

JULY-AUGUST 2018

# ARMY SUSTAINMENT

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# Sustainment Talent Management

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First Lt. Sheniquia Fulton, the 259th Human Resources Company postal platoon leader, stands in front of her Soldiers on March 31, 2018, during the platoon's deployment ceremony at Schofield Barracks, Hawaii. The platoon is deployed in support of Operations Inherent Resolve and Spartan Shield. (Photo by Sgt. Ian Ives)

“To match talent to requirements, leaders must look holistically at the enterprise and not focus solely on developing and growing individuals.”

*Gen. Gustave “Gus” Perna, p. 2*

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PHONE: (804) 765-4755 (DSN 539-4755)  
USARMY.LEE.TRADOC.MBX.LEEEASM@MAIL.MIL  
WEBSITE: WWW.ARMY.MIL/ARMYSUSTAINMENT

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# Put the Enterprise First In Talent Management

■ By Gen. Gustave “Gus” Perna



**N**o organization can function, much less thrive, without its people. The Army is a people business; our Soldiers and civilians are our most important asset and resource. But with more than 1.2 million people across all components, the Army is a vast enterprise, and managing talent is no small feat.

At its core, talent management is about maximizing the potential of the workforce to meet the needs of the organization. Make no mistake, the latter part of that definition—to meet the needs of the organization—is the key to successful talent management. To match talent to requirements, leaders must look holistically at the enterprise and not focus solely on developing and growing individuals.

In 2016, the Army established the Talent Management Task Force to integrate and synchronize efforts to acquire, develop, employ, and retain a high-quality force. The task force developed the Army Talent Management Strategy, which laid out the ends, ways, and means of optimiz-

ing the talent of Army professionals. Within the strategy is a more deliberate talent management system that manages human capital based on knowledge, skills, experience, and behaviors, balanced against enduring requirements and the ability to respond to unanticipated contingencies.

Even the best planned and developed strategy will fail without aggressive and persistent execution. Talent management is every commander's responsibility and, in my opinion, second only to mission execution.

Commanders must do more than just be involved; they must think bigger than the next assignment and the needs of the individual. They must develop, mentor, and shape the next generation of leaders.

Talent management is not about broadening and developing the force first and then finding individual assignments. It is about understanding the requirements and what our Army needs at every level and then broadening and developing leaders to fit those roles.

Preparing the next generation of senior leaders to be ready to lead through the complex issues our Army and world will no doubt face requires more than sending an individual to required Army training.

Young officers must learn technical expertise at the tactical level, gain operational proficiency as they move up, and then use the experience, education, and training they received through carefully selected assignments to be effective at the strategic level.

If we are simply checking blocks as a measure of success, we are using the wrong metrics. We must assess and develop talent for the needs of the enterprise.

Commanders and leaders also need to understand how they influence talent management at every level. If leaders take an individualistic approach to talent management, focusing time and attention on ushering their high performers to the next best assignment, the second-order effect in the long run is having gaps in critical positions and no properly developed talent to fill them.

As the Army's senior logistician, I take my talent management responsibility seriously, and I am committed to being personally involved in chief warrant officer 5, lieutenant colonel, colonel, and general officer development and positioning across the Logistics Corps.

I have created a board of directors, led by the three 3-star logistics general officers, with input from logistics and maneuver general officers and senior warrant officers across the enterprise. This board ensures leader involvement in the talent management of our rising logisticians. It evaluates their potential and capabilities while matching strengths and managing weaknesses to the appropriate positions within the enterprise.

The systems are in place. The strategy is in place. What is left now is for leaders at all levels to understand and be a part of talent management and the powerful impact of building a force that is developed and experienced to meet the needs of the materiel enterprise. Talent management drives future readiness. We must get this right.

---

Gen. Gustave “Gus” Perna is the commander of the Army Materiel Command at Redstone Arsenal, Alabama.

# Why Talent Management? It Makes Units Better

■ By Lt. Gen. Aundre F. Piggee

During my visits to units around the Army, I noticed that one particular sustainment brigade stood out as having the best process to manage talent. This brigade put together deliberate sessions with all command team leaders present from the brigade, battalions, companies, and platoons.

These leaders looked at the skill sets and character traits of every officer and noncommissioned officer. They identified those who were strong in certain skills and those who needed additional training. They then matched officers who had a particularly strong skill or trait with noncommissioned officers who were not as strong in that area, and vice versa, to complement one another.

This kind of pairing makes those units collectively better and ensures talent is equal across all formations. It prevents one unit from having all A-plus players and another all B-minus players. The results could be seen in the readiness of their units. In all measures they were higher than others in the Army.

The thing that stands out most in my mind is that the sustainment brigade got to the heart of what talent management is really all about: making units better.

Individuals should be involved in their own careers, but they should think in the context of what is best for the unit and Army. No matter the assignment, they should do the best they can.

As retired Gen. Colin Powell says in his book *It Worked For Me: In Life And Leadership*, “Great leaders inspire every follower at every level

to internalize their purpose, and to understand that their purpose goes far beyond the mere details of their job.”

This article discusses three more talent management refinements that we can make to ensure we have the right individuals who can excel at the jobs the Army gives them.

## Experience

First, let’s put people in higher level jobs only if they have the right experiences. During the past 17 years of war, we have tried to create a broader officer corps, which has been important. We have provided opportunities for officers to broaden their experience base, which also has been important. But what I have observed is that, to some degree, we have gone too far with prioritizing diversity of assignments over mission.

The result has been not having the right individual with the best skills in place, especially in battalion command positions and jobs after battalion command. In my view, we should be very selective; for division-level positions, we should choose people who have served in divisions before. The skills, techniques, relationships, and expertise to be successful at that level are achieved only by having served in a division at more junior levels.

If we bring officers without experience and put them into that environment, they will be disadvantaged from the beginning and potentially could lose credibility with peers and senior leaders. The outcome may not be the best. It is critical we manage people based on their skills and put them in posi-



tions that allow the organization to benefit most from those skills.

Of course, with our younger officers, especially lieutenants and captains, we should continue giving them diverse assignments, including division and non-division experience. They should be able to build their skill sets in various functional and multifunctional areas. This will make them more competitive when they reach the field-grade level and will enable them to become better commanders at the battalion and brigade levels. But it is incumbent upon us to match the skills of the officer with the position that can best benefit from his or her experience.

Likewise, with our noncommissioned officers, we have to pick the most qualified and put them in the right positions at the right time. In today’s high-operating-tempo environment, where we are fighting on multiple fronts and potential high-intensity conflicts are on the horizon, we cannot afford to have organizations assume risk because



**THE ARMY HAS 20 TALENT MANAGEMENT PRINCIPLES THAT ARE ORGANIZED INTO FIVE CATEGORIES.**

CATEGORY	PRINCIPLES
<p><b>1</b> Talent management is an investment</p>	<p><b>1</b> Talent management is an investment</p>
<p>Effective talent management requires a systems approach</p> <p><b>2</b></p>	<p><b>2</b> Internal synergy  <b>3</b> Vertical consistency  <b>4</b> Single integrator  <b>5</b> Senior leaders lead change  <b>6</b> Branding  <b>7</b> Tailored to fit the organization  <b>8</b> Balance completeness with simplicity</p>
<p>Effective talent management must balance the needs of the individuals with the needs of the organization</p> <p><b>3</b></p>	<p><b>9</b> Individualism and collectivism  <b>10</b> Identifying and leveraging individual talents  <b>11</b> Diverse career portfolios  <b>12</b> Optimizing tenure  <b>13</b> Validity and transparency</p>
<p>Talent management must ensure the job and the person fit</p> <p><b>4</b></p>	<p><b>14</b> Optimizing all talent  <b>15</b> Knowledge, skills, and behaviors driven  <b>16</b> Right person, right job, right team  <b>17</b> Enabling organizational agility</p>
<p>The talent management system must empower employees</p> <p><b>5</b></p>	<p><b>18</b> Employee empowerment  <b>19</b> Enhance employee self-awareness  <b>20</b> Reward desired behavior</p>

# HIP-POCKET

# GUIDE

## A HOLISTIC APPROACH TO TALENT MANAGEMENT: THE IPSS-A 25-POINT PROFILE



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KNOWLEDGE	SKILLS	BEHAVIORS	EXPERIENCE	READINESS
<b>1</b> Education: Degree* (Major, Type of School* and GPA)	<b>6</b> Awards*, Badges*, Tabs* and Other Decorations*	<b>11</b> Personal Goals**, Passion and Achievements	<b>16</b> Languages* and Level of Proficiency	<b>21</b> Personal Readiness* (Medical/Physical/Security)
<b>2</b> Commissioning Source*, Class Standing ASVAB*/TAPAS	<b>7</b> Professional Skills and Certificates**	<b>12</b> References** and Social Network Status	<b>17</b> Deployments*/ Exercises	<b>22</b> Photo (DA* and Personal)
<b>3</b> Military Education* (Type), Training and Development	<b>8</b> Self Professed Skills/Personal Attributes**	<b>13</b> Previous Succession Planning	<b>18</b> Military Work Experience** (KD, BOP, command, Joint, Nom.)	<b>23</b> Other Restrictions* (DEROS, EFMP, ETP, MACP)
<b>4</b> Self Professed/ Acquired Knowledge/ Behaviors**	<b>9</b> Cultural Experience and Proficiency**	<b>14</b> Writing Sample and Assessments (Self/Cognitive/ Non-Cognitive)	<b>19</b> Civilian Work Experience** and Type	<b>24</b> Qualification Score (APFT*/WPN/OPAT)
<b>5</b> Thesis/Capstone/Core Classes Taken	<b>10</b> Additional Duties	<b>15</b> Unit Climate Survey/Peer Assessments and Endorsements	<b>20</b> MOP (Evaluations and Performance Metrics)	<b>25</b> Soldier Preference**/ WPA (Job/Location)

\*Denotes items captured today in Army HR systems \*\*Denotes Assignment Interactive Module 2.0 pilot for officers



we are trying to train an officer or noncommissioned officer for a particular position.

**Mentorship**

Second, individuals need to change how they think about mentorship. Too many noncommissioned officers and officers are looking for a particular person who will give them some particular insight. They are not seeing that mentors are all around them. Any engagement with a senior leader is a mentoring session. You do not need a personal relationship with a leader in order to receive his or her guidance and advice.

Some people want mentors who have similar backgrounds, either in career field or military experience. The problem is that you limit yourself by choosing that type of a

mentor. You are not going to learn all you need to know from an individual who is too similar to you; they will not teach you diversity of thought.

You need to look for different types of mentors, in different fields, of different ages and demographics. Otherwise you won't have the breadth of knowledge implanted through diversity of backgrounds and experience to make tough decisions.

If you are a mentor, you need to be honest with those you mentor. Don't tell them what you think they will want to hear. When I talk to young officers, I share with them my experiences. But my experiences as a lieutenant, captain, and major were totally different from what we expect from our lieutenants, captains, and majors today. So what I

recommend is that they talk to officers who have more recent, relevant success. If you are a young captain, talk to a major; and if you are a major, talk to a lieutenant colonel.

I also encourage officers and noncommissioned officers to take positions that make them uncomfortable. If you are comfortable in a position or doing the same type of jobs, then you are not challenging your abilities and growing. You are not learning new capabilities and techniques to be successful in the future.

**Imperatives**

Third, develop imperatives that will improve your skills and make yourself more valuable to your unit. I have my "Piggee Imperatives." I call them the 13 Be's. (See figure 1.) This is not a checklist of what



Figure 1. Adhering to these values will allow a Soldier to be successful in any environment, situation, or command climate.



*Soldiers assigned to the Combined Joint Task Force–Horn of Africa at Camp Lemonnier, Djibouti, listen to Sgt. Maj. of the Army Daniel Daily during a visit on Dec. 21, 2017. (Photo by Staff Sgt. Timothy Moore)*

will make you successful on a daily or weekly basis. It is a compilation of skills and values I have found over the course of my 37 years of service that have allowed me to be successful in any environment, situation, or command climate. I used these imperatives at the battalion and brigade levels and when I was commander of the 21st Theater Sustainment Command.

It starts with being committed—committed to your profession, committed to your career field, and committed to your organization.

It is okay to be demanding, but I think we should also be calm. Be proud of the organization you are part of. Care for those you supervise.

It is okay to be confident, but remember there is a thin line between confidence and arrogance. A high

level of confidence is expected from our Army leaders and, more importantly, from those Soldiers we lead.

Strive for perfection. No Soldiers should be satisfied where they find themselves. Our goal is to better ourselves every day. Even though we may have been successful yesterday, we should not be satisfied with what we accomplished yesterday. We should still strive to improve our situation, our stance, our unit, and the Soldiers we lead every day.

Learn from your mistakes. Good leaders underwrite mistakes as long as they are not unethical, illegal, immoral, or unsafe. We should forgive and use mistakes as learning opportunities. We should allow our subordinates to fail while managing risk. If you are not failing, you are not trying something new. You are

not being innovative. You are just settling for the status quo.

In the end, individual mentoring and individual imperatives go hand in hand with the Army's decisional factors for who should get what jobs and how many people we should have doing certain tasks. Focusing on the right combination of experience, expertise, and diversity of thought will improve talent management, which will improve our units, build readiness, and make our Army stronger.

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Lt. Gen. Aundre F. Piggee is the Army deputy chief of staff, G-4. He oversees policies and procedures used by all Army logisticians throughout the world.

# Growing Talent in Tactical Sustainment Leaders

■ By Maj. Gen. Paul C. Hurley Jr.



Fort Lee is working to provide the Army with smart, resilient sustainment leaders who are well-equipped to confront today's challenges.

**F**orbes magazine recently ranked the fastest growing career fields in the United States. The list includes careers in optometry, physical therapy, genetic counseling, and wind turbine services.

Unfortunately, platoon leader did not make the list, and neither did team leader, supply sergeant, support operations officer, or command sergeant major. The Army does not use job fairs, headhunters, or Monster.com to fill our critical positions. As Gen. Eric Shinseki famously observed, “We don’t hire out. We grow our own leaders.”

In the Army, leader development is a deadly serious business. The Army routinely asks our leaders to make life and death decisions, and we measure our bottom line in blood, sweat, and tears, not market share and profit margins.

The increased possibility that the Army will fight a large-scale combat operation in the near future makes the leader development process more important than ever. U.S. armed forces spent the past two decades waging difficult campaigns against terrorist organizations. Meanwhile, our adversaries grew in size and strength, developing new capabilities that will make future conflicts faster, deadlier, and more unpredictable. To survive and win in this environment, the next generation of tactical sustainment leaders needs to be smarter, tougher, and more adaptive than ever before.

