in this opportunity to discuss with Army leaders and each other many of the Army's key issues and initiatives. The theme of the event was "Agile, Flexible, Capable: Reshaping the Army for the Strategic Environment."

Highlights of the seminar this year included a discussion with BG (Ret.) Robin Swan, Deputy Director of the Office of Business Transformation, on improving Force Management processes; day trips to FEDEX Washington distribution center in which company executives provided an overview of company operations, structure and their perspective on the strategic business environment. Our senior leaders visited Capitol Hill for some very interesting and important



discussion with Congressional professional staff members related to the Army's defense strategy and operations in the current fiscal environment; and discussions took place at National Defense University on "Arab Spring" implications and Asia-Pacific concerns, with Ambassador Margaret Scobey (ICAF) & and Mr. Michael Mazza (American Enterprise Institute.) The seminar concluded with a round table discussion with MG Ierardi, Director FM; the Deputy Director PA&E, Mr Dean Pfoztzer; BG Harold Greene, AASALT Deputy for Acquisition and Systems Management; and Mr. Ed Francis, G-8 Deputy Director for Resources.



On Wednesday, the newest members of the Force Managers Hall of Fame were inducted in a ceremony co-hosted by Mr Don Tison, the Acting G-8 and MG Anthony Ierardi, the G-357 Director of Force Management. All three honorees - LTG (Ret.) Steve Speakes, COL (Ret.) Paul Vilcoq and Mr. Steven

Croall - were richly deserving of our recognition of their contributions to the Army and to the Force Management community. Congratulations to all.

The next Seminar is tentatively set for May 2013. The next biannual HoF will be held in 2014.





# **UNITED STATES ARMY MANPOWER ANALYSIS AGENCY (USAMAA) TRANSFORMATION:**

**Adapting Generating Force  
Manpower Requirements Determination**

by **BG Robin Mealer, USAMAA Director**



## Introduction

The Army continues to acknowledge the unique skills of Force Managers by expanding their presence in organizations responsible for manpower requirements determination (MRD). Force Managers for the first time ever are being assigned to the United States Army Manpower Analysis Agency (USAMAA), the organization responsible for Generating Force (GF) manpower requirements.

Army leadership recognized that Manpower Analysts and Force Managers working more closely together and gaining expertise in their respective fields would improve manpower requirements input into larger Army processes such as Total Army Analysis (TAA) and the Program Objective Memorandum (POM), bridge GF and Operating Force (OF) manning and mission requirements and provide enhanced military insights and operational experience to senior leader manpower forums. Assigning Force Managers to USAMAA, a result of a larger Army transformation of Strategic Human Capital Planning brings requisite skills to bear in maintaining GF MRD analysis relevancy to challenging manpower decisions senior leaders must make in an increasingly resource-constrained environment. Most importantly, this assignment to USAMAA provides Force Managers an excellent professional development opportunity by exposing them to GF requirements development.

Several facts illustrate the scope of stewardship charged to USAMAA. First, manpower is expensive (in FY 13, Army manpower costs are projected to

be approximately \$94B). Second, Army leadership is looking to the GF to support OF reversibility and expansibility to address unforeseen future operations. The concepts of “reversibility” and “expandability” equate to the DOD concepts of “investment” and “regeneration” for future forces, i.e. the ability to preserve and quickly recreate or expand key capabilities for unforeseen future contingencies. Third, the Army is working to manage manpower from the “Total Force” perspective of military, civilians and contractors in order to balance mission workload, operational risk, and available resources.

These facts also demonstrate the criticality of “getting it right” from the operational, requirements, and resourcing perspectives as leaders make decisions about the GF. This article details some of the ways USAMAA is transforming with the help of Force Managers to meet the challenge.

## Who is USAMAA?

First, a word about us. In short, and of key importance to Force Managers, USAMAA is primarily responsible for table of distribution and allowance (TDA) manpower requirements and organizational structures, much as TRADOC is responsible for the same in the OF. This includes adjudicating and validating proposed changes to personnel requirements or organizational structure contained in concept plans and command implementation plans. USAMAA, stationed at Fort Belvoir, Virginia, exercises this responsibility as a field operating agency of the Assistant Secretary of the Army for Manpower and Reserve Affairs (ASA M&RA).



Although Force Managers in the field primarily interact with us through TDA development, we have broader responsibilities to the manpower community as the Secretary of the Army's executive agent for manpower analysis. We provide analytical support for manpower policy development or proposed policy changes to include determining civilian manpower requirements, and we are responsible for promoting manpower requirements analysis capability and quality across the Army. US Code Title 10 and DOD policies further stipulate that manpower

requirements be "workload driven" and at minimum levels necessary to accomplish the mission and performance objectives; facts which are significant drivers of the way we approach our work.

We currently exercise our authority through a decentralized manpower analysis infrastructure. Our analysts at Fort Belvoir conduct manpower requirements determination (MRD) for the headquarters elements of Army Commands (ACOMs), Army Service Component Commands, (ASCCs), and Direct

## Organization Structure and Major Responsibilities

**DASA**  
Ms. Gwendolyn DeFilippi

Principal advisor to ASA(M&RA) for FMRR  
Co-chair Organize (OO) Program Evaluation Group (PEG)

### Military Force Management

**ADASA**  
COL Asdrubal (JR) Rivera

**Mil Assts**  
LTC Robert (Rob) Carr XO  
LTC Charles (Chuck) Hines  
NGB LTC (Vacant)

### Manpower Management/ Policy

**PADASA**  
Dr. John Anderson

**Assistants**  
Ms. Eileen Ginsburg  
Ms. Polly Mittelstedt  
Mr. Paul Rupprecht  
Ms. Mihaela Ciorneiu  
Mr. Steven Pressley

### US Army Manpower Analysis Agency (USAMAA)\*

**Director**  
BG Robin L. Mealer

**Division Chiefs**  
Mr. Ron Bertha  
Ms. Deborah Ray  
Institutional Div - Vacant

### Resources

**Integration Officer**  
Mr. Jeff Gibert

Military force structure planning & manpower requirements (Active Duty, Army Reserve & the National Guard)

- QDR
- Total Army Analysis
- 27K Reduction
- AC/RC Rebalance
- Modularity
- TESI
- ACP Objectives
- FMR
- NGREA

Manpower management and work force mix policies

- In-sourcing
- Adjudication of inherently governmental
- HQ Personnel Limitations
- Military-Civilian Conversions
- Institutional Army TAA
- Manpower Reports to Congress
- External comms to OSD, OMB & Congress

Manpower policy, organizational design, and manpower requirements determination

- Secretary of the Army directed analyses
- Civilian Human Resource Agency modeling
- Medical Command (MEDCOM) modeling & single point studies
- BRAC / Joint Basing Analyses

Integrate Training (TT), Manning (MM), Organize (OO), and Installation (II) Program Evaluation Groups (PEG) analysis and recommendations into M&RA strategy

\* US Army Manpower Analysis Agency - Field Operating Agency Under FMRR

Reporting Units (DRUs). These entities in turn have their own manpower analysts assigned which conduct MRD for their subordinate organizations. USAMAA sets standards for their work, provides training, and validates their MRD products. As of FY 11 USAMAA was directly responsible for MRD of approximately 46K of GF force structure requirements and oversight of command analyst development of about 516K requirements, a general illustration of the division of responsibility between USAMAA and the commands.

Prior to the current transformation, which began in 2008 and is ongoing, this was accomplished with a small cadre of civilian manpower analysts and operational research systems analysts (ORSA). The MRD they oversaw consisted predominantly of “single point studies” in which analysts visited an organization and assessed manpower requirements at the functional work center level, typically articulated as a TDA paragraph. To a lesser extent, they also developed manpower models that were applicable across like organizations, easily scalable, and less labor intensive to develop. Army policy requires study and model revalidation every 2-5 years while deeming a 3-year revalidation cycle “optimal”.

The Army operational and resourcing environment over the past 10 years allowed us the luxury of establishing personnel requirement numbers over a steady cyclic pace. However, beginning in 2007, USAMAA recognized that the proverbial, and somewhat unfairly stereotypical, “people with green eye shades, clipboard, and stopwatch” were no longer enough; that realization precipitated the need to find new ways of doing business. In 2008, USAMAA implemented revised study and modeling processes to provide more timely and powerful analysis to decision makers. Adding further impetus to these efforts, in 2011 the Secretary of the Army issued guidance for Human Capital Management Reform to enhance the Army’s Strategic Human Capital Planning, which led to deeper examination and reorganization of agencies responsible for MRD.