## Institutional Training

At Fort Lee, Virginia, we are working full time to develop the next generation of Army sustainment leaders. Each year, the Army Logistics University (ALU) trains more than

20,000 students physically, mentally, and professionally in order to build the competence and confidence necessary to lead America’s sons and daughters into battle.

The Combined Arms Support Command’s Sustainment Leader Development Implementation Plan identifies the ends, ways, and means to develop future leaders. It can be accessed here: [http://www.cascom.army.mil/g\\_staff/g3/SUOS/site-sustainment/pages/leadership.htm](http://www.cascom.army.mil/g_staff/g3/SUOS/site-sustainment/pages/leadership.htm). This work does not happen in a vacuum. As the battlefield changes, so do our programs.

The most noticeable change in our curriculum is more rigor. Across the university, instructors now challenge students daily to achieve excellence. In the near future, for example, non-commissioned officers (NCOs) attending the Senior Leader Course will write papers, execute the military decisionmaking process, and prepare and brief a variety of staff products. These assignments will receive a letter grade instead of the old “go/no-go” evaluation. Beginning this fall, sergeants who fail to meet the standards for effective communication will attend remedial training.

At the Basic Officer Leader Courses (BOLCs), new officers are being taught how to think and perform as junior leaders while simultaneously being equipped with an academic foundation for all areas of logistics: supply, maintenance, and transportation. To develop students’ critical thinking, BOLC examinations now ask questions based on specific tactical scenarios rather than generic situations. Most importantly, to better cultivate their field craft and resilience, each lieutenant at BOLC now

spends at least three weeks training in the field.

The Logistics Captains Career Course has recently implemented a capstone individual assessment. Each student now prepares and briefs a concept of support worth 20 percent of the course grade. During exam week, the ALU lights burn bright into the evening, with classrooms full of captains scrambling to complete their analyses. In the morning, these same students line the hallways as they make last-minute preparations while waiting to brief the evaluation board.

In addition to the increased academic rigor, professional military education is becoming more relevant. Because the challenges of large-scale combat differ greatly from those of stability and counterinsurgency operations, ALU is re-examining sustainment curriculum across the board to ensure emerging leaders gain the knowledge and skills neces-

sary to survive and win in large-scale combat.

At the Technical Logistics College, for example, the Training and Doctrine Command G-2 recently briefed the faculty on emerging threats and changes to the operational environment. In turn, instructors will apply these concepts to classroom discussions on topics such as strategic overmatch and property accountability on extended battlefields.

As part of a larger initiative across the Training and Doctrine Command, Soldiers at every rank from private to general officer are seeing more discussion of large-scale combat operations in every lesson plan. At the Command and General Staff College, faculty members are adjusting the curriculum to focus on the Army's readiness to sustain decisive action. Changes will include more integration of logistics capabilities and limitations across warfighting functions and a renewed focus on

supporting division- and corps-level operations.

ALU is continuing its ongoing shift toward a multifunctional culture. This effort does not seek to diminish the pride that students have in their basic branches. Nevertheless, our previous focus on functional training, especially among junior officers, failed to prepare them for service in an Army that assigns logisticians where they are needed, regardless of functional competency. BOLC will pilot a multifunctional approach later this year in which officers from all three branches receive exactly the same instruction.

### Operational Experience

As I mentioned, we are building better tactical leaders every day, but the institutional training and education that we provide is only a part of their leader development. Operational assignments offer the most valuable training that our Soldiers



*Second Lt. Stewart Tarp, a Transportation Basic Officer Leader Course student, mans a machine gun mounted on a Humvee during the Operation Overland exercise at Fort Pickett, Va., on Sept. 7, 2017. (Photo by Terrance Bell)*



*Staff Sgt. Christopher Penley, a combatives instructor, leads an after-action review following a training scenario. (Photo by Terrence Bell)*

receive. During these assignments, young officers and sergeants deploy to training centers and combat zones, endure stress, failure, and hardship, solve real-world challenges, and learn the lessons that come only from being in charge.

I encourage each of you to get the most out of each duty assignment. Whether you love or hate your current job, it will not last forever. In many cases, it won't last even 12 months. Therefore, do your best and learn what you can while you are there.

If you are lucky enough to be leading these young men and women, consider this article a friendly reminder that you are training your replacements. To that end, you need to set and enforce high standards, you need to lead by example, and you need to challenge your junior leaders with developmental assignments and opportunities that will enable them to learn and grow.

Just as important, you need to make the most of every training event. As a leader, you are responsible for planning, resourcing, and executing every field exercise, every road march, and every NCO professional devel-

opment session in accordance with Army standards. If you make this a priority, your unit will get more out of each training event and you will teach your Soldiers what right looks like. They learn from everything you say, everything you do, and everything you let go.

### Self-Development

Finally, I want to remind all Soldiers reading this article to invest in themselves. The Army provides a myriad of organizations and resources to optimize your development in the institutional and operational training domains, but the Army's third training domain, self-development, needs no external agencies. The resources in this domain simply require Soldiers with energy, ambition, and patience to take responsibility for their own growth.

Most Soldiers are already familiar with the online resources available through the Army Learning Management System, Joint Knowledge Online, and the Sustainment Unit One Stop. Going over and above these opportunities, the Army has programs available to provide Sol-

diers with undergraduate and graduate degrees, including college credits for courses taken as part of a Soldier's professional military education.

In addition, Army partnerships with various colleges and universities allow officers and NCOs to earn degrees in supply chain management and business administration. If you really want to get a jump on the future, consider the field of predictive intelligence and data analytics. As we rely more on data analysis to anticipate logistics requirements in the coming years, we will need far more data scientists to translate that data into battlefield effects.

The Army's need for greater depth of knowledge at every echelon keeps me awake at night. In the next war, lives will depend on the ability of sustainment leaders to make more decisions at a much higher velocity and in a significantly more difficult environment than we have ever experienced before.

This emphasis on leader development probably sounds familiar. The challenges of large-scale combat operations resemble the Army's Cold War emphasis on AirLand Battle. Unfortunately, we no longer enjoy massive technical advantages over adversaries who challenge us across multiple domains, including space and cyberspace.

To confront those challenges, we need smart, tough, resilient sustainment leaders. They must be technical experts on the systems and processes that support the force, and they must know their business as Soldiers.

We are growing those leaders every day, not only at Fort Lee but across the Army. I need your help to ensure they receive the feedback, assignments, and opportunities necessary to win the next war.

---

Maj. Gen. Paul C. Hurley Jr. is the commanding general of the Combined Arms Support Command and the Sustainment Center of Excellence at Fort Lee, Virginia.

# Join the Conversation



Keith Archibald posted 2 days ago

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Onetexan\_75 @Onetexan\_75 · Nov 29

Improvise, respond...



**Army Sustainment** @ArmySustainment

Heavy equipment vehicles can't just go through the car wash before they are shipped home. That's when #USArmy firefighters step in to help get the mud off these massive tires. Get a quick glimpse below. #ArmySustainment #StrongEurope #KnightsPride



**Philip Shouse** The U.S.Army mess halls were great on Thanks g rockin' it I see . Army Strong !!

Like · Reply · Message · November 28 at 6:51pm



**Ann Caulder** Oh my ..that sounds delicious..THANK you..

Like · Reply · Message · November 28 at 7:27pm



**Julianne Gallo** Yummy menu. Thank you all for your dedication.

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*Secretary of the Army Dr. Mark T. Esper and Deputy Chief of Staff, G-1, Lt. Gen. Thomas C. Seamands meet with senior leaders of the Human Resources Command to discuss talent management on April 6, 2018. (Photo by Master Sgt. Brian Hamilton)*



# More Than a Number: *An Interview with Lt. Gen. Thomas Seamands*

■ By Arpi Dilanian and Matthew Howard

The deputy chief of staff, G-1, discusses the future of talent management and the impact it will have for logisticians across the Army.

Currently serving as the deputy chief of staff, G-1, Lt. Gen. Thomas Seamands is a people person through and through. He has had a distinguished career in personnel policy and management with prior assignments that include commanding general of the Human Resources Command (HRC) and assistant chief of staff, CJ-1, for Multinational Corps–Iraq. We sat down with him to discuss the future of talent management and the impact it will have on logisticians across the Army.

*How important is talent management to the Army?*

The chief of staff and the secretary of the Army’s number one priority is readiness, and talent management is the keystone and archway to readiness: getting the right person in the right place at the right time.

When I was a lieutenant, a non-commissioned officer (NCO) wisely told me, “Ignore your Soldiers and they’ll go away.” I really think that’s true. Investing time and effort to understand what’s important to Soldiers is essential to how we build readiness in the formations.

Both the chief [of staff of the Army] and secretary [of the Army] spend a lot more time on talent management than people realize. We stood up a task force to look at improving the way we manage talent, and the secretary meets with it twice a month. Every 15-minute block of his calendar is competed for, but he sees this effort as a major investment in the force to make sure the right policies and programs are in place.

The chief has done the same thing. He recently sat down with us to approve the slate of officers and sergeants major who will take command next summer. He took hours of his time because he wanted to understand each person—their skills, the impact they would have, and why they were the right person for the job.

Having leadership that is part of the solution makes talent management a

lot easier. The secretary encourages us to be creative and try new things. If they work, apply them across the force; if they don’t, stop and reinvest elsewhere. It’s a great incubator-type environment to look at things we do or don’t need to do for the population we’re supporting.

Soldiers coming in today have different expectations about how they’re managed, engaged, and treated in terms of feedback. Talent management goes across the entire spectrum, and getting it right is essential to having the Army we need in the future.

*At HRC, you led a road show with visits to 65 installations. What was some of the feedback you received?*

I really enjoyed the chance to brag about HRC and its 2,500 great Americans who wake up every morning to do the right thing for Soldiers and their families. But equally, if not more, important was talking to commanders and command sergeants major who look Soldiers in the eye every day.

We were in the middle of a drawdown at that time, so there was a fair amount of angst in the force. People weren’t shy about giving feedback, so we spent a lot of time studying and trying to make sure we got it right.

The first time we rolled out the officer drawdown, we monitored social media. One major identified to leave took issue, saying the Army got it wrong because he had been selected but was the quality we needed to lead in the future. The “Army” in this case was me, because I was the guy who put the drawdown together.

I think you get smarter by reading somebody who disagrees with you. So I read his blog; I didn’t necessarily agree with it, but I thought it was interesting. He had acknowledged a drunk driving conviction but didn’t consider it germane to his service.

A captain later wrote a rebuttal to that major, which said, “The Army didn’t separate you, you separated yourself; we are a profession based on

disciple, values, and standards, and quite frankly you violated those.”

At the end of his rebuttal, he said, “Besides, we are all subjected to the same idiotic and bureaucratic personnel policies.” Again, that was me. I sent the good captain a note saying I was the guy responsible for those policies, but how about being constructive with feedback? A couple days later he sent me a three-page response; his input helped shape the rest of the drawdown.

He became my pen pal. Whenever I was ready to launch a new policy, I’d send it to him and ask, “What do you and your peers think about it?” Having that connection with the field allows you to craft better policy, be sharper, and understand the second- and third-order effects of any decision.

I always tell my team that every time they see a number, it’s not just a number; it’s a person who has dreams, aspirations, and goals and who came into the Army to make a difference. So every time we make a decision, we have to understand the impacts. Whether it came from the road show or from my daughter—an Army lieutenant not afraid to tell me how things are going—getting feedback firsthand allowed me to go back and sharpen our policies and execution.

### *How is technology helping ensure we get people in the right spots?*

We’re really leveraging technology to manage our talent. We have a program for officers called the Assignment Interactive Module (AIM) 2.0, and we’ll eventually template something similar for Soldiers across the force. A lieutenant colonel and a GS-13 actually came up with the idea themselves and built the technology behind it. If we had contracted production out, it probably would have taken a year and cost a million dollars.

With this system, each officer has the opportunity to input information not readily available in their officer record brief. If a parent was in the

Department of State and they had lived in Indonesia for five years, or they were an engineer with a thesis in hydrology, that would not be on their record. AIM allows officers to input things they’re proud of and their accomplishments and certifications.

A unit can then go in and hire them. If a unit at Fort Riley has a mission to go to Africa, the unit can scrub the system to find officers with relevant experience. A commander there says, “I need your skill set for a mission we have, and you need a company command,” so AIM really serves as that meeting place. Officers match their information to various jobs, and then units get Soldiers who are a better fit. We did our last requisition cycle completely with the AIM process, and it worked pretty well.

Our big crown jewel that’s coming on board is the Integrated Pay and Personnel System—Army (IPPS—A), and it’s going to be a game-changer. The National Guard, which we’re bringing online this year, currently has 54 different pay and personnel systems; those will all collapse into one. The reserve and active components have two completely different systems, so if you have guardsmen in your formation, you likely can’t fix their pay and personnel problems today. When IPPS—A is fielded, you’ll be able to.

In the Enlisted Personnel Management Directorate at HRC, the average NCO manages 2,500 of their peers for assignments. If you’ve ever tried doing 2,500 of anything, it’s hard to be familiar with any one in particular. IPPS—A will help with that. Over the last two years, we’ve automated our evaluation systems so now you can go in and data mine to sharpen the focus of assignments.

IPPS—A will also be user-friendly. Soldiers will have an app on their phones so they can manage things like applying for leave much more easily. And for talent management, AIM will fold into IPPS—A as well. We have a long way to go when it comes to technology, but we’re excited about what’s happening already.

### *From a personnel perspective, how are we preparing for a multi-domain environment?*

In the past 100 years, there were two inflection points that changed how officers were managed: one in 1947 after World War II, and the Defense Officer Personnel Management Act [DOPMA] in 1980. We are now farther away [today] from 1980 than 1980 was from 1947, and a lot has changed. Should we treat a cyber Soldier the same way we treat an infantry Soldier? Maybe, maybe not.

Our task force is conducting a thorough review of every aspect of DOPMA. It was a one-size-fits-all model and fixed a lot of problems we had prior to 1980, but now we need to figure out what is essential to keep and what needs to be updated.

We’ve created an information dominance category that allows cyber officers to compete against each other, rather than against infantrymen or military intelligence Soldiers. This allows us to give specific requirements, build the talent, and encourage getting advanced degrees to be more competitive.

We’re treating that information dominance category almost like a petri dish. What will allow them to thrive and meet the requirements the Army has for its cyber force? We’ll take some of those ideas and move them on to other categories to give us the talent force we need in the future.