## ***“Not your grandfather’s USAMAA”***

Although we began revising our processes to support MRD transformation as early as 2008, we are continuing the process by examining our own organizational design and manpower mix, and by establishing new or redesigned processes as needed. The ultimate goal for USAMAA is to provide MRD processes that, through transforming the way we do business, validate the over 560K of GF manpower requirements and assist in the development of strategic manpower guidance by:

- Horizontally integrating with force management agencies and processes
- Providing resource-informed decision analysis
- Developing sound, objective analytics
- Providing insight into total requirements
- Establishing a work-load based, defensible baseline

This vision builds on the proven MRD processes that USAMAA has executed in the recent past. For several years now, we have put away the “eyeshades, clipboards, and stopwatches”, and have generated products that provide powerful, timely, in-depth analysis to decision makers. These products go beyond the traditional manpower analyses that only provide a virtual ceiling for resource decision makers. Rather, they offer the capability to assess the budget and mission risks, and examine the “trade space”. We want to build on that foundation through development of a warehouse of models of like-type functions (manpower, financial, logistics, etc.) within organizations as well as study the horizontal integration of functions (acquisition, human capital, sustainment, etc) across organizations.

A few of our recent and ongoing projects, among the many we are working, illustrate our capabilities. We are coordinating with TRADOC to develop an “Instructor Manpower Mix Tool” that provides quantitative data on the most cost effective mix of military, DA Civilians, and contractor instructors. This analytical tool can assess workforce changes from year- to-year based on the course program of instruction (POI) and projected student throughput, useful not only for assessing future requirements but also conducting “what if?” analysis for any proposed changes in the POI or student throughput. Arguably the most useful feature of the tool is the fact that it also provides levels of risk if the optimal manpower mix is not available.

Similarly, we are developing an Army recruiting manpower model that is analytically-based and immediately adaptable to changes in recruiting requirements. We are also working with NETCOM to develop a Network Enterprise Center (NEC) model that captures the impact of changes in business practices and subsequent changes on requirements caused by the shift of NECs from IMCOM to NETCOM.

All of these products go well beyond just determining a “requirements number”. They provide an in depth look at 2nd and 3rd order requirements effects of management decisions, enable a level of “what if?” analysis prior to decision implementation, and are almost immediately responsive to changes in data inputs. Our work must be prioritized and connected to milestones on HQDA requirements and resourcing timelines. This will afford timely, accurate allocation of precious resources by Army leadership and a true measure of risk if resources are not applied.

## **A Transformed USAMAA**

Key elements of our transformation to date are inarguably the steps we are taking to modify our existing processes and manning. This includes assigning

military Force Managers and ORSAs to USAMAA for the first time. However, we are continuing to look even further “beyond the horizon” to seek ways to improve.

One of the key ways we are doing this is by establishing internal teams to examine various facets of our operation. This includes a process improvement team that is looking at internal processes and rules. This team’s scope is well beyond that of rewriting our internal SOP or regulations associated with USAMAA; rather its charter is to examine the entire breadth of GF MRD from its genesis in models, studies or concept plans through approval to ultimate documentation in TDAs. The goal is to identify potential efficiencies and to otherwise introduce the same rigor in GF requirements development as exists in OF requirements development.

Another team is developing a 5- year comprehensive production control schedule comprised of MRD products under development by USAMAA and command analysts, and more important, those that must be developed. This production schedule will be synchronized with Army requirements and resourcing processes (primarily the POM and TAA). It will allow us to synchronize our work with Army priorities and allocate personnel resources more effectively to address identified MRD gaps.

And finally, a third team is looking at the automation tools we need to effectively support existing and proposed processes. Again, the scope of this team is much more far reaching than determining how our existing office automation suite needs to be updated. They are examining utilization of more sophisticated process mapping tools and modeling tools. They are also looking at ways our automation tools or Army automation could be modified to better support processes. Their focus extends as far as potential development of simulations that can be used to develop manpower requirements.

## Conclusion

We must continue to transform the way we conduct manpower requirements determination; the potential operational and funding impacts are too critical to ignore. What is similarly clear is that addressing these impacts is not a matter of more analysis, but a matter of better and prioritized analysis put in the hands of the people who need to make the hard decisions.

We at USAMAA have taken that thought to heart and have moved expeditiously down the path of transformation to meet the challenge. The result is a more responsive, relevant organization that is impacting Force Managers at all levels. Those in the field will see TDAs with manpower requirements modified

more rigorously and responsively to changing mission requirements. Those at higher staff levels have at their disposal a powerful capability to conduct requirements and resourcing decision-making for the GF similar to that of the OF requirements and resourcing analysis. And finally, Force Managers assigned here have exciting opportunities to truly be “creative managers of change” as the Army shapes its GF for the future.

Visit our website at <http://www.asamra.army.mil/usamaa> for further information on the USAMAA mission, manpower requirements references, and other information related to manpower requirements and TDA development. We look forward to working with you in the future. 🌈



# ADVANCED CIVIL SCHOOLING FOR FA50s

The ACS program is available to all qualified FA50 officers, at almost any school offering a FM-compatible degree program to which you can get yourself accepted. FA50s are not restricted to any particular school. Here are two reports from recent grads on their experiences:



## ACS After-Action Report

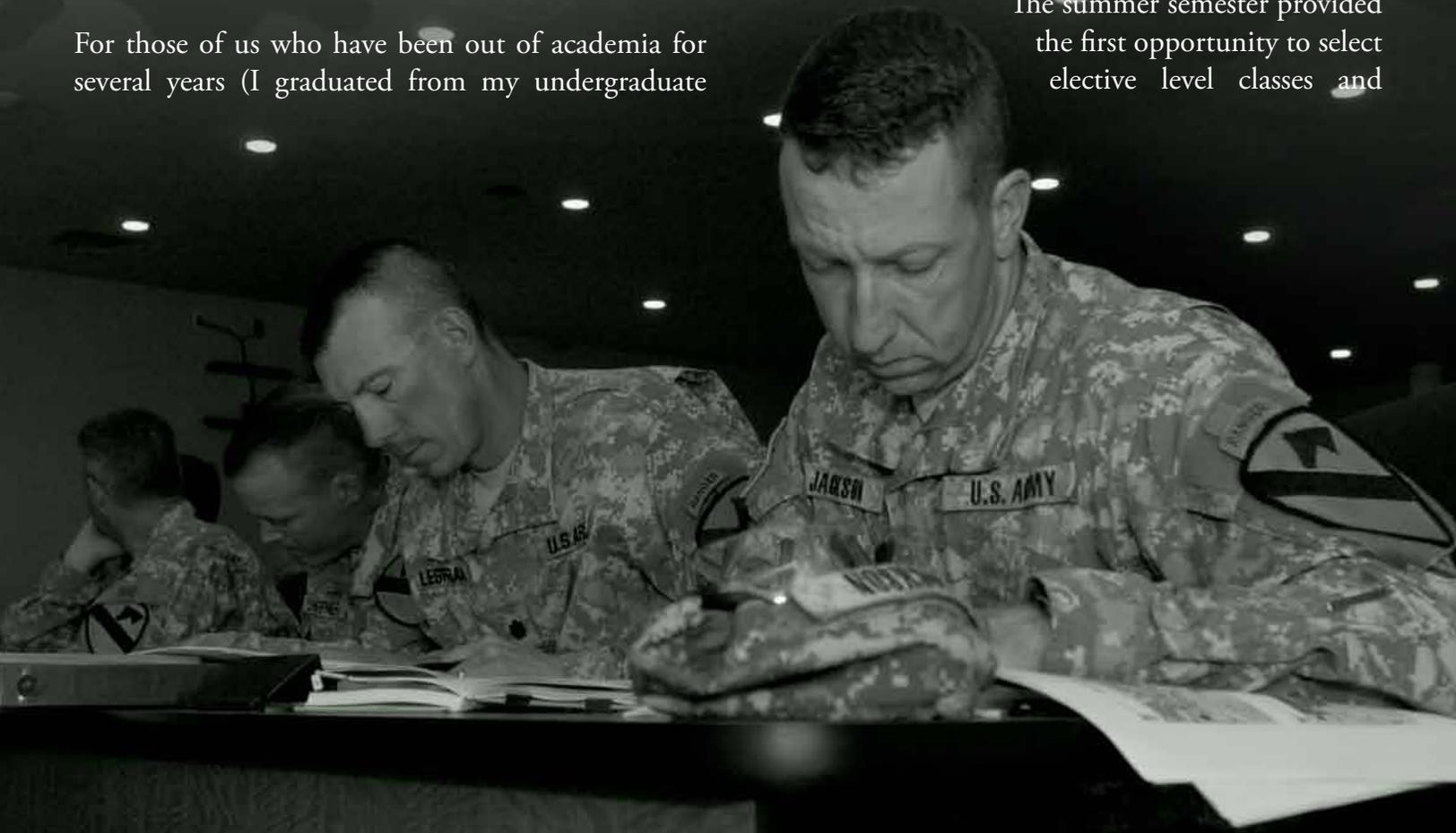
By MAJ Momo Tawake, FA50

I recently completed an 18-month MBA program at the University of Hawaii (UH) Shidler School of Business. As I mentioned in an earlier update, the program itself is both challenging and rewarding. Challenging because it is a normal 2-year course condensed into 18 months specifically for the Army ACS program. Rewarding because of the quality of education, relationships with local business leaders and the flexibility I had to incorporate a summer internship in a 50A job at the United States Army, Pacific (USARPAC).

For those of us who have been out of academia for several years (I graduated from my undergraduate

program in 1997 and never looked back), graduate school presents a challenge that can be as great as the fear of balance sheets and calculus. The professors at the U. of Hawaii keep a brisk pace to their classes, but are always available for help on an individual and case by case basis. I found that the class schedule (Tuesdays – Fridays, one class a day and two on Wednesdays) allowed for an adequate amount of time to study, work on projects, complete homework assignments and seek extra help as necessary.

The summer semester provided the first opportunity to select elective level classes and



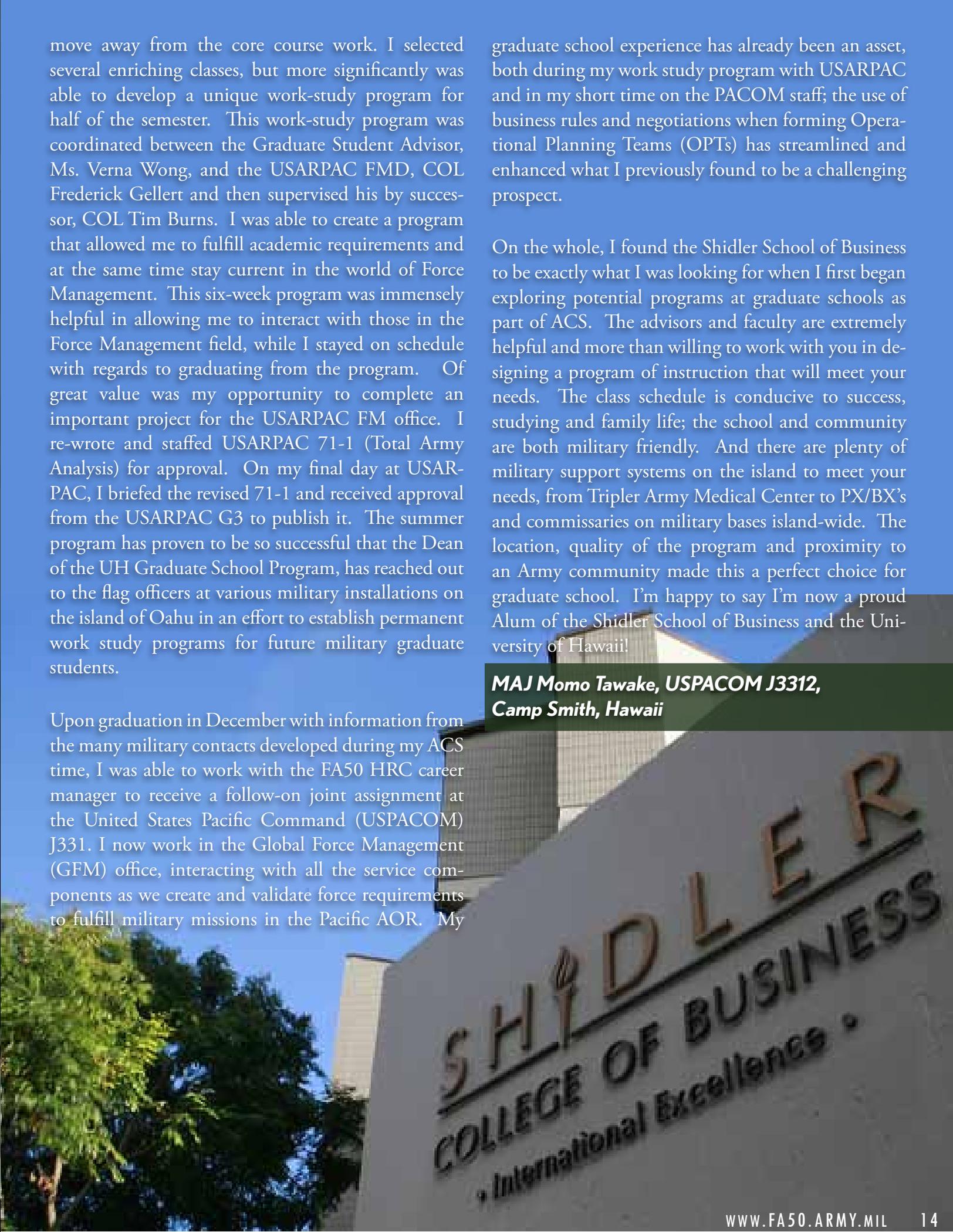
move away from the core course work. I selected several enriching classes, but more significantly was able to develop a unique work-study program for half of the semester. This work-study program was coordinated between the Graduate Student Advisor, Ms. Verna Wong, and the USARPAC FMD, COL Frederick Gellert and then supervised his by successor, COL Tim Burns. I was able to create a program that allowed me to fulfill academic requirements and at the same time stay current in the world of Force Management. This six-week program was immensely helpful in allowing me to interact with those in the Force Management field, while I stayed on schedule with regards to graduating from the program. Of great value was my opportunity to complete an important project for the USARPAC FM office. I re-wrote and staffed USARPAC 71-1 (Total Army Analysis) for approval. On my final day at USARPAC, I briefed the revised 71-1 and received approval from the USARPAC G3 to publish it. The summer program has proven to be so successful that the Dean of the UH Graduate School Program, has reached out to the flag officers at various military installations on the island of Oahu in an effort to establish permanent work study programs for future military graduate students.

Upon graduation in December with information from the many military contacts developed during my ACS time, I was able to work with the FA50 HRC career manager to receive a follow-on joint assignment at the United States Pacific Command (USPACOM) J331. I now work in the Global Force Management (GFM) office, interacting with all the service components as we create and validate force requirements to fulfill military missions in the Pacific AOR. My

graduate school experience has already been an asset, both during my work study program with USARPAC and in my short time on the PACOM staff; the use of business rules and negotiations when forming Operational Planning Teams (OPTs) has streamlined and enhanced what I previously found to be a challenging prospect.

On the whole, I found the Shidler School of Business to be exactly what I was looking for when I first began exploring potential programs at graduate schools as part of ACS. The advisors and faculty are extremely helpful and more than willing to work with you in designing a program of instruction that will meet your needs. The class schedule is conducive to success, studying and family life; the school and community are both military friendly. And there are plenty of military support systems on the island to meet your needs, from Tripler Army Medical Center to PX/BX's and commissaries on military bases island-wide. The location, quality of the program and proximity to an Army community made this a perfect choice for graduate school. I'm happy to say I'm now a proud Alum of the Shidler School of Business and the University of Hawaii!

**MAJ Momo Tawake, USPACOM J3312,  
Camp Smith, Hawaii**



SHIDLER  
COLLEGE OF BUSINESS  
International Excellence



## **University of Mary Washington MBA Experience**

*by MAJ Robert Duffy*

The Army's Advanced Civilian Schooling (ACS) program provides FA50 officers who meet established participation requirements with the opportunity to further refine and strengthen essential skills. Force managers develop analytical, planning, and resource management skills early in their Army careers and sharpen them upon accession into the FA50 functional area. ACS provides the ideal opportunity for self-motivated FA50 officers to take skills to next level through an 18-month immersion into a graduate program of his or her choice related to their functional area. I selected the up-and-coming MBA program at the University of Mary Washington (UMW) in Fredericksburg, VA and found the experience to be richly rewarding.

Located in southern Stafford County, UMW's Graduate Campus is a recent addition to the liberal arts undergraduate campus located in downtown Fredericksburg and founded in 1908. While the MBA program had existed previously, UMW formally created a College of

Business (CoB) in 2010. I found the UMW CoB to be an ideal fit because it reinforced the importance of a liberal arts education as a strong foundation for a business education in marketing, accounting, and other areas. While initially overwhelmed by the idea of entering the program without a business background, I quickly found that my liberal arts education combined with my military experience gave me a potent mix of context and confidence heading into unfamiliar academic territory.

The timeline at UMW's CoB provided an initial challenge; the program requires all incoming MBA students to complete undergraduate-level business prerequisite classes before participating in graduate-level MBA work. Given the strict parameters of 18 months to complete the program, I had to complete core classes in accounting, statistics, marketing, and project management prior to embarking on the graduate regimen. This is doable, but takes a hands-on and proactive approach with the student advisors. "Counseling" is an area where I think the program could really improve since student advisors were completely unfamiliar with the ACS program's unique time constraints and offered minimal value. Essentially, I had to meticulously manage the availability and prompt registration of each specific prerequisite, core, and



elective class to ensure my path towards degree completion remained on-track. While the “prerequisites” requirement is rumored to face future elimination, the immersion in core content that it provided was essential to gaining the full benefit of the graduate content at the heart of the program.

Graduate-level content consisted of courses in Organizational Change and Transformation, Marketing Strategy, Accounting, Quantitative Business Modeling, Visionary Leadership, Managerial Economics, Information Systems Technology, and the Strategic Management capstone. UMW’s MBA program also features many enticing electives. I selected challenging electives directly geared towards FA50 relevance; I took Federal Procurement Policy and Practice (Government Contracting primarily centered on the Department of Defense), Policy Development and Analysis, and the Legal and Regulatory Environment of Public Administration. UMW’s CoB faculty features several professors who have enjoyed distinguished careers in the practical application of the subject matter they teach. Additionally, some visiting professors continue to hold distinguished positions in their subject areas outside of Academia while periodically teaching a class in UMW’s CoB (e.g. Dow Chemical’s Chief Economist offers a graduate Managerial Economics course each summer at UMW’s CoB). The composition of the student body represents a regional cross-section (featuring many from Fredericksburg’s growing healthcare industry) in addition to a very well-represented contingent of federal government careerists (including the DoD, DoJ, the Treasury, and several others). The classroom dynamic of such a diverse and intelligent group makes for stimulating discussion and a healthy exchange of competing viewpoints and experiences.

The UMW CoB’s MBA program is clearly on the rise. UMW’s undergraduate program ranks highly in the region and near the top in overall value. The graduate school offers a high quality (faculty,



curriculum, student body, facilities, etc.), affordable MBA program. UMW’s liberal arts backbone is embedded in the CoB, with developmental writing opportunities and plans to add liberal arts-flavored MBA curriculum-enhancers like a “business history” elective. I found the talented faculty to be readily available to assist students, and the class schedule of Monday-Thursday with one day each week per class provided enough time to balance the heavy outside-of-class study and group project requirements. Most important, the program was extremely relevant to the FA50 functional area. Now working at the US Army’s Force Management Support Agency at Ft. Belvoir, I routinely rely upon analytical and project-related synchronization skills developed in graduate school. ACS offers an indispensable opportunity for FA50s; the Army’s 18-month investment strengthens the collective capability of the functional area as whole when graduates return to put their refined skills into action. I encourage anyone considering this opportunity to explore it in-depth. I’m more than happy to answer any questions from FA50s considering ACS (either regarding UMW’s CoB or the ACS program in general). 🧩

### **“BROADENING:”**

**The purposeful expansion of an individual’s capabilities and understanding provided through opportunities internal and external to the Army, echeloned throughout their career, gained through experiences in different organizational cultures and interests resulting in a leader who understands how to work in concert with elements of national power as well as lead, manage, and compete for resources at the executive level.**

Field Grade Officers need to be critical thinkers and operate at the strategic level. Broadening opportunities assist with that by getting officers out of their comfort zones. There are windows of opportunity following key developmental time at the captain, major and lieutenant colonel ranks to get officers the requisite experiences to prepare for their role as top-level advisors and decision makers.

### ***FA50-Specific Broadening Opportunities***

FA50 officers have an element of broadening just by designation – they move from one skill set and job experience in a basic branch into a functional area with a new skill set and different job experiences. Job experiences across the Army in varied locations and in Joint organizations provide a foundation for broadening. In addition to Army-wide programs, the FA50 professional development office (PDO) continues to seek new long and short term force management specific broadening opportunities. There are already many developmental assignment opportunities announced each year which are excellent avenues for broadening.

The HRC FA50 assignment officer in coordination with the FA50 office distributes an announcement to solicit applications from which officers can be selected

for 12-18 month assignments, with vigorous participation by junior officers encouraged. The FA50 PDO has established developmental possibilities to cover the full spectrum. All individuals are encouraged to seek experiences at each grade level. (“Learning is a lifelong pursuit.”) This article provides information for officers at all levels to look at including broadening in their total career plans.

The **Advanced Civil Schooling (ACS)** program fully funds a master’s degree program which an officer pursues as a full-time student. Although not mandatory, every FA50 is encouraged to have a master’s degree, with the focus on captains and majors to achieve this early in their careers. FA50 is normally allocated three fully-funded slots per year, and has often been able to gain additional slots. Once an officer is functionally qualified (completed FA50 Q-Course + ILE Common Core + at least one successful 50A assignment), an advanced degree should be on the career development timeline. Unlike a technically specific career field (rocket scientists, ORSAs, etc.), FA50 can allow officers to be creative in selection of a degree program. The objective is for the officer, now with an understanding of force management duties, to select a program which enhances personal skills and talents to better support future duties. Generally, any 12-18 month degree program at a reputable school to which the officer can get himself accepted, meeting the Army’s and the school’s criteria, and that will

enhance his value to the Army as a Force Management professional, is acceptable. Universities are constantly establishing new programs in response to the ever-changing business and organizational administration communities. The officer knows himself best and is encouraged to select a degree at an institution where he can fully succeed. Possible degree programs might be: Organization Management, Organization Design, Business or Public Administration, Project Management, Public Policy and Public or Business Leadership. A panel of senior FA50s reviews the applications received each year and recommends to the Executive Agent which to approve for the three slots.

In this issue, read about two officers' ACS experiences at U of Hawaii and U of Mary Washington.

The **Training With Industry (TWI)** program is a new opportunity for FA50s, with FY12 the inaugural year of our partnership with FEDEX. (See the article by Major Don Smith in the last ORACLE, vol 8, 2nd quarter 2012.) FA50 is investigating additional TWI

possibilities for force management officers.

With extensive practice as a manager of Army's resources, an experienced FA50 will be selected each year to gain insights on the management techniques and technology of a major corporation. Applications are sought from anyone who has multiple 50A assignments with the focus on senior majors and lieutenant colonels.

**Fellowships** provide multiple programs for officers to use for development. FA50 officers can apply for any of the announced Army fellowships as long as they meet the criteria. To facilitate the process officers should discuss the fellowship with the FA50 assignment officer or the FA50 office. There can be factors which might impact your selection and you will want to know them at the front end. A list and description of the Army fellowships can be found at:

<https://www.hrc.army.mil/Officer/Broadening%20Opportunity%20Programs>

**“The TWI Program was initiated in the 1970s in response to the Army’s critical need for officers with state-of-the-art skills in industrial practices and procedures not available through military or civil education programs...The Army’s main objective in sponsoring the TWI Program is to develop a group of soldiers experienced in higher level managerial techniques and who have an understanding of the relationship of their industry as it relates to specific functions of the Army. Once the TWI student is integrated back into an Army organization, they can use this information to improve the Army’s ability to interact and conduct business with industry.”**  
(HRC Training With Industry Student Handbook.)