### *How are senior warrant officers and senior NCOs being managed?*

Warrant officers are managed in two different tracks. There’s a technical track, which includes logistics and sustainment warrant officers, and there’s an aviation track. Grades W-2 through W-5 are all commissioned officers, so we treat them similarly. With the AIM pilot, they will be managed like the rest of the commissioned officers in terms of recog-

nizing their skills and abilities for assignments.

With senior NCOs, we work very closely with the sergeant major of the Army (SMA). For a long time, I think we neglected the professional military education of NCOs; we were deploying at a very rapid rate and didn't have time to pause. But as SMA [Daniel A.] Dailey came on board, we instituted a program called STEPs, which is Select, Train, Educate, and Promote. In other words, you can't get promoted unless you have the education and training.

We've actually denied promotions, in some cases, for NCOs who haven't completed their self-development professional military education. Doing so incentivizes professional education and self-improvement so that NCOs will be more competitive and prepared for increased responsibility at the next level. And I think the Army really owes our great NCOs that kind of investment in them.

***Can you discuss the Army's progress on reducing the number of non-deployable Soldiers?***

A Department of Defense policy recently came out mandating separation if you've been non-deployable for 12 consecutive months, either through the Integrated Disability Evaluation System process, retirement, resignation, or a normal expiration of term of service. We are a contact sport; people get hurt. But we need people to be able to play home and away games.

So we've got to have unemotional discussions with non-deployable Soldiers and get them the medical care they need and opportunities to get better. If they can't become deployable, we'll have a different discussion so they have a smooth takeoff post-Army because we want everybody to be set up for success.

Aside from reducing the number of non-deployables, as the secre-

tary of defense's policy aims to do, the flip side is increasing deployable Soldiers. One way we're getting after this is through the holistic health pilot, which puts sports medicine, dieticians, and trainers at the unit level.

Of approximately 100,000 Soldiers who are non-deployable across the Army, 80 percent are non-deployable for medical reasons, and many are sports or physical training injuries. If we can teach Soldiers and leaders how to properly work out to avoid getting hurt, it will keep them deployable.

***What are your thoughts on mentorships, broadening assignments, and taking the hard jobs?***

I always encourage taking the hard jobs because it shows a proven performance, and the fact that somebody gives you a hard job shows you have potential. In today's Army,



*Lt. Gen. Thomas Seamands discusses the future of talent management and the impact it will have on the Army's logisticians. (Photo by Matthew Howard)*

we promote based on potential, not necessarily performance.

Regardless of whatever job you're in, do the best job you can. As a young captain assigned to the 82nd Airborne Division, the job they had planned for me was not very glamorous; the assignment officer even apologized to me. But I said, "It's at Fort Bragg and in the 82nd Airborne Division, right? That's all that matters; give me any job and I'll do the best I can." If you have that kind of attitude, you'll be successful.

We also have a lot of great broadening opportunities: the new security force assistance brigades (SFABs), observer-coach/trainers at the combat training centers (CTCs), schooling opportunities, and working in Congress, on the Joint Staff, or for the secretary of defense. People often take broadening opportunities as just graduate school, but it goes way beyond that.

Gen. [James] McConville, my predecessor and the current vice chief of staff [of the Army], has an expression that really captures it. Once you've finished your key developmental assignments—company command as a captain, executive officer or S-3 as a major, and battalion command as a lieutenant colonel—you enter what he calls the "wonder years." It's an opportunity to do something off the beaten path, an opportunity to improve yourself.

While at HRC, I talked a lot about broadening opportunities. My fear was I was selling it, but we didn't have anything to back it up. So we did a deep dive on several boards and found that officers who did a broadening-type opportunity were picked equal to the rest of the Army average. The Army is recognizing that if you go off to get your graduate degree, teach at West Point, or train at a combat training center, that's good and those are things we want to have.

In terms of mentorship, it is key. There's a responsibility on all leaders to reach out and mentor people. There's a formal component, where

you sit down and do officer evaluation report counseling on things they're doing well or need to improve upon. But there's also informal mentoring. If I walk back from a meeting with one of my officers or NCOs and we're talking about how a briefing went and how to improve, that's mentoring too.

The most powerful officer evaluation report counseling I had was in battalion command. The deputy commanding general for the division asked me for one piece of paper listing what my three strengths were and why, my three weaknesses and my plan to fix them, and where I wanted myself and my unit to be in three to five years. It sounds easy.

I run for my mental floss, and I probably ran hundreds of miles trying to come up with my answers. If you know what your weaknesses are, why aren't you already fixing them? How do you talk about your strengths without bragging? And you really have to take time to pause to figure out where you want to be in the future.

I still employ that technique today as part of my counseling. It gives Soldiers an opportunity to think back on what they want to do and how they're going to be better people.

### *Can you expand on the SFABs in particular?*

SFABs will be a game-changer. It's an opportunity to tailor the advise and assist mission but still have the entire brigade ready.

Everyone in them is a volunteer. They've completed whatever key or developmental job they had and volunteered because they wanted to be part of the SFAB. We're putting specific language in the promotion boards to make sure it's understood what an SFAB is and why it's important. And we think we'll see a pretty substantial promotion rate from that group, both on the officer and the enlisted sides.

We'll also manage that talent. On the backside of their three-year tour

with the SFAB, Soldiers will be able to have some influence on their next assignments. And if an officer comes on and is selected for the War College board, or an NCO for the Sergeants Major Academy, we won't necessarily hold them for a three-year assignment because we want them to take the SFAB experience, get their education, then go back out and use that for their next assignment.

### *What is the biggest piece of advice you can give young Soldiers today?*

Cherish every moment. You stepped up; never forget that fact. We have almost 330 million Americans across our country, and less than 1 percent of them will do what you are doing.

You have an opportunity to be part of the premier leadership experience in our nation. We will take a citizen from any walk of life and any part of the country, train them, and teach them what it means to be a leader. For NCOs, you have the opportunity to lead our national treasure: Soldiers. And for officers, you have the opportunity to lead and effect change across our nation and the world.

Soldiers typically serve about 48 months when they do their enlistment. But whether you serve 48 months or 30 years, enjoy each and every day. The fact of the matter is it's not when or how long you serve; it's the dash in between those two dates and what you do during that time. If you make the most of every day, you'll be a much better citizen and a much better leader when you leave to go back to your communities.

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Arpi Dilanian is a strategic analyst in the Army G-4's Logistics Initiatives Group. She holds a bachelor's degree from American University and a master's degree from Rensselaer Polytechnic Institute.

Matthew Howard is a strategic analyst in the Army G-4's Logistics Initiatives Group. He holds bachelor's and master's degrees from Georgetown University.



# The Right Soldier in the Right Place at the Right Time

■ By Maj. Gen. Jason T. Evans

*Maj. Gen. Jason T. Evans takes command of the Human Resources Command in a ceremony at the Lt. Gen. Timothy J. Maude Complex at Fort Knox, Ky., on April 28, 2017. (Photo by Sgt. 1st Class Brian Hamilton)*



**T**he Army Human Resources Command (HRC) supports readiness, the Army's number one priority. It conducts enterprise-level talent management in the distribution of officers and enlisted Soldiers in order to optimize total force personnel readiness and strengthen an agile and adaptive Army.

This effort requires that the command become a learning organization that implements effective and innovative talent management processes and initiatives. Such processes and initiatives include the officer-focused Assignment Interactive Module 2.0 (AIM2), the enlisted Manner of Performance (MOP) tool, the new Academic Evaluation Report (AER), the Integrated Personnel and Pay System-Army (IPPS-A), and the proposed reforms of the Defense Officer Personnel Management Act

(DOPMA) and Reserve Officer Personnel Management Act (ROPMA).

### **Talent Management Initiatives**

HRC is actively collaborating with the IPPS-A team and the Army's Talent Management Task Force to implement new and innovative talent management practices. These improvements will better satisfy the individual's professional needs and preferences as well as the unit's requirements in order to ensure the Army has the right Soldier in the right place at the right time.

The Army's talent management framework consists of four lines of effort: acquisition, employment, development, and retention. HRC career managers and professional development noncommissioned officers (NCO) operationalize the employment line of effort by striving to

The Human Resources Command is working on initiatives to meet Soldiers' professional needs and preferences and fulfill units' specific requirements.

match the needs and desires of the Soldier to the requirements of the Army.

Career managers optimize personnel readiness and enable leader development by considering the six elements of the Soldier assignment process:

- A documented requirement for specific talent.
- Available Soldiers with knowledge and skills traditionally acquired through training.
- Skills and behaviors characterized as either qualifications or limitations.
- Experience gained through previous assignments.
- An evaluation-based manner of demonstrated performance.
- An expressed preference as either a desire or interest.

HRC approaches talent management as a shared responsibility among the various branch proponents, boards of directors led by senior Army leaders, unit commanders, and individual Soldiers.

HRC primarily distributes the Army's personnel inventory down to the brigade level in accordance with the Army Manning Guidance. The brigade-level commands further distribute Soldiers to specific positions that provide opportunities for them to lead, hone their knowledge and skills, and further develop individual talents.

Commanders counsel and mentor Soldiers and evaluate their performance and future potential to serve at higher levels within the Army. Simultaneously, Soldiers must capitalize on self-improvement opportunities to enhance their own development.

### AIM2

AIM2 is a web-based, active component officer talent management portal designed to enhance talent management processes. It exercises a regulated market mechanism that enables interaction among the Soldier, the unit, and the assignment man-

ager within an intuitive marketplace. This marketplace allows both officers and units to advertise themselves, express their preferences, and interact with one another in order to shape both parties' interests to increase satisfaction and meet requirements.

The portal greatly increases information about an officer through a resume that offers relevant information not otherwise contained within the traditional officer record brief. Similarly, units are able to share detailed information about each of the jobs in the marketplace. This increased transparency and knowledge facilitates the assignment of uniquely talented officers to units with specific requirements.

While AIM2 is still in its early stages, the phased pilot programs conducted throughout fiscal years 2017 and 2018 proved it to be exceptionally useful. From these initial efforts, HRC gained valuable information regarding portal usage (expressing preferences and populating resumes) and constructive feedback.

Moreover, HRC recognized that unit participation is critical to a well-functioning market but was lacking in the last iteration of the marketplace. The way ahead is to implement system enhancements based on user feedback and, most importantly, to educate the field on the AIM2 marketplace and the capabilities it provides.

The end state is an effective talent management system that continues to inform the Talent Management Task Force and serves as a bridging strategy to IPPS-A.

In addition to AIM2, other talent management processes include internal selection panels to determine broadening assignments and highly competitive external opportunities. The best and brightest officers are eligible for scholastic opportunities at top-tier universities with follow-on assignments at critical operational and strategic positions throughout the Army.

Likewise, officers can compete for various tactical and institutional

broadening opportunities that include positions at combat training centers, within the special operations forces community, and at centers of excellence as instructors and small-group leaders who groom the Army's next generation. These positions broaden an officer's view of the Army and allow the officer to more fully contribute at the enterprise level.

### **Manner of Performance Tool**

The Army professionally develops its NCO corps through structured self-development, experience in key and developmental assignments, participation in broadening opportunities, and education through the NCO Professional Development System. This system is designed to support Army readiness by producing NCOs with necessary and relevant talents.

HRC manages this exceptional body of talent using the MOP Tool, which is a word-picture assessment that ranks NCOs as either ahead of peers, slightly ahead, with peers, slightly behind, or behind peers. NCOs receive their MOP rankings with respect to each unique combination of grade and military occupational specialty level. These rankings are based on knowledge, skills, and behaviors from the Soldier's performance file and the individual outcome from Army centralized selection boards.

Because the MOP tool provides readily accessible information on an NCO's performance, it enables the career manager to engage in candid conversations with an NCO regarding his or her standing among peers as well as the most appropriate career opportunities. The intent is not to replace the methodology used to fill requirements and maintain unit readiness but rather to provide an assessment tool that optimizes the talents of the Army's NCOs.

### **Academic Evaluation Report**

The current AER is over 52 years old and does not meet the requirements of today's Army. Currently under revision, the new AER is

yet another advancement in HRC's talent management processes and incorporates the academic accomplishments of Soldiers into the assignments process. The projected availability of the new AER in the Electronic Evaluation System is the first quarter of fiscal year 2019.

The transition of the new officer evaluation report in 2014 and the new noncommissioned officer evaluation report in 2016 to the Electronic Evaluation System demonstrated the value of structured data and the ability to mine information related to talent management. In the same manner, the new AER will enable HRC to readily assess academic performance, view completed courses and degrees, conduct analysis across the population, and data mine information that has potential value to the Army.

The chief of staff of the Army's strategic priorities, coordination between the Center for Army Leadership and the Training and Doctrine Command, and surveys from promotion and selection board members all informed the new AER. Three different forms will replace the legacy AER: the revised Department of the Army (DA) Form 1059, Service School Academic Evaluation Report; the revised DA Form 1059-1, Civilian Institution Academic Evaluation Report; and DA Form 1059-2, Senior Service College Academic Evaluation Report.

The new version of the AER is expected to feature a number of new and more relevant information fields. For those attending a service school, the new DA Form 1059 incorporates a four-tier "box check" system capturing top 20 percent and top 40 percent performers.

Soldiers attending civilian education programs will see new information fields on the future AER that include grade point averages, titles of papers and projects, comments on communication abilities, and recommended utilization tours or follow-on assignments. For those attending a senior service college or

Intermediate Level Education, the AER further stratifies the population to reflect the top 10 percent and top 30 percent of their classes.

The AER reinforces leadership and professional development responsibilities to provide a clearer picture of Soldiers' achievements and talents in an academic environment. It also includes Soldiers' adherence to the Army's physical fitness standards, height and weight requirements, class standing, military education levels, and skill identifiers awarded during classes.

In short, the revisions will enhance HRC's ability to understand and manage its talented population and properly employ them based on requirements.