From left to right; MAJ Julia Bell (Army, Transportation Corp, TWI), MAJ Cliff Bayne (Air Force, EWI), CPT Faith Posey (Air Force, EWI), Lt.Cmdr Jeff Harris (Navy, TWI), Back: MAJ Donald Smith (Army, Force Management, TWI)

FA50 has had several officers participate in the RAND Arroyo Fellowship. We are also testing this fall a new pilot opportunity at the Kellogg School of Management, Northwestern University, for senior lieutenant colonels and colonels. These are work-study programs for one year. Application for these is encouraged annually through the FA50 Professional Development Announcement.

The FA50 Professional Development Announcement is distributed annually from the FA50 assignment officer. (Watch your AKO email for this year's announcement.) This message has details about all the programs described and gives application guidance and a suspense date. (See AR 621-1 for more on both the ACP program and Training with Industry. AR 623-7 governs the Army Fellowships program.)

Senior leaders and board members are looking for officers who have taken the initiative to be more diverse, agile, strategic thinking – in other words “broadened”. Enhance your career and future through development “outside the assignment box”.

NOTE: The programs described are for Active Duty officers. The USAR's FA50 office has a RAND Fellowship slot and recently established an ACS program for FA50s. More information can be obtained from that office, 703-806-7324. 



# Broadening Experience

**MAJ Steve Brown as IMCOM ADC**

## *Aide de Camp, a career broadening assignment*

At first glance and when first presented with the opportunity to serve as the Aide de Camp I didn't see how it could be relevant to me as an FA50. After serving as an Aide for two different three star generals totaling 16 months, it has proven to be more than just holding a bag and has been a career broadening assignment. Serving as the Aide to the Installation Management Commander (IMCOM/ Assistant Chief of Staff for Installation Management (ACSIM) provided me with some unique opportunities. During a time of great transition in the Army I was able to see firsthand the effects created by base realignment and closure (BRAC), the withdrawal of forces in Iraq, the reduction in the number of Brigade Combat Teams, and number of active duty soldiers. I was able to see what Army senior leaders expect of our future force.

LTG Lynch was dual-hatted. Surprisingly, his priority job was as the ACSIM, which required him to be in the Pentagon and live on Ft. Myer. Second in priority was as the Commanding General of IMCOM, which is headquartered in San Antonio, TX. We were split between two offices separated by 1,500 miles, which required us to spend a lot of time on the road visiting Army installations and our own HQ. I was able to visit most of our major Army installations



Photo taken in front of the Alamo, Aide de Camp to LTG Rick Lynch (R)

in over 100 TDY visits, which allowed me to see the current state of our units and their view on how these changes are and will affect them. During my previous duty assignment I worked in the G-8 as an SSO which had me deal with EE PEG. While working in the ACSIM, I got to see how MICON and the II PEG, which provided a broader view of how the Army POM and PPBE processes works. Upon completion of this assignment I will be PCSing to Fort Shafter to return to my functional area and work Force Management for the Pacific.



## *The Army Experience from the Perspective of Two USASMDC/ARSTRAT CP26 DA Interns*

BY: JENNIFER SHERIDAN & JOSEPH DRUMMOND

“Our Nation and our Army are at a strategic crossroads. We are faced with a challenging strategic environment abroad and difficult economic conditions at home. The Army will approach this with determined leadership and thoughtful execution. We are determined to preserve those initiatives that sustain the quality of life of our force, while simultaneously developing new solutions to our business practices and to the way we manage our personnel and acquire our equipment.” (Letter from the Secretary and Chief of Staff of the Army, 02 Mar 11). As Department of the Army (DA) Civilians, we are members of the Army Team, and dedicated to carrying out its

missions in an ever more challenging operating environment. To maintain a strong and capable force, the Army develops DA Civilian leaders through the DA internship program. Managed per the Federal Career Intern Program\*, created under Executive Order 13162, this program allowed individuals to be appointed to a 2-year internship for formal training and developmental assignments in various commands, career programs, and positions across the Army to learn their new functional discipline, and embark on a pathway to becoming leaders of the Army’s future.





L to R: Joseph Drummond (GS11 - former CP 26 HQDA Intern); Mr. Larry Burger (SES - Director of the SMDC Future Warfare Center); Jennifer Sheridan CP 26 HQDA Intern

A CP26 DA intern's job is to learn as much as possible, be a benefit to his/her assigned organization, and complete all of the training requirements. To develop interns, the Army focuses on three different approaches to training: on-the-job (OJT), formal classroom, and rotations. OJT will develop a specific skill set to perform the job at the command-level; as well as real world experience and interaction with other Army employees and service members. Formal classroom training will build background knowledge and establish basic information for the intern to understand what his/her command does and why, and what part they play in Army processes. This gives the intern an opportunity to interact with people of different grades, services, career programs, commands, and even agencies outside the DOD. Rotational

training offers the unique opportunity to see a different part of the command/Army, learn another phase of an Army process, and meet new people. These training opportunities will help interns build connections that will help them in future professional assignments. For example, during their USASMDC/ARSTRAT internship, two former interns went to Colorado Springs for a month to learn about another part of the command, and a current intern will be going to G8 to learn about force structure and then to Ft. Greely for a training exercise.

All CP26 DA interns usually have the same formal training, but experiences with OJT and rotational training can vary greatly. CP26 has nine Functional Areas (FA) which translate to a broad range of duties

and tasks: general manpower management; manpower reporting and allocation; planning, programming, budgeting, and execution; organization, mission, and functions; force structure; combat developments, manpower requirements determination, equipment management, and the Army Authorization and Document System (TAADs). USASMDC/ARSTRAT force development interns have OJT and different projects in almost all of these areas, giving them a well-rounded DA civilian introductory experience.

A benefit of an internship at USASMDC/ARSTRAT is the opportunity to experience and actively engage in force development activities at a Command-level, including Total Army Analysis (TAA), Capability Demand Analysis (CDA) Phase, and the Officer Grade Plate Review. Force developers at USASMDC/ARSTRAT are not confined to one lane of work, and often the division receives tasks that do not have a precedent. Management analysts often have to employ quite a bit of creative and valid analysis to accomplish an unfamiliar task. This teaches interns to become adaptive, flexible, and able to think outside the box for viable solutions to a problem or issue.

To compete successfully in the work environment, the intern will have to acquire the necessary skills to overcome new challenges: a smaller margin of error in his/her work, tighter deadlines, and increasingly complex tasks. The internship at USASMDC/ARSTRAT is progressive. In the beginning, an intern is closely supervised, and given simple tasks with a lot of guidance to build the knowledge base: attending

meetings, coordinating staff call, reading FMs/ARs. As the internship advances an intern is given more independence and complex work, and less direct guidance/supervision; some tasks might include higher-level coordination, writing exsums/information papers from meetings, independent analysis, etc. This approach keeps the interns engaged, and prepares them well for the transition to full analyst. After two years, the intern will make the transition to a full Army employee.



One of the most surprising, and perhaps concerning, aspects about being a regular Army employee is the lack of training funding, which is necessary for career advancement and growth. During the internship, training is readily available, and even mandated, but training dollars are much less available to regular positions. This is one reason why taking advantage of training and rotational opportunities as an intern is so important. After the internship ends there is still training available, and the new employee and supervisor need to identify what courses are

absolutely necessary to career growth, and create a strategic plan to achieve this goal. A recently graduated former intern at USASMDC/ARSTRAT FDD has created a detailed Strategic Plan that maps out each employee's training. This plan maps out core competencies of the career program, the priority of each course, which employees have taken it, and which need to. This creates a prioritized training list to ensure everyone will get a chance to attend their necessary training.

Interns and newly transitioned employees might also be faced with the difficult decision whether to stay in their current organization and continue doing what they are doing, or trying something new. If interns have the option to remain in their organization they should ask themselves some of these important questions which will help gauge their status in the organization: am I contributing to the team? Do I mesh well in the environment where I currently work? Most importantly, am I still learning and actively engaged? A helpful tool is to create a 15-year timeline where interns can outline their professional and personal goals/events, which should help them start to plan where/what they want to be doing in the future. To get the most out of the internship, interns must establish their own career goals. Experienced careerists and mentors can help an intern identify and achieve those goals, but they should also broaden their competencies by seeking assignments in difference functions, different areas and organizational levels. Interns and employees can also consult the “three pathways to success,” the professional development pyramid models for CP26 interns and careerists to use to build their career paths.

The intent of the CP26 DA internship is to develop a well-rounded management analyst who has an in-depth knowledge of the Army’s manpower and force management processes, to create competent and efficient Action Officers, and most importantly to develop competent and knowledgeable civilian leaders. In our opinion, USASMDC/ARSTRAT FDD does a remarkable job of keeping an intern learning and progressing, and meets the intent of this internship. This has been an excellent experience that introduced us to many different capabilities, organizations, and people that have given us the knowledge and skills to excel as DA Civilians.

\* By Executive Order 13562, December 30, 2010, E.O. 13162, Federal Career Intern Program (FCIP) was revoked effective March 1, 2011. All current FCIP employees should have been converted to permanent competitive service positions effective March 1, 2011. Additionally, no new appointments may be made under the FCIP authority (5 CFR 213.3202(o)) as of March 1, 2011. 🍀





# UPDATES FROM THE ARMY FORCE MANAGEMENT SCHOOL:

## EVALUATING THE FORCE MANAGEMENT SIMULATION GAME "FUTURE FORCE"

The Army Force Management School has begun investigating several options moving towards the Army Learning Model (ALM) 2015 objectives and goals. Gaming, small group instruction, options of media, classroom formats, methods of instruction, techniques for delivering instruction, and methods of training are being considered. Potential also include additional primers, "on-line", distance learning and video instruction.

The immediate impacts in terms of "Instructor lead/ Group Directed Methods" include demonstrations and "GAMING". The simulation game currently in use: "*FUTURE FORCE*". *Future Force* was designed by and used for the past year by the United States Army Command and General Staff College (CGSC). The Army Force Management School (AFMS) faculty and students have evaluated *Future Force* and is including the "gaming" into the AFMS curriculum.

**Main Toolbar**

**Status Panel**

**Game Functions and Reports Box**

**Blue Homeland (US)**

**Orange Homeland (Enemy)**

**Legends and Definitions**

**Area of Operations A**  
Peacetime Military Engagement

MCO	Stability	Value to Blue	Value to Orange
IW	Ratio	Victor	Points
PME			

**Area of Operations B**  
Peacetime Military Engagement

MCO	Stability	Value to Blue	Value to Orange
IW	Ratio	Victor	Points
PME			

**Area of Operations C**  
Peacetime Military Engagement

MCO	Stability	Value to Blue	Value to Orange
IW	Ratio	Victor	Points
PME			

**Area of Operations D**  
Irregular Warfare

MCO	Stability	Value to Blue	Value to Orange
IW	Ratio	Victor	Points
PME			

**Area of Operations E**  
Peacetime Military Engagement

MCO	Stability	Value to Blue	Value to Orange
IW	Ratio	Victor	Points
PME			

**Legend and Definitions**

- Deployment Box
- Redeployment Box
- Very High: 80-100% probability
- High: 60 to 79% probability
- Medium: 40 to 59% probability
- Low: 20 to 39% probability
- Very Low: 0 to 19% probability
- MCO: Major Combat Operations
- IW: Irregular Warfare
- PME: Peacetime Military Engagement
- Stability: Likelihood that AO will change
- CI: Counter Intelligence Points
- SI: Strategic Intelligence Points
- TI: Tactical Intelligence Points
- SM: Strategic Movement Points

**Future Force** is a Force Management simulation game with strategic-level decision making that allows students to explore defense budget decisions using a simulated conflict environment. Students manage an annual budget, deploy and redeploy six types of units (**Heavy, Stryker, Infantry, SOF, Aviation** and **Engineer**), build new units or transform damaged units, develop strategic, tactical and counter intelligence, and conduct Research and Development. There are costs associated with each of the activities and the challenge is allocating the right amount of resources and of the right types of units for the Combatant Commander to achieve victory in the five separate Areas of Operations.

Unit victory is not the ultimate goal. The game is a tool to enhance the learning and understanding of Force Management and to help “connect the dots” of the overall process. A **Future Force** lesson with practical exercises was presented to Functional Area 50 Qualification Course and four-week Army Force Management Course students, followed by faculty and student appraisals. Bottom line: the faculty and students recommend adding it to the AFMS curriculum. The following are some of their comments:

#### **AFMS faculty comments:**

- I believe we can use this as a means to reset the student mindset from operational to strategic. There is no war fighting. Rather there are strategic decisions and resourcing – think that if it is presented in that manner, the students will achieve a better feel for and understanding from the game.
- I endorse the design parameters of it being played in a reasonable amount of time with enough complexity to challenge with enough simplicity to allow focus and access to the learning insights.

#### **FA50 Q-Course student comments:**

- It gives a good but simple overall understanding of Army Force Management process.
- Forces the player to balance the priorities based off the Area of Operations importance, money available, units available, and project for the future what they need.
- The game gives a rough idea about how everything is influenced (budget, deployments, R&D, war decisions) and the interaction between them.
- Familiarization and linkage of strategy, budget and force mix. Biggest takeaway: everything costs money and time.
- Enforced the reality that decisions made by force managers do have a long lead time from determination to execution.
- An opportunity to visually see the procedures and methods that we have learned over the past 14 weeks.

#### **Army Force Management Course (AFMC)**

**student comments:** (17 supported adding it while only 5 disagreed.)

- It was an excellent complement to the Course.
- It put into action the effect of POM, PPBE, DAS actually affect the war fighter.
- Showed how all aspects of FM are inter-related. It complements the Course and reinforces the application of force within a fiscally constrained environment.

- Reinforced lessons learned throughout my military career.
- I thought it was good how it incorporated “waiting periods” for new forces. It made the player have to think ahead.
- It includes all factors of planning over years. Combat losses, reset, rebuild. Great realistic tool.
- Enables users to engage in a strategic approach to force management. Forcing students to make

difficult decisions related to funding and operational techniques. The need to plan ahead and forecast RESET, OCO and ARFORGEN.

- The program tries to combine complex moving pieces and even though assumptions take place, I think, overall it does a good job.

**Joe Albert, Computer Laboratory  
Director/Instructor at AFMS**

[joseph.j.albert@mail.mil](mailto:joseph.j.albert@mail.mil)

**(703) 805-2822**

*Here is the worksheet which helps students during game play:*

### Future Force worksheet

#### Region and Type Conflict (Phase 1,2,3)

Region	MCO	IW	PME	Change?
A	0.4	0.2	0.4	0.3
B	0.1	0.2	0.7	0.6
C	0.3	0.2	0.5	0.7
D	0.1	0.8	0.1	0.1
E	0.1	0.1	0.8	0.8

Considerations
Adversary Capability
Strategy/Missions
Required capabilities
Programs
Budget
Funding
Program execution

Phase	Turn Sequence
1	Information
2	Redeployment (free)
3	Deployment (cost)
4	Conflict Resolution
5	Budget

#### Combat Power by Type Conflict (Phase 1,2,3)

Combat	MCO	IW	PME
HBCT	10	2	4
SBCT	7	4	5
IBCT	5	6	6
SOF	3	7	10
AVN	7	7	7
ENG	5	5	5

#### Cost of units by region (Phase 1, 2,3)

OPTEMPO	Home	A	B	C	D	E
HBCT	3	5	4	6	4	5
SBCT	2	3	3	4	3	3
IBCT	2	2	2	4	3	3
SOF	2	2	2	4	3	3
AVN	3	5	4	6	4	5
ENG	2	3	3	4	3	3

Tradeoffs
Stationing (homeland vs forward)
R&D
Force Mix
Force specialization
Future mission forecast
Information vs Force structure
Strat vs tactical vs counter intel
Reset vs Re-engineer
Capability vs Flexibiity