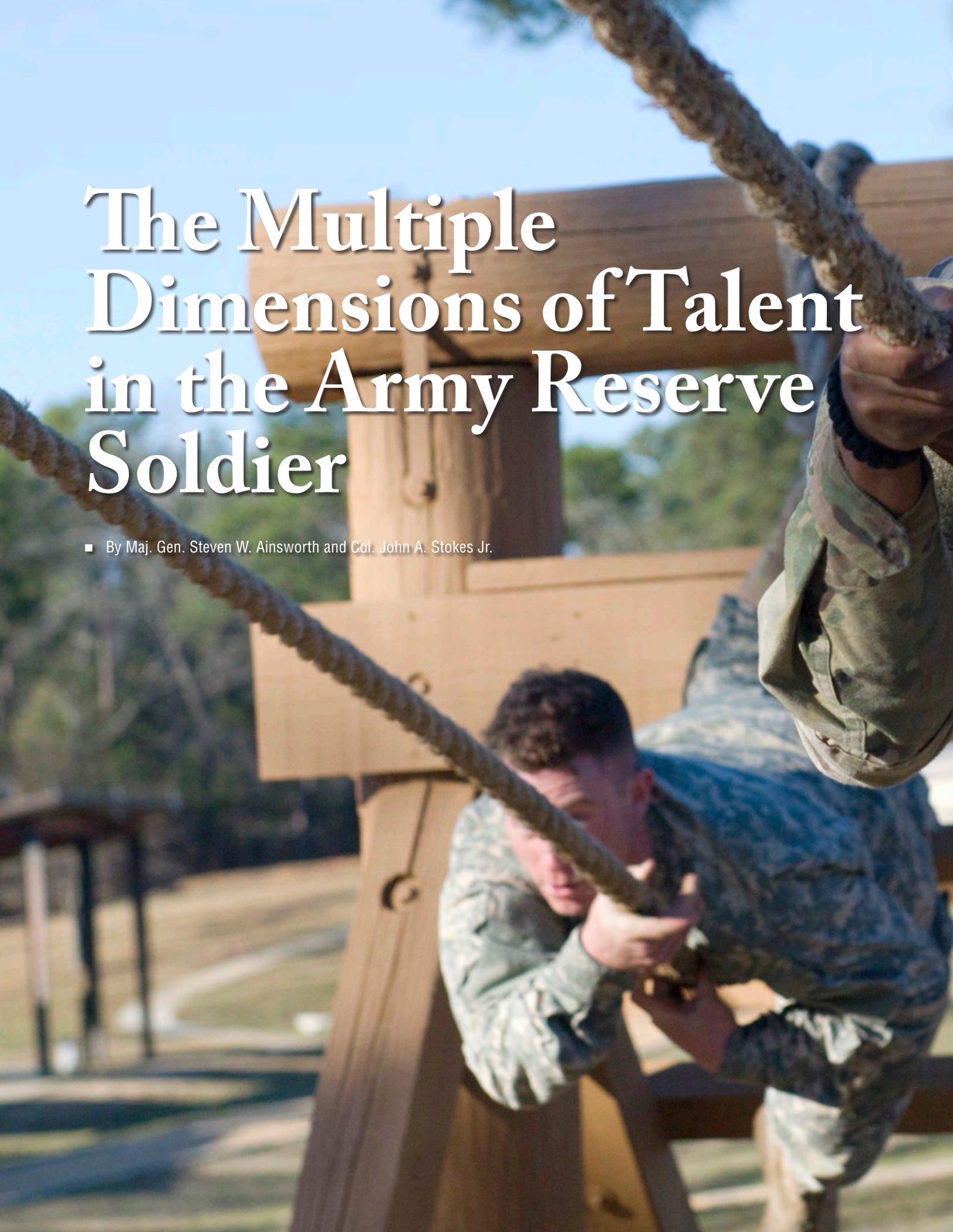
HRC continues to improve its systems and the talent management process to allow maximum flexibility to make talent management decisions. Critical to the talent management evolution will be the reform efforts related to the legacy DOPMA and ROPMA policies.

These proposed reforms will provide the Army with the flexibility it needs to leverage an officer's unique knowledge, skills, and behaviors against an Army requirement, while being unhampered by the constraints of time in grade or required professional development milestones. When unconstrained, the Army will be able to increase its return on investment in uniquely skilled officers who participated in fully funded post-graduate degree programs, all without impact to future promotion opportunities.

DOPMA and ROPMA reform will significantly enhance HRC's flexibility in protecting the investment in the Army's most precious resource—people—and increase the precision of putting the right Soldier in the right place at the right time.

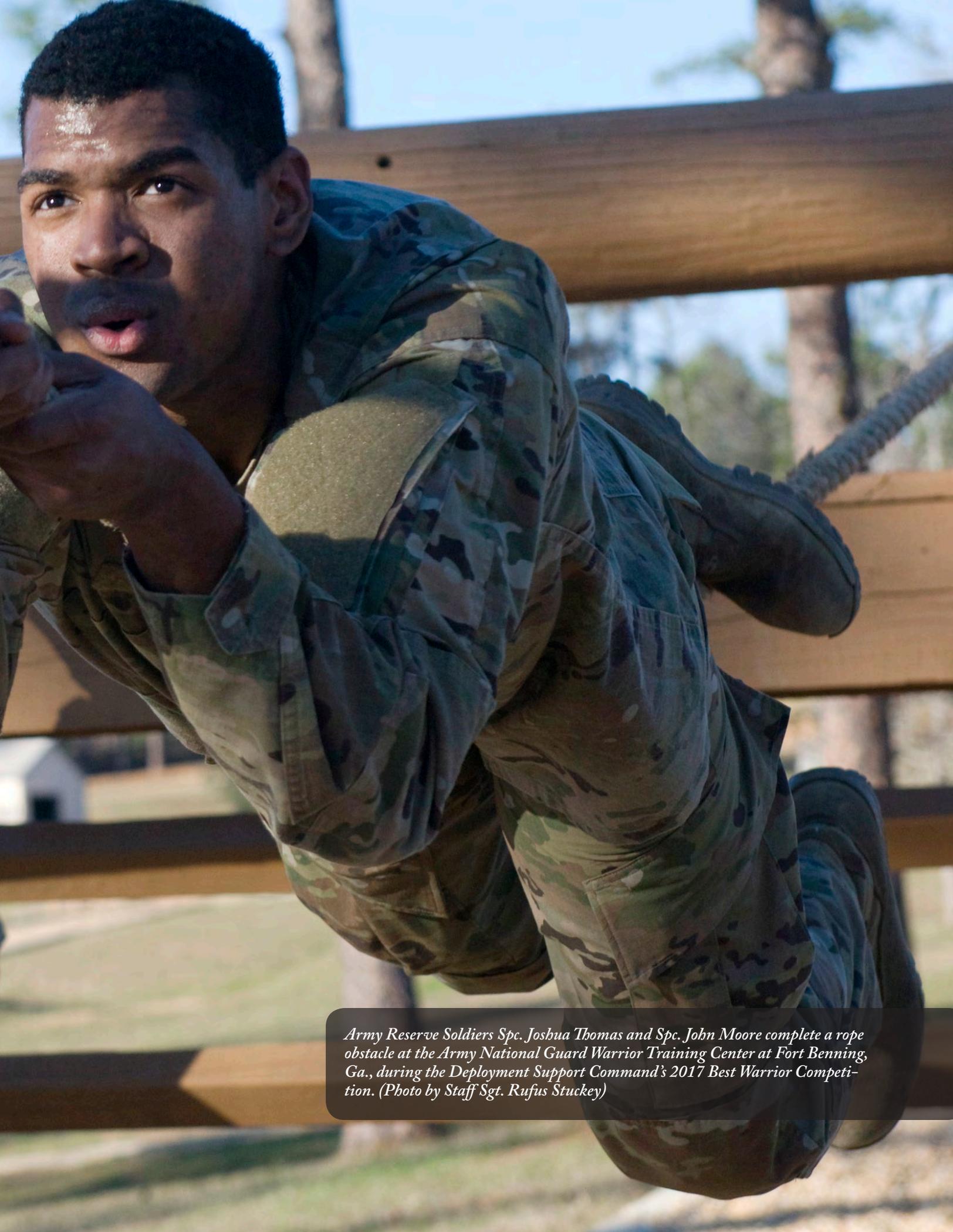
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Maj. Gen. Jason T. Evans is the commanding general of HRC at Fort Knox, Kentucky.



# The Multiple Dimensions of Talent in the Army Reserve Soldier

■ By Maj. Gen. Steven W. Ainsworth and Col. John A. Stokes Jr.



*Army Reserve Soldiers Spc. Joshua Thomas and Spc. John Moore complete a rope obstacle at the Army National Guard Warrior Training Center at Fort Benning, Ga., during the Deployment Support Command's 2017 Best Warrior Competition. (Photo by Staff Sgt. Rufus Stuckey)*

Army Reserve Soldiers' varied experiences and skill sets increase their ability to solve complex problems and help the Army to win wars.

The Army Reserve is a capable, ready, and lethal team that provides critical capabilities to Army service component commands and combatant commands. Today's Army Reserve is the most combat-tested and experienced reserve force in U.S. history. Simultaneously, it is a premier sustainment force that provides approximately 56 percent of the Army's total sustainment capabilities.

These forces are critical to sustaining unified land operations. The Army Reserve provides the active Army with operational capabilities and strategic depth to expand its collective capacity. Since 2001, the Army Reserve has mobilized and deployed more than 300,000 Soldiers in support of operations in Iraq and Afghanistan while providing approximately 15,000 Soldiers for enduring worldwide missions.

The Army Reserve adds not only capacity to the total force but also many unique capabilities. Many reservists have complementary civilian skill sets that align with their military occupational specialties (MOSs), while others have civilian jobs unlike their MOSs. In both cases, their civilian jobs often enhance their Soldier and leadership skills.

### **Adding Capacity to the Force**

The Army National Guard and Army Reserve provide more than half of the Army's total capacity. While all of the Army components share the same training standards, doctrine, and equipment, each is distinct, interdependent, and essential. The Army Reserve adds capacity to the total force with approximately 200,000 Soldiers. There are a number of important career fields in the Army Reserve, including civil affairs, medical, sustainment, chaplain, military intelligence, military police, and engineering.

As of 2017, nearly 55 percent of all Army operational medical forces reside in the Army Reserve. Over 60 percent of the total force's critical care nurses, orthopedic surgeons, emergency physicians, and obstetricians

are Army Reserve Soldiers. Nearly 80 percent of the force's thoracic surgeons and nurse anesthetist are in the Army Reserve. These skill sets are honed by their respective civilian jobs and provide the total force with a deployable capability while minimizing individual training requirements.

Eight of the 14 expeditionary sustainment commands (ESCs) are in the Army Reserve. The ESCs deploy to austere environments devoid of infrastructure to provide mission command for theater opening and supply chain management and to move life-saving materiel and services into affected areas.

ESCs also provide mission command of the personnel services support structure. Of this structure, 65 percent of finance units and 73 percent of human resources capabilities reside in the Army Reserve.

The Reserve adds capability by providing mobilization force generation installation platforms, which expand reserve or active force capacity and allow for rapid growth during times of need. This support also enables rapid training and mobilization of forces for contingency operations.

The Army Reserve of today is truly an operational force able to perform in the full spectrum of conflict, routinely participate in global missions (not just in the event of large-scale conflict), and remain fully nested within national security objectives.

### **Unit and Soldier Capabilities**

A number of sustainment commands are specific to the Army Reserve and not replicated elsewhere. For example, the Expeditionary Rail Center (ERC) is a Reserve capability created in 2010 to fill a 22-year gap in Army rail force structure. The bulk of the ERC's personnel have the Reserve-specific MOS 88U (rail operations crewmember).

The ERC helps a combatant command with using host-nation railroads to expand and expedite distribution within its area of responsibility. These Soldiers are in high demand and have recently performed assessments in

the European Command and Pacific Command areas of responsibility.

The Army Reserve's Deployment Support Command (DSC), under the operational control of the Military Surface Deployment and Distribution Command, increases speed of operations and provides early-entry and theater-opening capabilities. This one-star command was established in 2007 to provide the Army with a single organization to develop concepts, identify enabling processes and technologies, test and experiment with options, and institutionalize solutions in the deployment and distribution functional arena.

The DSC has mission command of terminal, rail, deployment, and distribution support. It uses its expeditionary terminal operations elements, automated cargo documentation detachments, and deployment and distribution support battalions to load and offload ships and assist in the deployment processes from fort to port, port to port, and port to tactical assembly area. Most of the DSC's units are required to be ready and rapidly deployable to open a theater and support large-scale military operations at strategic seaports throughout the world.

The Army Reserve Support Command (ARSC) is another Reserve-specific one-star command. It is under the operational control of the Army Materiel Command and provides additional capability and capacity specifically to the Army Contracting Command. The unit has approximately 1,000 Soldiers working contract-related tasks.

The ARSC employs more than 80 percent of the Army's systems automation acquisition officers and over 80 percent of the Army's research and engineering acquisition officers. Most of these Reserve officers are also employed by government contractors and use these skill sets in their civilian jobs.

The acquisition and contracting skill sets take years to develop and are in high demand in the military as well as in the industrial base. ARSC

Soldiers have supported every contingency since 2001 and consistently support efforts in Europe, the Middle East, and the Pacific.

### **Reserve Soldier Characteristics**

Reserve Soldiers generally stay with their units longer, work in one MOS longer, and are typically older than their active Army counterparts. The average age of enlisted Soldiers in the Reserve is 30.5 years old versus 27 years old in the active component. The average Reserve officer is 39.8 years old, and the average active Army officer is 34.8 years old. The Reserve force is very diverse, with 34 percent of the enlisted and 30 percent of the officers being minorities.

Higher education is a key developmental step for Reserve officers, and more than 34 percent have advanced degrees. In the Army as a whole, 75 percent of the doctorate degrees and half of the master's degrees are held by Reserve Soldiers.

These highly educated citizen Soldiers provide professional expertise that is developed in their civilian careers. They are doctors, lawyers, academics, scientists, engineers, and information technology specialists. Approximately 92 percent of Reserve Soldiers are part-time Soldiers. They serve their country and their communities by bringing a multifaceted set of Soldier capabilities combined with civilian skills.

While reservists maintain the equivalent required professional development standards of their active counterparts, they may also have civilian jobs that add different dimensions to their skill sets. An example is the leadership of the 377th Theater Sustainment Command (TSC), the Reserve's largest operational command.

The 377th TSC commander is a commercial banker and has mission command of more than 35,000 Soldiers and six general officer commands. Of the four ESC commanders in the 377th TSC, only one is a career military officer. One ESC commander is a business investor, one works as a technology manager, and one recently

retired from law enforcement.

The other two general officer commanders are the ARSC commander, who is a contracting manager for a defense contractor, and the DSC commander, who serves as a technology manager in his civilian position. These varied experiences and skill sets add dimension to their ability to solve complex problems that support unified land operations, lead to excellence in training, and help the military with its most important mission: winning our nations wars.

The Army Reserve expands the total force while offering multiple dimensions of talent. Additionally, Reserve units and Soldiers support operational and strategic planning using specific sustainment capabilities that reside only in the reserve component. Finally, Reserve Soldiers serve in civilian careers that in many cases support their military skills and enhance the Reserve's multiple levels of talent.