#### Unit cost by action (Phase 5)

Unit	Build \$	Build Time	Transform \$	Deploy Pts	Base Optempo
HBCT	5	3	1	5	3
SBCT	3	2	1	3	2
IBCT	2	1	1	2	1
SOF	3	2	1	1	2
AVN	5	5	2	4	3
ENG	2	2	1	2	2

Intel	If successful, you see:
Strategic	Homeland info, and regional values
Tactical	Number/Type of units in regions
Counter	What your opponent sees about you

Budget	Note	
Intel	Strategic	\$1B = 1 pt; avail next turn
	Tactical	
	Counter-Intel	
Units	New units	See table
	Transform units	See table
	Refit damaged units	*varies based on damage
R&D	Combat effectiveness	20% increment, max 200%
	Strat mobility	reduce deployment cost by 1
Strategic Movement	\$1B = 1 pt, 3 turn delay	
Savings	max \$10B carry over	
OPTEMPO	automatic calculation 18	



from **AUSTERITY**  
to **FIGHTING**  
and **WINNING WARS**  
and **BACK AGAIN -**

**FORCE MANAGEMENT MANAGES CHANGE**

MAJ DAN GREEN, FA50

Army Force Managers, by whatever title they have had over the past 237 years, have managed change, including new materiel, technologies, and adjustments to force structure. Following the American Revolution, U.S. forces shrank from 35,000 in 1778 to about 10,000 in 1800. After the Civil War, the armed forces entered another period of contraction, from more than a million men in 1865 to about 50,000 in 1870. World War I was the same - 2.9 million men in 1918 to 250,000 in 1928. After World War II, the armed forces shrank from 12 million men in 1945 to 4.4 million in 1950 with the

Army bearing the brunt of the cuts: 8.3 million soldiers to 593,000. The idea of a “hollow military” has had three key periods of recent import: following the Vietnam War, again in the mid-late 90’s, and most recently in our present fiscal and operational environment. A brief look at the debates and the contexts in which these periods occurred may provide insights for current managers and decision-makers.

“Hollow forces” had its first period of cachet following the Vietnam War in the mid-1970s and within a strategic context dominated by the Soviet Union.

Those warning of a hollow military argued that a dramatic decline in military capabilities and readiness would result from austere defense cuts. In a nutshell, those warning of a hollow military suggested that forces would be cut too far, and thus be inadequate to redress national defense requirements. Ms. Jeane J. Kirkpatrick, a fellow in National Security Studies at the Council of Foreign Relations, argued that the 1979 Iranian Revolution was in part emboldened in this period, with revolutionaries viewing the United States military as having inadequate equipment wielded by demoralized forces.

Army Chief of Staff General Edward Meyer used the term ‘hollow Army’ in testimony before Congress in 1980, pointing to shortages in personnel, training, weapons, equipment and maintenance. His intention was to call out the trend toward an under-strength force inadequately equipped to respond to a crisis.

General Myer stressed the need for long-term investments in technology and materiel, and launched a unit-manning system to reduce personnel turbulence and to enhance readiness. The Army adopted changes in this period including professionalizing the force through an all-volunteer program and emphasis directed to training and professional education. General Meyer told the American Legion meeting in February, 1983 that the Army “is not hollow anymore.” Upon Defense Secretary Caspar W. Weinberger’s resignation in November, 1987, he had overseen \$2 trillion in defense spending over his seven year tenure with an accompanying growth in military forces – both in personnel and in materiel.

The early 1990s appeared to vindicate the size and capability of the U.S. military, even though it came at a time of contraction and strategic drawdown through the services. With the abrupt end to the Soviet Union, the U. S. military budget was eyed for cuts. But the Persian Gulf War was fought by a military with no peer on the planet. The victory



over Saddam Hussein’s forces by the U.S. was a direct extension from the benefits accrued from the preceding decade. With the end of the Persian Gulf War, the U.S. military resumed a course of fiscal cutbacks and force drawdown.

Defense budgets and forward-planning in the ensuing years of the 1990s could be described as a tumultuous ride. In 1992 the Defense Department said it needed only 15 active-duty divisions (12 Army and 3 Marines Corps) but a year later the Department said it required 13 active duty divisions (10 Army and 3 Marines Corps). By the end of 1993, the Army had tried again to reopen the battle for defense spending, arguing that it would be difficult to maintain a presence in Bosnia, Somalia, and Haiti and also fight and win two significant regional conflicts on the scale of Desert Storm. The two-war strategy would have to be re-looked, it was argued, and low-intensity conflicts and peacekeeping missions would necessarily be scaled back. By 1993, the Army had 22,000 troops stationed abroad in humanitarian or peacekeeping missions. By the end of the decade, the Army budget for new weapons systems was the lowest since 1959. With fiscal cuts to defense came attendant efforts at balancing: Secretary of Defense Cohen in 1998

supported another round of base closings and troop reductions as a means to in part fund the acquisition of next generation weapons systems.

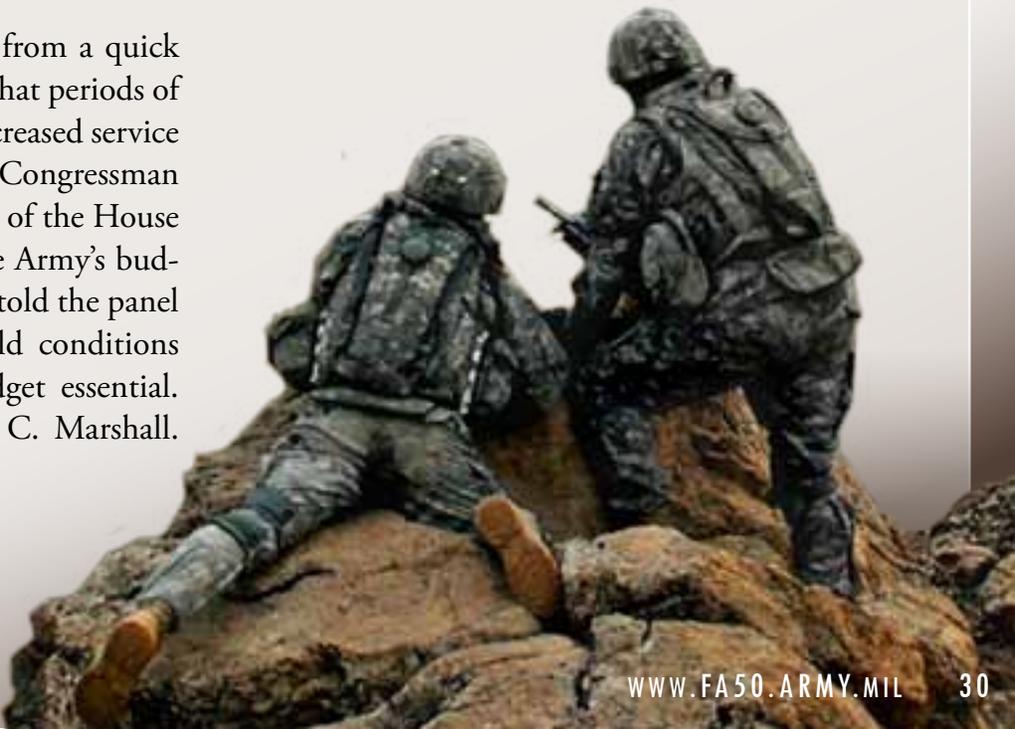
Our modern military environment has been defined by more than ten years of wars in two countries. Questions are being asked, appropriately, as to what the roles of U.S. forces will be and what will be the intention of their employment. In 2006, former Clinton administration Secretary of State Madeleine Albright said, “In order to carry out effective diplomacy, you have to have an effective military force.” Those comments underpin the need for clearly defined roles and supportive efforts between the State Department and the Department of Defense.

Though precise numbers have been prone to change, there is a current impetus behind cost savings in the area of \$400 billion on security spending over a 10-year period. This in turn is part of a broad plan to cut the national budget deficit by \$4 trillion over the same 10-year period. In effect, the Pentagon’s core budget will hold off growth, exclusive of war costs and inflation through 2023, starting in 2013. Mr. Geoff Morrell, Pentagon Press secretary stated in April, 2011, “It’s let’s review our roles and our mission and see what we can forgo, or pare down in the age of fiscal constraint, where we are all collectively trying to work with the deficit problem.”