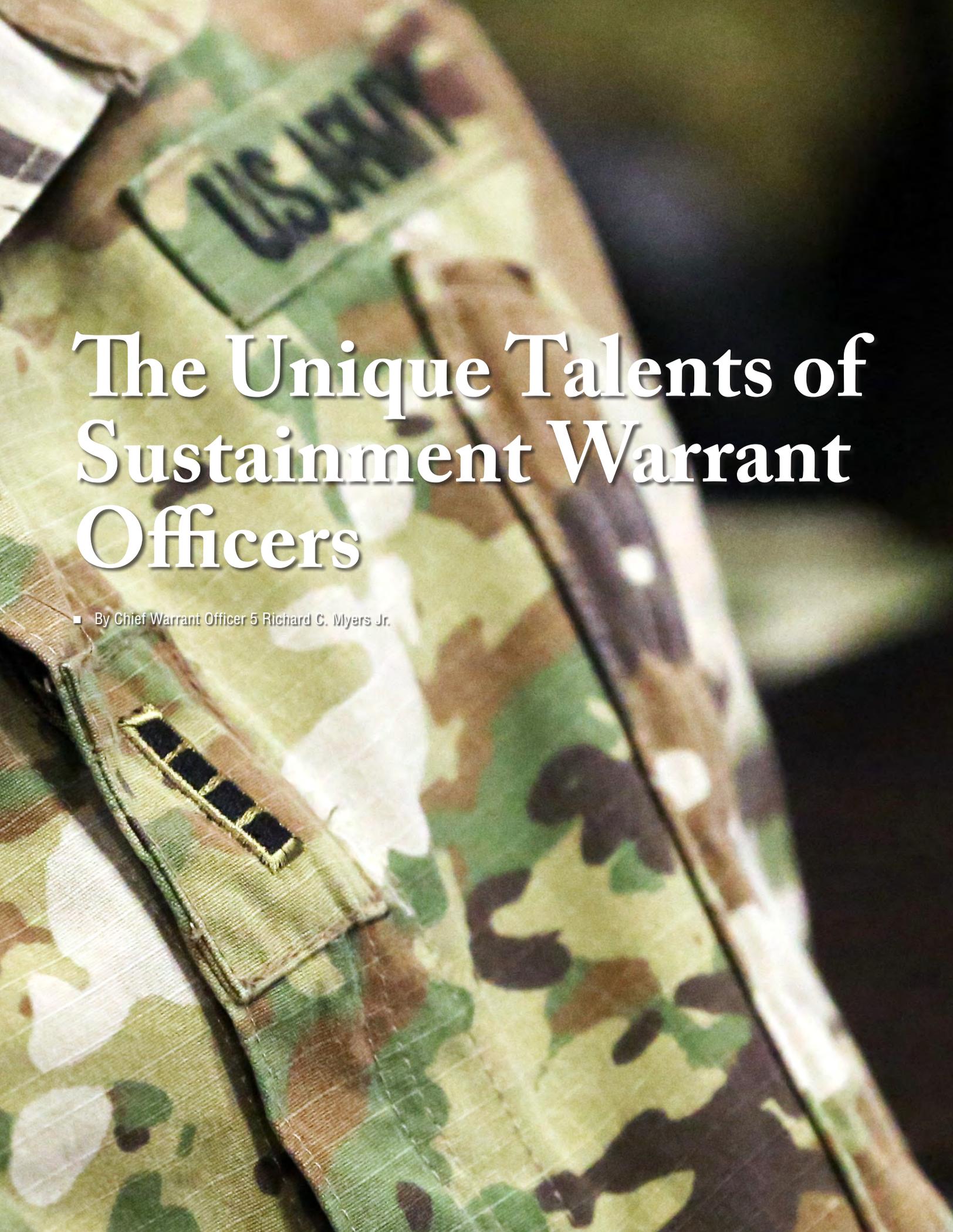
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Maj. Gen. Steven W. Ainsworth is the commanding general of the 377th TSC in New Orleans. He holds bachelor's and master's degrees from the University of Southern Mississippi, a graduate degree in banking from Louisiana State University, and a master's degree from the Army War College. He is a graduate of the Advanced Joint Professional Military Education course, the LOGTEC Executive Course at the University of North Carolina, and the National Defense University CAPSTONE General and Flag Officer Course. He is a commercial banker in Nashville, Tennessee.

Col. John A. Stokes Jr. is the deputy commanding officer of the DSC in Birmingham, Alabama. He has a bachelor's degree from the University of Southwestern Louisiana. He is a graduate of the Adjutant General Officer Basic Course, Transportation Officer Advanced Course, Associate Logistics Executive Development Course, and Army Command and General Staff College. As a civilian, he is the command executive officer of the 377th TSC.



*Chief Warrant Officer 4 Tommy Archie, the 2nd Theater Signal Brigade's senior technical advisor, attends a signal warrant officer professional development event on Feb. 28, 2018, in Landstuhl, Germany. (Photo by William B. King)*

A close-up photograph of a military uniform sleeve. The fabric is covered in a multi-colored camouflage pattern (green, brown, tan, and white). A green name tag with the words "U.S. ARMY" in black lettering is pinned to the sleeve. Below the name tag, a rank insignia is visible, consisting of three gold chevrons on a black background, indicating the rank of Chief Warrant Officer 5. The background is dark and out of focus.

# The Unique Talents of Sustainment Warrant Officers

■ By Chief Warrant Officer 5 Richard C. Myers Jr.

Capitalizing on training, education, and professional opportunities will allow sustainment warrant officers to remain the Army's premier logistics experts.

Sustainment warrant officers are the Army's premier logistics systems experts, innovative integrators of emerging system technologies, and skilled technical advisers. They meticulously administer, manage, maintain, operate, and integrate Army logistics systems across the full range of Army operations.

The Army requires a highly specialized sustainment warrant officer community that is both tactically and technically proficient. Therefore, warrant officer talent must be recognized and cultivated in a manner that supports the Army's ability to build and preserve readiness.

Today's sustainment warrant officers face an unparalleled level of complexity as they execute their responsibilities. Warrant officers are highly specialized but require a broader understanding of full-spectrum operations. They work in an environment of unpredictable requirements and face the dynamic pace of technological change. They have seen their role as a systems integration manager at the tactical level transition to incorporate joint, operational-level, and strategic-level responsibilities.

Now, more than ever, the Army must consistently monitor the operational environment to understand the complexities of change. This means the Army has to establish an effective talent management process across the total force. Developing competent and reliable talent will allow the kinds of adaptations and innovations that are necessary for warrant officers to remain a critical component of the Army's warfighting leadership.

### Warrant Officer Careers

Warrant officers require extraordinary investments in time and resources to develop the depth of knowledge essential to serve as the Army's premier technical experts. To eliminate the ambiguity routinely associated with warrant officer careers, and to assist leaders in coaching and mentoring warrant officers, the professional development models for all

19 sustainment warrant officer specialties were updated and added to the Army Career Tracker (<https://actnow.army.mil/>).

Within this career tracker, warrant officers and their leaders can create individual development plans that support training, education, and assignment goals. Assignment management is often confused with career management; therefore, the professional developmental model provides a clear understanding of the operational, institutional, and self-development domain functions necessary to achieve the critical attributes and characteristics required to master specialties.

### Career Broadening

Career broadening opportunities should be viewed as the purposeful expansion of a leader's capabilities and understanding. However, it is equally important to recognize that sustainment warrant officer broadening opportunities must remain technically focused and should enhance a warrant officer's ability to conduct sustainment operations in unified land operations.

The sustainment warrant officers' functional depth enables commissioned officers to operate as multifunctional logisticians. Therefore, broadening opportunities must emphasize the mastery of functional skills within their specialty.

Given the focused nature of warrant officer career tracks, the Army must continue to teach senior leaders and warrant officers that key and developmental assignments and nominative assignments (such as at a combat training center, as a small-group instructor, in the Training With Industry program, and at strategic broadening seminars) within the respective warrant officer specialty are indeed broadening opportunities. Assignments to the Army Materiel Command, Army Sustainment Command, Tank-automotive and Armaments Command, and many others provide unique broadening experiences as well.



*Chief Warrant Officer 5 Richard C. Myers Jr. takes possession of the Ordnance Regimental Chief Warrant Officer charter during change of responsibility ceremony at Fort Lee, Va. (Photo by Patrick Buffett)*

## **Warrant Officer Utilization**

The Army must aggressively seek opportunities to develop and retain the best talent in order to succeed in an increasingly complex global security environment. There is a demonstrated relationship between superior talent and superior performance. Senior warrant officers and organizational leaders must be heavily involved in the utilization process.

Utilization outside the warrant officer's specialty or in a position coded for another rank jeopardizes the warrant officer's development and the organization's and the Army's ability to build and preserve readiness. Similar to officer positions, warrant officer positions are coded by grade because of the scope and complexity required to effectively execute the tasks associated with the positions.

Senior warrant officers, commanders, and mentors must ensure that the utilization of sustainment war-

rant officers enables the career-long development of technical expertise.

## **Professional Military Education**

The warrant officer cohort must recommit to learning. We are not in a position to rest on our laurels and believe that our past achievements are sufficient to carry us into the future.

Our learning environment must be one that prepares warrant officers as intellectual teammates who clearly understand the purpose behind the military operations in which they participate. When we understand the intent, we can truly work with unity of purpose.

Sustainment warrant officer professional military education (PME) must continue to evolve. The education that we provide must take students out of their comfort zones by using innovative teaching techniques and challenging academic curricula.

This past year, the Combined Arms

Support Command conducted a PME analysis to identify warrant officer technical training gaps across all four sustainment branches. As a result, significant changes to programs of instruction are being instituted for both the Warrant Officer Basic Course and the Warrant Officer Advanced Course (WOAC).

Recognizing that the advanced course is the last technical course within warrant officer PME, the Ordnance, Transportation, and Quartermaster branches have all established follow-on technical training for Warrant Officer Intermediate Level Education and Warrant Officer Senior Service Education courses. This follow-on training will give senior warrant officers joint, theater, and strategic level understanding of sustainment operations.

It is important that we get our warrant officers to all phases of PME. PME attendance timelines for the advanced course must correctly align in order for sustainment

warrant officer PME to build upon the skills, knowledge, and experience developed through previous education, training, and assignments. Army Regulation 350-1, Army Training and Leader Development, outlines the goal of warrant officer PME: to afford officers the opportunity to attend schools early in their careers.

That goal resulted in newly promoted chief warrant officers two attending the WOAC within two years after completing their basic courses. The previous policy allowed warrant officers to attend WOAC only upon selection to chief warrant officer three. The new policy allows attendance nearly five years earlier. Unfortunately, having this training too early in one's career creates a significant technical training gap that negatively affects long-term de-

velopment and degrades readiness.

To correct the developmental timeline, the Combined Arms Support Command has established a prerequisite that requires a sustainment chief warrant officer two to have at least two years of time in grade before attending WOAC. This will allow warrant officers to develop the necessary skills prior to attending WOAC.

### Leader Development

Leaders must maximize warrant officer professional development opportunities through a deliberate, continual, sequential, and progressive process. Having a warrant officer leader development program is a great technique for tackling warrant officer development areas.

However, to truly develop the team and strengthen the character,

leader attributes, core competencies, and professional competence of warrant officers, you must include them in the officer professional development (OPD) program. Warrant officers should be required to participate in both the warrant officer leader development program and the OPD.

Warrant officers one and chief warrant officers two should attend company-grade OPDs, chief warrant officers three and four should attend field-grade OPDs, and chief warrant officers five should attend senior officer OPDs. In the end, it is about leveraging the diverse talents of the entire team to professionally teach, coach, counsel, and mentor.

### Talent Management

The Army is by no means short on



*Then Brig. Gen. William J. Walker thanks District of Columbia National Guard warrant officers for their service to the organization on Feb. 27, 2018. Maj. Gen. Walker is the commanding general of the District of Columbia National Guard. (Photo by Spc. Kevin Valentine)*

talented sustainment warrant officers, which is why we must manage our stellar performers' careers closely. Chief warrant officers five are some of the most senior and valuable members of the Army.

Consequently, to maximize the unique talents, skills, and knowledge of the most senior warrant officers, we have implemented across the sustainment community a chief warrant officer five talent management process that aligns the skills, attributes, and characteristics of individual warrant officers with the scope and complexity of positions.

Starting this year, all chief warrant officer five assignments will be managed in a similar manner as assignments for colonels who are former battalion commanders. Each assignment will be scrutinized and approved by a senior general officer

board of directors and then personally approved by the Army Materiel Command commander.

This new assignment management process requires a significant cultural shift for both leaders and senior warrant officers. There will be growing pains, but ultimately, it will enable us to align the best-qualified warrant officers with the right jobs at the right times. This talent management process takes into consideration the development of core branch or functional area competencies that have been cultivated through service in progressively more challenging developmental positions.

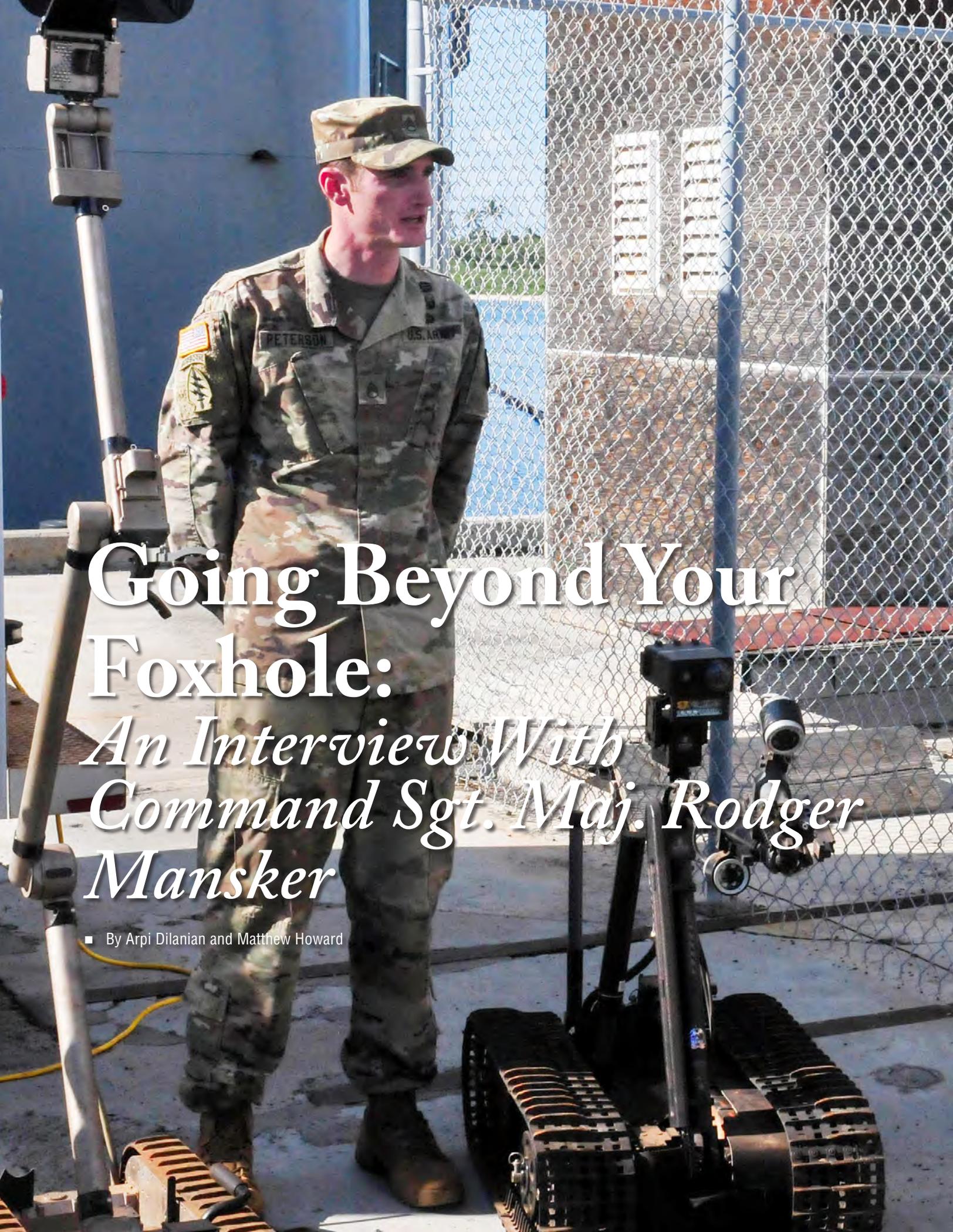
There is no question that the sustainment warrant officer plays an integral role in the Army's ability to fight tonight. Despite many chal-

lenges, today's warrant officers remain the best-educated and trained cohort we have ever fielded. Leaders across the force must remain committed to transforming and modernizing warrant officer talent management, education, and leader development programs in ways that recognize and cultivate sustainment warrant officer talent to support the Army's ability to build and preserve readiness.

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Chief Warrant Officer 5 Richard C. Myers Jr. is the command chief warrant officer for the Combined Arms Support Command. He holds a master's degree in business administration from Touro University. He completed all levels of warrant officer education and is a graduate of the Command and General Staff College.





# Going Beyond Your Foxhole:

*An Interview With  
Command Sgt. Maj. Rodger  
Mansker*

■ By Arpi Dilanian and Matthew Howard



*Command Sgt. Maj. Rodger Mansker receives an explosive ordnance disposal capabilities briefing during a visit to the 8th Theater Sustainment Command in Hawaii on Jan. 11, 2018. (Photo by Sgt. 1st Class Michael Behlin)*

The Army's senior enlisted logistician shares his thoughts on talent management and developing future leaders in logistics.

Command Sgt. Maj. Rodger Mansker, the Army's senior enlisted logistician, is known for his focus on quality of life and training for Soldiers. Since enlisting in 1985, he has experienced deployments to Iraq, Saudi Arabia, and Somalia. His career is culminating with his current assignment as command sergeant major of the Army Materiel Command. He sat down with us to share his thoughts on talent management and developing future leaders in logistics.

*How has the Army's approach to talent management evolved throughout your 32-year career?*

Early in my career, the Army was very much focused on military occupational specialties (MOSs)—proficiency in a particular specialty and the corresponding positions throughout that career path. Now the Army has gone more toward understanding all career fields.

As we're supporting the Army, especially as logisticians, understanding functional areas outside our own MOSs is critically important. Knowing how [other] MOSs operate allows us to be more predictive in how we support them in the field.

This understanding also allows us to work more cohesively as a team and to broaden and diversify more than we ever have. And we're gaining that knowledge much earlier so we can really create Soldiers who are multifunctional and multicapable in all formations as they rise through the ranks. We're really trying to get away from being so stovepiped and parochial, and we're doing a much better job than when I came in. Data, and access to it, has helped spread that knowledge and understanding across career fields.

*What aspects of talent management are you and Gen. Gus Perna working to influence?*

Gen. Perna and I believe in the exact same thing: unselfish leadership

and allowing Soldiers go to grow. We don't always want to use our best and most talented Soldiers exclusively. We need to let them go and experience other things. Selfish leadership is holding on to your best until you're gone and not worrying about their careers, promotions, or proficiencies in other areas.

We are focused on managing talent and getting people in the right places at the right times in their career paths. I'm a big believer in maximizing talent and potential and assigning Soldiers to positions that are most challenging. We cannot grow by doing things we have already mastered.

We now take Soldiers and determine what their knowledge, skills, and abilities are, what they're potential is, and then assign them to ensure we are managing talent in the best way possible. The Integrated Personnel and Pay System—Army (IPPS—A) will be coming online within the next year or so. It's going to give us even more understanding of Soldiers and their skills, especially of National Guard and Reserve Soldiers and what they do in their civilian lives. IPPS—A will help us maximize the use of those skill sets as well.

*How is the Army enabling senior noncommissioned officers (NCOs) for mission success in complex and rapidly changing environments?*

Recently, TRADOC [the Training and Doctrine Command] established the NCO Professional Development System. While the old system, the NCO Education System, was just training and educating, the new system links self-development, the operational domain, and the institutional domain together. And the domains are nested to maximize the time in each. So now we see the connective tissue in how we're growing people, and it's progressive growth.

When you take a self-learning module and then go into the institutional domain, there's connection there. You're progressively learning and you have a greater understand-



*The Army Materiel Command's senior enlisted Soldier, Command Sgt. Maj. Roger Mansker, listens to a briefing during a visit to the 8th Theater Sustainment Command on Jan. 11, 2018. (Photo by Sgt. 1st Class Michael Behlin)*

ing, so we don't have the seams or gaps that we used to have between domains.

As the Army's senior enlisted logistician, I work hard on diversifying and broadening Soldiers and doing so earlier on. We should not wait until Soldiers reach master sergeant or sergeant major to start cultivating that understanding of the enterprise, strategic, and operational levels. We need them to be great at their MOSs, but along the way, we have to grow them exponentially. We have to do it iteratively, and we can't do it all in one school. It has to be done progressively throughout the schools.

TRADOC recently established the Master Leader Course, which targets master sergeants. We had a gap at that level because previously we did not have a school for Soldiers moving from sergeant first class to sergeant major. But there are some key leadership positions at the master sergeant level, and that's really where we want to grow our leaders.

We should broaden and diversify them then so they have a better understanding when they become sergeants major and are in charge of something functional with multiple MOSs in their formations.

*What is some of the feedback you have received on how Soldiers perceive their careers are being managed?*

My perception of younger Soldiers is that they see the career path, but they don't fully understand it. There are a lot of positions out there they don't understand, and they don't understand how to get there. As you become more senior, obviously those positions become more known and well-understood, but I would offer that we are a little late at times in having that understanding.

Access to data, or knowledge, does not equal understanding. It's critical for us as senior leaders to really explain that career path and career mapping to younger Soldiers so they

know how to get there, why they need to get there, and what skills it will take. We owe that to them.

*Leader development is critical for building readiness. What is your philosophy on leadership?*

Leader development must be progressive, and I always talk mission command. Mission command is the art of leading through others. It's about providing guidance and intent and holding Soldiers accountable, but never abdicating your responsibility as the leader.

It's also understanding that mistakes may happen as we empower others. Obviously we don't allow mistakes that put people at risk, but mistakes foster growth as well; you learn from your mistakes as well as your successes.

I think all senior leaders owe it to every Soldier to develop them as leaders through mentoring and coaching. Leader development does



*The Army Materiel Command's Command Sgt. Maj. Rodger Mansker visits the 8th Theater Sustainment Command on Jan. 11, 2018. The visit included a tour of the Logistics Support Vessel-2 CW3 Harold C. Clinger. (Photo by Sgt. 1st Class Michael Behlin)*

not start when a Soldier is a sergeant; it starts way before that. We have to teach Soldiers both the disciplines—how to lead, but also how not to lead.

***What role do mentorship and leader development play in managing the Army's talent?***

First, I think we have to clarify the difference between a mentor and a coach. I constantly talk to NCOs about this, asking who their mentor is. I often find the person they are referring to is really their coach.

A coach is generally inside your functional area, your MOS, and typically your career path. A mentor, however, is someone who is able to tell you what you need to do, whether it's continuing as you are or doing things differently than you're used to. Often we're too comfortable talking to people we know or people we're familiar with, but somebody has to be able to teach you the other side of the career path, which is skills, leadership, and how you're perceived.

A mentor really rounds you out from different angles and develops your leadership skills. And your mentor has to change as you progress through your career, as you become more successful and rise through the ranks into positions of increased responsibility. A mentor who has never been in the position you're in, or about to be in, can offer very little.

My mentors are all retired. I'll tell you they are not logisticians; both of my senior mentors are in the combat arms field. I think that I know logistics pretty well; it's the stuff outside of that sustainment lens where those mentors really come in and make a difference.

They're able to tell me how other functional areas work, how I'm perceived, and how to operate at the higher echelons because they retired at the Army command level. Leaders are the difference in our great Army, so taking advantage of their knowledge and experience through mentoring is critical.

***From being a mechanic to shaping policy at the Pentagon, how has your broad range of jobs affected your development?***

If I had taken the path I thought my career should've gone, I would not have been afforded the opportunities that I've had to really broaden myself. I never would've guessed this path that I've actually taken.

A coach is generally inside your functional area, your MOS, and typically your career path. A mentor, however, is someone who is able to tell you what you need to do, whether it's continuing as you are or doing things differently than you're used to.

Spending time in the Pentagon broadened me in areas that I did not know were my weaknesses. It taught me the effects that policies and decisions have across the entire Army. Some things that I maybe would've complained about earlier in my career, I now understand why they're done and how to make them happen.

I personally have a thirst for knowledge and have had, and continue to have, great leaders guiding me in my career. So I often tell people they should always learn more, to keep learning and asking for more. Back when I was a sergeant first class and master sergeant, I would argue that I was successful, but the reality is I could've been much better had I known what I know now.

How do we get that knowledge and understanding earlier? I coach young logisticians on just that. Once you've mastered the skill and understanding of your own MOS, you also have to understand the people around you that enable you. If you are an ordnance person, you should know transportation, you should know quartermaster. You should know them because eventually you are going to have a formation that has all of those functional areas in it as well as

human resources and finance.

While I'm ordnance proud and could still be considered ordnance, I'm not truly ordnance anymore. In my view, I have not been ordnance since about the sergeant first class level. And it's the career path I took that has guided me to this point of understanding beyond just ordnance.

Don't be afraid of uncomfortable areas, of formations that don't neces-

sarily fit your career path, as long as you're growing in every one of them. The critical part is performance. Obviously, knowledge and understanding of your MOS is important, but do those extra things. Go be a drill sergeant; go be a recruiter; go be an instructor, or observer-coach/trainer. Those are all positions that will broaden you and help you see where you need to grow.

If you think you're going to be a mechanic your whole career, think again. To that young logistician today, I would offer the importance of going beyond your own MOS's foxhole and really understanding the broader career field you fit into and the network of functional areas you both support and are enabled by.

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Arpi Dilanian is a strategic analyst in the Army G-4's Logistics Initiatives Group. She holds a bachelor's degree from American University and a master's degree from Rensselaer Polytechnic Institute.

Matthew Howard is a strategic analyst in the Army G-4's Logistics Initiatives Group. He holds bachelor's and master's degrees from Georgetown University.



# Developing Civilian Leaders in a Complex Sustainment Enterprise

■ By Lisha Adams



*Donald Camp, a logistics assistance representative with the Aviation and Missile Command, and Spc. Damian Murry with C Company, 2nd Battalion, 227th Aviation Regiment, 1st Air Cavalry Brigade, conduct main rotor system maintenance on a medevac helicopter on March 27, 2018, at Katterbach Army Airfield in Ansbach, Germany. (Photo by Charles Rosemond)*

The Army Materiel  
Command develops  
civilian leaders  
to lead its extensive  
Department of the  
Army workforce and  
improve the Army's  
readiness.

A Soldier's route to personal and professional readiness is well defined, but the path for Department of the Army (DA) civilians is not as clear. In the Army sustainment community, with its substantial DA civilian workforce, developing civilian leaders starts with clearly articulated requirements and a rigorous commitment to professional development. Readiness remains the Army's watchword, and developing DA civilians within the Army profession is a critical component of ensuring readiness across the force.

### Career Programs

The Army is committed to civilian professional development and has defined 32 career programs to manage its human capital. Career programs help create career paths with educational and developmental opportunities that ensure personnel have the resources available to reach their full potential.

Career program management is a team effort between the civilian employee, the supervisor, and the career program manager. Employees must understand the opportunities available to them and take an active role in choosing their career paths. Supervisors must enable training and development to make civilian employees successful. The career program manager provides the framework and guidance to enable workforce and talent management in every functional area. Together, these components play a significant role in fulfilling the sustainment mission and providing readiness for the joint warfighter.

### Civilian Readiness

As the Army Materiel Command's (AMC's) senior civilian, my priority is ensuring our civilian workforce is trained and ready to execute directed missions in support of Army priorities. As an employer of 26 percent of the Army's civilian population and 55 percent of the Army's wage grade population, AMC wants trained, qualified, and certified employees who produce results. It is essential for AMC leaders to provide opportunities and enable

employees to get the training and development they need.

Defining the term "ready civilian" is crucial in charting the path forward. What is a ready civilian, and what is the civilian workforce supposed to be ready for? These questions are met with interesting responses across the AMC enterprise, which spans from the shop floors of maintenance depots to technology-laden research labs.

While the dialogue reflects the diversity of our workforce, a constant theme emerges. Above all else, a ready civilian is one who is prepared to take action and is committed to providing Soldiers with the timely support necessary to meet today's challenges and posture for tomorrow's threats.

Most DA civilians make a 30-year commitment to the Army. That means 42 percent of a civilian's average lifetime is spent working, and more than half of an employee's waking hours are spent at work. People want personal fulfillment, work-life balance, goal achievement, and financial security in their jobs.