One of the interesting points derived from a quick study of past ‘hollow forces’ debates is that periods of cuts seem to occur before periods of increased service OPTEMPO. This recalls a time when Congressman Sheppard of Texas and fellow members of the House Appropriations subcommittee eyed the Army’s budget for cuts. The Army’s Chief of Staff told the panel members that the seriousness of world conditions made preservation of the Army’s budget essential. The Chief of Staff? General George C. Marshall. The year? 1940.

Between 1990 and 2010, the services have been involved with 48 overseas missions with five “continuous presence” operations including the Gulf region, Bosnia and Kosovo. Mr. John Mearsheimer, professor of Political Science at the University of Chicago noted that “America has been at war for 14 of 21 years since the Cold War ended. That is two out of every three years.” As previously noted, key terrain for the argument to pursue defense cuts is the defining of the future employment of Army forces – the composition and arraignment of Army equipment, personnel, and capabilities to win the future fight. While many have, in the decades following the first Gulf War, spoken of a reduced role for America’s military, global events ever seem to dictate a different reality.

At its heart, the debate over hollow forces boils down to cost-savings versus defense readiness. American defense forces always require alignment to a challenging and fluid geopolitical environment as well as our national goals in order to successfully prosecute the nation’s defense strategy. A key truism is this: decisions made at home today directly affect the outcome of efforts and capabilities abroad tomorrow. And lastly, a final truism: Force Management officers will ever be at the spearhead of change, adapting our Army to new fiscal realities, national priorities, and strategic goals. 🎲





July 2012

## From the Assignment Officer

Team, I am on the desk after a few weeks of transition with LTC Hoggard. Currently, I am enroute to meeting my goal of contacting everyone in the branch. Through our conversations, you identified a few team wide concerns I want to address below. I want to mention how excited I am to be in this position to help the team. If you have any concerns please contact me at [Jamie.garcia@us.army.mil](mailto:Jamie.garcia@us.army.mil) or 502 613-6681. Have a great Independence Day and remember our comrades in harm's way!

"Army Strong!" —Jamie Garcia

## FY 13 Assignment Intent:

- In September, I will contact officers projected for an FY13 move to discuss assignment options and personal preferences. I will provide a preference sheet addressing desired locations, family considerations, educational requirements, and almost as importantly, where you don't want to serve.
- During the late fall I will brief the FY 13 Spring and Summer assignments slate to the Branch Senior leadership for final submission to the Commander, HRC.
- Tentatively by late December, I will notify the moving officers of their intended assignment.
- O/A Feb 13: I intend to release RFOs.

## FY13 ACS:

- On 12 June, I sent an e-mail detailing the application process and the 17 September suspense. If you need clarification or a re-send please contact me.
- This month's *Oracle* will cover ACS and the broad range of Force Management broadening opportunities.
- Later I will send out another broadening message detailing Army wide opportunities for fellowships.

## Senior Service College Board:

- 26MAY12 CTR (complete the record) thru date
- 07JUL12 MyBoardFile opens
- 15JUL12 Preference opens
- 06AUG12 Eligibility waiver due
- 24AUG12 Evaluations due to HRC
- 31AUG12 Preference closes
- 31AUG12 MyBoardFile closes
- 31AUG12 Declination Statement due
- 05SEP12 Board Convenes

## WIAS Update:

- The branch intent is to make all remaining FY 12 and beyond billets as six month tours.
- This provides the team the benefit of expanded deployed developments to a greater population.
- There are a few WIAS opportunities for January , February, and Summer of 2013

## VTIP Update:

- The Army suspended the Functional Designation (FD) Board, this time for YG 2005. The 3d Quarter, FY12 VTIP will convene this summer.
- Based on the significant interest in the branch, I recommend that any interest officers enter the next board before year groups become filled.
- We are particularly interested assessing officers from the following YGs: 94, 95, 96, 98, and 05.

**ILE-CC:** The Army is enabling officers to enroll in ILE Distance Learning (DL). *If you want to enroll in ILE-DL and not attend a satellite campus, please let me know.*

## Branch Manager to do list:

- Update Branch Web-page
- Establish a Branch Manager's MilBook page
- TDY to the NCR and USARPAC
- Talk to any team mate that I have not spoke, written, or Morse coded so far

## Upcoming Boards (individual scrubs ~ two months prior)

- FY 13 AC Majors 15 Oct 12
- FY13 RC Lieutenant Colonels 8 Jan 13
- FY 13 AC Lieutenant Colonels 20 Feb 13





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## WHATZIT?



# two books

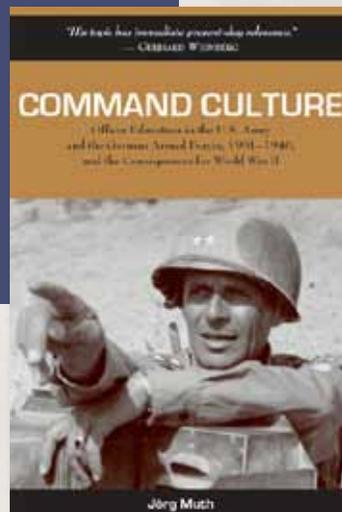


## **COMMAND CULTURE: Officer Education in the U.S. Army and the German Armed Forces, 1901-1940, and the Consequence for World War II.**

Jörg Muth (U of N Texas Press, 2011)

**- Included in the CSA's Professional Reading List, 2012.**

Dr. Jörg Muth examines the different approaches to selection, education and promotion of US Army and Wehrmacht officers in the years prior to World War II. According to Professor Muth, the German military presented an organized, rational educational system in which each school and examination provided a stepping stone for the next, whereas American officers who finally made their way through an erratic selection process to the Command and General Staff School at Fort Leavenworth found themselves faced yet again, as in other Army schools, with a rather below average, unimaginative faculty who were married to the “school solution.” Command Culture also explores the paradox that Germany’s officers came from a closed authoritarian society but received an extremely open minded military education that taught them that in war anything is possible, whereas their ultimately successful



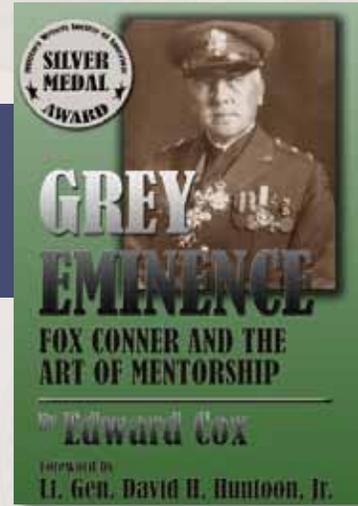
US counterparts came from an open democratic society but received an outdated military education that harnessed their minds and limited their initiative. Muth claims this explains the lack of audacity of many high ranking American officers during World War II, as well as the reason why so many

German officers became perpetrators or accomplices of war crimes and atrocities or remained bystanders without speaking up. Those American officers who became outstanding leaders in World War II did so not so much because of their military education, but despite it.

If you read Command Culture, in this upcoming year of emphasis on officer education, perhaps you'll let Oracle readers know your thoughts on Dr. Muth's conclusions that, a) the Allies won though their material superiority, not military ability; and b) that the modern American military education system, though improved, still has flaws as evidenced by officer performance in Iraq and Afghanistan.



**GREY EMINENCE**  
MAJ Edward Cox  
New Forums Press, Inc 2011



Fox Conner's name is synonymous with mentorship. He is the "grey eminence" within the Army whose influence helped shape the careers of Patton, Marshall, and, most notably, Dwight Eisenhower. What little is known about Conner (1874-1951) comes primarily through stories about his relationship with Eisenhower, but little is known about Fox Conner himself. After a career that spanned four decades, this master strategist ordered all of his papers and journals burned. Because of this, most of what is known about Conner is oblique, as a passing reference in the memoirs of other great men. This book combines existing scholarship with long-forgotten references and unpublished original sources to achieve a more comprehensive picture of this dedicated

public servant. The portrait that emerges provides a four-step model for developing strategic leaders that still holds true today. First and foremost, Conner was a master of his craft. Secondly, he recognized and recruited talented subordinates. Then he encouraged and challenged these protégés to develop their strengths and overcome their weaknesses. Finally he wasn't afraid to break the rules of the organization to do it. Here, for the first time ever, is the story of Major General Fox Conner.