If we can help DA civilians take control of their careers by showing them career paths and providing training resources, there is a better chance that their 30-year commitments will be fulfilling. By enabling success, personal fulfillment, work-life balance, goal achievement, and financial security, we will have committed DA civilians who produce results.

### Character, Competence, and Commitment

As stated in Army Doctrine Reference Publication 1, The Army Profession, being a professional requires us "to provide a unique and vital service to society ... by developing and applying expert knowledge." It requires us to "earn the trust of society through ethical, effective, and efficient" service and to "establish and uphold the discipline and standards" of the profession, "including the responsibility for professional development and certification."

Doctrine tells us Army professionals are honorable servants who

earn and sustain the nation's trust by demonstrating character, competence, and commitment. One element of the Code of Ethics for Government Service is to give a full day's labor for a full day's pay and give earnest effort and best thought to the performance of duties.

Character is not just what you know; it is who you are. Who you are will determine what you do. As stewards of our profession, we are accountable to each other and to the American people. As professionals of character, we serve honorably while obeying laws and legal orders. We act with integrity.

As competent professionals, we lead and follow with discipline. In seeking to maintain and enhance our professional competence, we understand that beyond our knowledge and abilities, competence also encompasses our attitudes and behaviors. We continually advance our expertise through our day-to-day emphasis on professional development and life-long learning.

Like our military counterparts, DA civilians swear an oath as we start our careers. That commitment is the foundation of our profession. Throughout our careers we serve as leaders and followers. As leaders, we must continually grow, learn, and develop while providing the same opportunities to those we lead.

In the sustainment community, we dedicate our efforts to providing reliable and enduring support to the warfighter. Understanding the significance of our purpose provides much of our motivation. Character, competence, and commitment provide us with the confidence required to be effective Army leaders.

An Army career, whether military or civilian, is a noble calling. Those who have pledged to serve do so from a sense of commitment to our Soldiers and our nation. We must have that same level of commitment to those we lead. A committed leader empowers employees and creates opportunities for professional development. Those who look to us for direction and guidance should find a devoted leader with a winning attitude.

## Leader Development

Developing civilian leaders is among my top priorities to make certain the civilian workforce successfully provides stability and continuity during war and peace. In this role, the workforce must demonstrate that it is trustworthy, reliable, and capable of equipping and sustaining our troops on the front lines.

Whatever brings civilians into the Army fold, they soon find that beyond the profession of preparing for war, the Army is also in the leadership business. Since its inception, the Army has grown and developed leaders. Unlike their uniformed counterparts, DA civilians don't wear their ranks. But make no mistake, civilian employees look to their civilian leaders in the same way a private looks to a sergeant for direction, guidance, and career development.

The Army also provides a means to help civilians develop leadership skills. Every employee should have the opportunity to attend Civilian Education System courses. This leader development program includes five courses ranging from the Foundation Course, which teaches the basics, to the Senior Service College, which prepares leaders to think and operate at the strategic level. I encourage employees to take advantage of these opportunities. I also encourage all leaders to ensure employees are aware of and provided the opportunity to attend these courses.

The Enterprise Talent Management and Senior Enterprise Talent Management programs also provide opportunities to further civilian leadership and career growth. These programs bridge the gap between functional and technical training and include formal instruction, senior leader mentorship, developmental assignments, and self-development activities.

To play our part in readiness, we must ensure our employees take advantage of professional development opportunities. We must also foster an environment that grows innovative civilian leaders with critical thinking

skills that prepare them to face the challenges ahead.

## Discipline and Balance

We must look within ourselves to determine how best to reach our goals as leaders. For me, that involves a commitment to self-development; maintaining balance between mental, physical, and spiritual well-being; and taking time to reflect.

Discipline and balance are crucial to Army readiness. Discipline is having the mastery, preparation, and authority needed to meet goals. Balance is the ability to fully engage all aspects of life to face work challenges with energy, dedication, and the focus needed to make crucial decisions.

Since we don't take semiannual physical fitness tests or qualify on weapons regularly, DA civilian preparedness is not always measured or recognized. Even so, Soldiers must know and have confidence in the team of dedicated DA civilians that stands with them as they face down the enemy.

I count on leaders to provide focus and ensure that focus is aligned with identified priorities. Hold yourself and others accountable. Build on the commitment of the DA civilian workforce to develop competent and courageous leaders who are willing to challenge the status quo.

In times of war, Soldiers want and deserve to be surrounded by the best. As we shift our focus to the future, Army leaders have clearly outlined priorities. I challenge our civilian leaders to reevaluate themselves and their teams to ensure we are all aligned with those priorities and are always ready to answer the call.

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Lisha Adams is the executive deputy to the commanding general of AMC at Redstone Arsenal, Alabama. She holds a bachelor's degree in economics from Birmingham-Southern College and an MBA from the Florida Institute of Technology. She is Defense Acquisition Level III certified in program management and life cycle logistics.





# Growing the Army's Bench:

## *An Interview With Retired Lt. Gen. Mark Hertling*

■ By Arpi Dilanian and Matthew Howard

*Retired Lt. Gen. Mark Hertling discusses the importance of talent management for the Army today. Hertling was the first commander of initial military training and now develops leaders in the health care industry. (Photo by Samuel Curtis)*

The first commander of initial military training discusses his military and civilian experiences with talent management.

Throughout his nearly four decades in the Army, retired Lt. Gen. Mark Hertling gained a reputation for his ability to connect with people at all levels. A distinguished commander and skilled trainer, his career was highlighted by Soldier-focused leadership, most notably as he led the 1st Armored Division during the surge in Iraq and during his tenure as commanding general of U.S. Army Europe (USAREUR).

Today, he develops health care leaders as part of a Florida-based hospital system and serves as a military and national security analyst for CNN. He does this while continuing his study of leadership in pursuit of a doctoral degree. Here are his insights on the importance of talent management and what the future holds for the Army.

*What do you consider to be the foundation of leadership within the talent management model?*

Well, the Army has great doctrine on that. In Army Doctrine Reference Publication 6-22, Leadership, we are taught the three legs of the leadership stool. The first leg is what is taught in the schoolhouse—the attributes and competencies of leadership, the processes and systems of management, and the elements of different types of authority. The second leg is self-development—what each individual is responsible for regarding his or her own personal growth. The third leg is what we learn every day as we look around the operational environment.

There's a continuous focus on improvement in each of these areas so we can contribute to our organizations. We apply what we learn in the schoolhouse and during our spare time reading, writing, and analyzing, as well as what we learn daily in our jobs. All that is evaluated and becomes part of who we are and how we develop what the private sector calls the leadership development aspect of talent management. In many cases, we do it a lot better than the

private sector, and they could learn much from us.

In my doctoral program, it's been surprising that all the things we teach in the military—based on 250 years of experience—is fascinatingly aligned with leadership theory taught in the business space and civilian schoolhouses. But we have the ability to apply those lessons in the toughest environments and in very unique circumstances when we engage with our Soldiers.

If you go to Amazon.com and search for leadership books, you will find about 170,000 titles; I know because I've done it. It's the third-most written about subject behind religion and diet and exercise. If there are that many books on it, why aren't we better leaders? Considering some of the sexy titles and gimmicky approaches the private sector uses, I think our Army is the closest to getting it right.

*You were responsible for integrating the training of thousands of Soldiers as the first commander of initial military training (IMT). What were some of the challenges you faced?*

It was one of the most challenging jobs I had. I received my marching orders from my boss, Gen. Martin Dempsey, who was the Training and Doctrine Command commander. We are good friends and have always had a very open and candid relationship.

As I was preparing to take command, we had been at war in Iraq and Afghanistan for several years, and he told me he thought we needed to make some major changes. He said, "I don't know what the deep-seated challenges in IMT are ... but we need to fix them, look to the future of training before any challenges break us as an Army, and figure out how we need to adjust skills, values, and attributes for our Soldiers in the future."

That's great mission guidance! A few weeks later, we had a multiple-beer conversation at his kitchen table about the approach we needed to take. From a skills perspective, there was too much to train for the amount

of time we had in the training base.

Because of what we were learning in combat, our field commanders were driving more requirements to teach recruits this new skill or that new tactic. Everyone was trying to jam too much into initial training. We had to make some tough calls on what to eliminate and add to ensure our Soldiers were prepared to join their units, learn the skills for their unit's specific combat tasks, and then be ready to deploy.

Training values was also important but often fell off the plate because of other requirements. Values are what make our Army different and better, and they are a critical piece of bringing new Soldiers into our organization. Truthfully, we were not training our values. Our drill sergeants just said, "These are our values," without a lot of follow-on teaching, so we needed to improve our approach. We received a lot of help addressing that in the right ways, and I think that made a huge difference in polishing our people to meet the demands of our profession.

Another element centered on Soldier attributes—physical attributes, resiliency, and the emotional and psychological approach to what Soldiers are asked to do. Because of some societal weaknesses—a lack of physical education in schools, bad diets, and changing social and family structures—we had to pay particular attention to physical training because civilians joining the military were not as fit as they used to be.

We radically changed physical training with the Soldier Athlete Initiative and a new manual and provided healthier foods in our dining facilities with the Soldier Fueling Initiative. All of that added up to more fit, ready, and resilient Soldiers, and they are all really important programs.

Just like today, we had three generations changing these programs, each with different cultures. I was a baby boomer in command, we had a bunch of Gen Xers as drill sergeants, and all the new recruits were millen-

nials. That made for some interesting dynamics in the training base.

As I took on those responsibilities, I read a lot of books—getting back to that self-study piece of leadership. A particularly insightful one was *The Drillmaster of Valley Forge: The Baron de Steuben and the Making of the American Army* [by Paul D. Lockhart], so we updated Friedrich Von Steuben's famous Blue Book and started giving it to all new Soldiers.

Another book was about Gen. John J. Pershing's approach to building the force during World War I. During that period, the Army had to generate a force of 1.5 million Soldiers in a very short time, and there were all kinds of questions about what they should do in the training base. Pershing wrote a letter from France to the commander of training in the states with a great line about their shared responsibilities: "Teach new Soldiers how to salute and how to shoot, and I'll do the rest over here!"

There must be a continuum of training and talent development within our military. Operational commanders will say, "That's the responsibility of the schoolhouse." And schoolhouses will reply, "We don't have enough time; you guys need to do some of it." There has to be coordination in our approach to training and talent development for turning the apprentice into a tradesman and eventually into a craftsman.

***As commanding general of USAREUR, how important was actively managing talent for building readiness?***

In any large organization, talent management and development are critically important. I'll always remember my time as a newly promoted brigadier general attending the Strategic Leader Development Course. Today, new brigadiers call it the "charm school," but it was the first time we were able to hear from all of the Army's senior leaders in one place.

In my class, Gen. Eric Shinseki,

the chief of staff of the Army, came in first and congratulated us on reaching the level of general officer. He thanked us and our families for our contributions to the Army and the nation's security and discussed the demands of being a general officer.

We were all puffed up about who we had become, but at the end of his pitch, he changed the subject. There were 31 of us in the room, and he told us he could put all of us in a plane, crash it in the middle of the Atlantic, and replace us in a nanosecond because the Army bench was that good.

He was sending a message: don't get full of yourself, because you can be replaced. He told us that our most important job was to grow the bench for the rest of the Army, grow our own replacements, and keep our organization strong by selecting the best. That made a huge impression on me. Whatever job I took as a general officer, I attempted to make talent management the first priority.

USAREUR had several different missions: engaging and developing the forces of 49 other countries, being prepared for several operational contingencies, and conducting training requirements and deployments for missions in the Middle East. In traveling around and engaging with Soldiers, I had to do what the Army said to do and look two levels down. As the theater commander, I attempted to spend as much time as I could with the brigade-level commanders of about 20 brigades and 10 garrisons.

All of these men and women were the best of their branches. I owed it to them and the Army not only to develop them but also to make subjective decisions about which of them should be the generals of tomorrow. That's a tough responsibility.

Ensuring those officers were doing the same for their subordinate officers and noncommissioned officers was also critical. The toughest requirement for any strategic leader in a large organization is to learn your people, and there's no excuse for not doing so. You have to know

your folks well enough to help them polish their strengths and overcome their weaknesses. It takes personal and organizational energy and making use of what Robert E. Lee once called “snippets of time.”

I also had to continue to develop myself. I had a bevy of young folks who helped me to “see myself.” I had sergeants who taught me the intricacies

and different service and job requirements based on a progression of learning so we can be promoted and take on increasing responsibilities. That’s not the same for many organizations in the private sector.

The private sector also doesn’t have the training or education resources we have. Most corporate organizations have not established a school-

not getting what they want for an assignment, school, or command. But we serve in a profession. And a profession under the transformational leadership theory has different requirements than a business under a transactional leadership promotion system, hierarchy, and operational model.

## Values are what make our Army different and better, and they are a critical piece of bringing new Soldiers into our organization.

of information technology. I attempted to get up-and-coming staff officers and receive reverse mentoring from Soldiers. One Soldier I selected as an aide helped me tremendously in understanding the challenges of women in the Army.

It’s really amazing. As a brand new second lieutenant, I had a tank platoon of 19 guys in Europe, and 37 years later I was commanding the forces in that theater. The Army’s training, development, and leadership model helps all of us make those continuous transitions. It prepares us for increasingly tougher missions, leading larger numbers of people, dealing with a variety of different bosses, and requirements to learn other cultures.

I was a tanker, but eventually I had to learn how the air defense and artillery culture worked. I had to learn about the tribal cultures of the infantrymen and special operations forces and even find out about the Hittites we call logisticians. I think our doctrine and the way we do business prepares us pretty well for all of that, and it sure does make it fun and challenging.

### *How does the Army differ from industry in the way it manages talent?*

We are a hierarchical organization. We have processes and procedures

house where they can teach these things. Some have, but they pale in comparison to the Army. And most do not put the same emphasis on getting it right—the timing or the board process. They attempt to do talent management by combining efficiency reports with less than adequate, subjective evaluations.

I was recently asked to develop a leadership course for physicians of a hospital system; the organization had been attempting to put one in place for six years. I introduced a board to select the attendees, and you would’ve thought I had brought tablets down from the mount! That we actually looked at different people, saw qualifications beyond what was in their curriculum vitae, selected them, and chose an alternate list was such a magnificent thing for them.

I’m not knocking on the hospital system; most organizations try really hard to get it right. But I’ll admit that I’m biased because I think the military has a leg up on most private-sector organizations. We are transformational in terms of what is the best for the organization, not necessarily what is the best for the individual.

There are a lot of young officers who think the Army doesn’t manage talent in the best way possible. Many feel that way because they’re

### *How important is mentorship to talent management, and what role did it play throughout your career?*

True mentoring is developing a relationship with someone who is out to help you grow. Mentors are not dictating how you interact with people or run an organization; they are giving you candid advice based on their experience. The story of Mentor in Greek mythology tells it all; his job was to teach Telemachus while his dad went off to war. So it’s all about helping someone grow in the ways of the world and the methods of the profession.

I had multiple mentors during my career. When I was a captain, my mentor was a lieutenant colonel who later rose to the rank of brigadier general and showed me how to lead. Another was Gen. Fred Franks who spent an extraordinary amount of time with me when I was a major.

While I was commander of IMT, a command sergeant major mentored me in things I would never have known about had she not stepped forward to help. Coincidentally, I had just read a great book entitled *Athena Rising*, which discussed how males should take more time to mentor females in organizations. So the ability to trust someone, learn from them, and know that they’re there to help you become a better person is everything in leader development.

### *Can you share any talent management techniques that leaders can learn from today?*

I learned one technique from a boss at the National Training Cen-

ter when it was my first time having a large group of people I had to evaluate. He suggested I sit down within the first two or three days of taking command and tell them how I was going to evaluate them as future leaders in the profession, some of which would be based on gut feeling. Most individuals don't like to hear that; it's hard to adjust to that kind of criteria.

I told them that sometimes a call would be based not only on how well or how poorly they performed, but also on how I felt about their character, presence, intellect, and ability to generate trust. Those are things you can't put a checklist against. Sometimes you get the wrong impression of someone, but you have to make that hard call anyway because that's what you get paid to do.

You can only choose so many people to rise in a hierarchal organization, and not everyone can be the top-block officer. But if you let people know beforehand, the eventual discussions you will have to have will be a little less contentious. I took to heart—and I hope anyone who's ever worked with or for me would say this—a continual emphasis on face-to-face meetings. It gave folks a feel for how I felt about them.

I also took away a lesson from Gen. Dempsey when I was his assistant division commander in the 1st Armored Division in 2003. When I reported, he handed me a piece of paper and said, "Here's what I see as your responsibilities."

It wasn't 10 pages; it was one page. I still have that paper and did the same with my own subordinates during initial formal counseling sessions when I commanded the 1st Armored Division and USAREUR. I've used that technique in the private sector, too, with amazing results.

I always told new brigade commanders that the first year in their command they needed to learn their job; the second year they needed to try and learn mine. In effect, watch me, see what you would do like me, see what you would do

differently, and keep notes in that little green notebook we all carry around. Someday, when you're king or queen, you'll use or avoid some of these same things.

I also tell folks there is potential for miscommunication within organizations because people enjoy spending a lot of time with people they like and less time with those they don't. A good leader has to ensure they spend their time equally with all people to establish strong bonds.

When I took command of Multi-National Division-North in Iraq, I had to get to know 30,000 U.S. Soldiers, 10,000 allied soldiers (from countries like Georgia, Ukraine, Poland, and Germany), and 60,000 Iraqi soldiers and policemen who all worked for or under me. I made it my goal to get to all 79 forward operating bases throughout Iraq in my first 90 days.

Even though my team did its best to assist, I didn't make it. It took me about 120 days and it was exhausting. But it helped me to determine how operations should run and, just as importantly, how to evaluate the Soldiers and commanders under my charge. I was the one evaluating them in the career position that would probably mean the most for their future, so I felt responsible from a talent management perspective to get it right.

### *What future challenges will the military face in managing talent?*

Over the next 20 to 30 years, the Army will face dynamics we can't even anticipate now. The young private entering basic training today and the young second lieutenant reporting to his or her first unit will experience and be responsible for things they can't imagine. History tells us that.

When I reported to West Point in 1971, Vietnam was still raging, and we thought we would all graduate and go off to that war. That didn't happen. Instead, in 1975, I went

to USAREUR—what we called the Imperial Army of the Rhine—where there were a quarter of a million U.S. Soldiers serving in a Cold War Army.

We later fought in places we weren't anticipating—operations in Grenada, Just Cause in Panama, and Desert Storm. And at the end of my career, I was a three-star general off tanks and walking through villages in Iraq with a rifle in what would be a long war of counterterrorism and counterinsurgency operations.

What will happen to the kids entering today? They know there's a terrorism threat, an increasing threat on the Korean peninsula, and an expanding Russian threat. They're also going to fight information and cyber campaigns, the likes of which very few are prepared to fight, and who knows what else. Disease? Weapons of mass destruction? Are any of those going to be the wars they fight? Beats me.

No matter the war or enemy, America demands that its Army defends against it. So what are the leadership and talent management challenges associated with that?

I go back to what our doctrinal manual says: leaders are individuals of character with strong values who believe in certain things and communicate in the right way with empathy and humility. Those things don't change. But leadership doesn't just happen. Someone has to mentor you, train you, teach you, counsel you, and coach you to grow to meet those challenges.

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Arpi Dilanian is a strategic analyst in the Army G-4's Logistics Initiatives Group. She holds a bachelor's degree from American University and a master's degree from Rensselaer Polytechnic Institute.

Matthew Howard is a strategic analyst in the Army G-4's Logistics Initiatives Group. He holds bachelor's and master's degrees from Georgetown University.

# Ten Things Field-grade Officers Should Know About Career Progression

A sustainment officer who was assigned to the Army Human Resources Command provides 10 considerations for officers who want the best career outcomes.

■ By Lt. Col. Charles L. Montgomery

An assignment at the Army Human Resources Command (HRC) is an incredible opportunity for officers and enlisted personnel to learn how the Army executes personnel processes. During my time at HRC, I learned many things about field-grade officer career progression that I want to share. To achieve desirable career outcomes, an officer must consider the following 10 aspects.

## 1. Performance Versus Position

Being mentored by a senior leader is a great opportunity to develop a viable career plan. The goal is to achieve diversity of thought, so officers should have multiple mentors to avoid a myopic assignment approach. However, officers must understand that not all advice is relevant.

The way officers perform far outweighs their assigned positions. Unequivocally, all fiscal year 2017 lieutenant colonel selectees had at least one “most qualified” officer evaluation report (OER) during their key developmental (KD) positions. This is the most important promotion statistic about going from major to lieutenant colonel.

Nevertheless, a large percentage of officers assume that if they do not receive KD opportunities as a support operations officer or battalion executive officer, promotion failure is guaranteed. KD opportunities may affect what type of battalion an officer will

command; however, the key to success is to perform well regardless of the position. This debunks the myth of the so-called “accepted population.”

## 2. Put First Things First

Stephen R. Covey’s book *The 7 Habits of Highly Effective People* highlights a principle that is one of the most underrated by field-grade officers. Covey’s third principle, which he calls “put first things first,” helps leaders to discern urgency from importance.

One of a major’s first priorities is to complete the Command and General Staff Officers Course regardless of assigned method. Secondly, a major must actively establish a reputation as a field-grade officer and pursue KD opportunities immediately.

Department of the Army Pamphlet 600-3, Officer Professional Development and Career Management, states that the length of a KD position should range from 12 months to 24 months. Generally, the rule of thumb is that officers should have two OERs in a KD position.

Majors should approach future career goals logically and sequentially. This approach should include preparing for promotion to lieutenant colonel, competing for the centralized selection list, and commanding a battalion, if desired. Essentially, this is an algorithm, and step one must be accomplished before step two is initiated.

Officers projecting five-to-10 years

into the future tend to lose sight of the criticality of their current performance, which jeopardizes growth potential. As an officer’s performance changes, so does the five-year plan.

Often officers place a high priority on joint assignments; however, there are risks associated with receiving jobs for which only “the best” are assigned. Approximately 51 percent of the officers who enter these types of assignments will not exit them in the same performance tier.

Officers may have promotion to lieutenant colonel basically locked, but the probability of being selected for battalion command may be lower. A joint assignment is a great opportunity, but if you do not get promoted to lieutenant colonel or selected for battalion command, it will not take you very far.

Put first things first, and place your efforts on the immediate next step of getting promoted to lieutenant colonel. Promotion opportunities are many, and multiple paths lead to the same end state. However, officers must develop realistic plans that mitigate risks to accomplish their overall career goals.

## 3. Talent Management

Talent management affects all officers regardless of their current performance. HRC will continue to move personnel in predefined cycles, and senior leaders must not shy away from being involved in the process ear-

ly. Talent management encompasses multiple data points so that leaders can make the most informed organizational decisions.

Organizational leaders must understand that the assignments process essentially starts at the unit level. (See figure 1.) The mission-essential requirements (MER) list represents consolidated unit priorities for organizational manning requirements specific to the movement cycle.

The submission of a detailed MER is critical to enabling HRC to select the right officers for specific organizational requirements. If detailed data is not submitted, units leave the decision to assignment officers who may not have complete information to assign the officer who is best suited to the unit's mission.

The fundamental purpose of the MER is to give commanders and human resources professionals the ability to formally advocate for the skills, experience, and knowledge required to accomplish specific missions. The MER is the unit's best opportunity to submit formal input into the process. Unit human resources professionals

must have a firm grasp of their projected losses as depicted by officers' year and month of availability for assignment (YMAV) or date eligible for return from overseas (DEROS).

Timing of the MER submission is critical, and G-1s are ultimately responsible for submitting it to HRC. Leaders should expect the MER approximately six months before the cycle opens. Currently there are two cycles: the 01 cycle, which runs from Oct. 1 through March 31, and the 02 cycle, which runs from April 1 through Sept. 30. As a point of clarity, units and officers must understand that vacancies do not equate to validated fills.

Finally, account managers and assignment officers have different responsibilities. HRC account managers are responsible for representing their assigned units' requirements. Therefore, an account manager's concern is filling "spaces."

Assignment officers, on the other hand, are responsible for locating the right officer available to fill the identified vacancy. Assignment officers are concerned with the "faces" aspect,

which is based on their routine communication with the population completing the process.

Organizations should communicate routinely with their assigned account managers in order to effectively influence the process. Once a space is open and a validated requisition is created, it is up to the assignment officer to find the best qualified officer. Open communication will enhance the process immensely. The end state is getting the right Soldier with the right qualifications to the right place at the right time.

#### 4. Communication

Assignment officers typically serve on the desk for two years or four assignment cycles. Theoretically, each assignment officer will touch approximately 68 percent of their assigned population over a span of two years.

It is imperative that officers communicate with their assignment officers early, especially if they are in the next movement cycle. Assignment officers need time to work on special circumstances that require external coordination, such as by-name

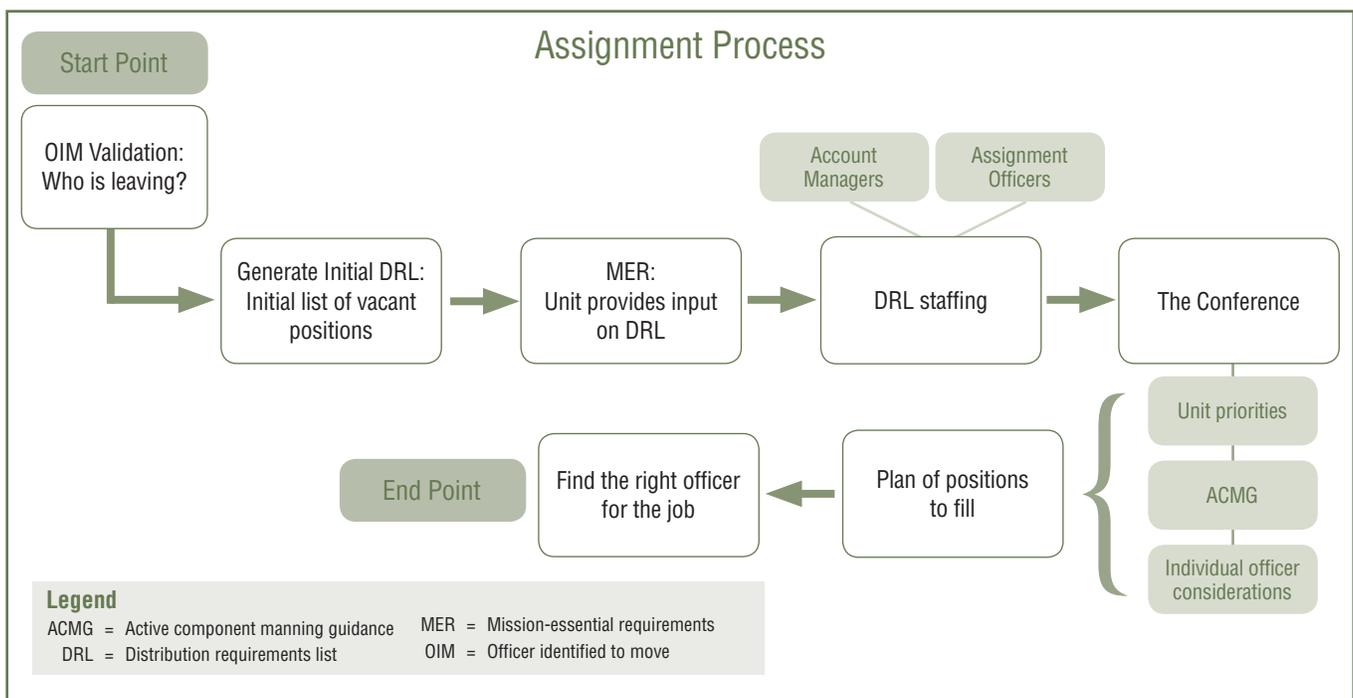


Figure 1. The assignment process starts at the unit level and moves to the Human Resources Command, where account managers focus on their assigned units' requirements and assignment managers locate officers to fill vacancies.



requests, nominations, and accommodations for enrollees in the Exceptional Family Member Program, and Married Army Couples Program.

The nomination process begins with notifying the brigade commander and the selected officer about a nominative assignment. Not all officers are interested in being nominated for special assignments; this desire must be communicated to the assignment officer in order to avoid potential friction. HRC wants to nominate officers who desire the positions and have the right skills for those positions.

Officers' personal assignment considerations are the last aspect in the assignments process. Assignment officers have an obligation to place the best officers in the right organizations to benefit the Army.

## 5. Networking Is Key

Networking at the field-grade level is integral to continuing career progression. Senior leader involvement

in the talent management process encourages officers to build a solid reach-back network. All officers need an advocate to portray their narrative during the assignment process. For the most part, an officer's immediate advocates should be from his or her current chain of command.

Hard work is only part of achieving your goal; developing a solid network is another. Your narrative is important, and developing a proper network will aid in transmitting your goals and desires. Officers are encouraged to start expanding their networks early in their careers to achieve their goals. Senior leaders play a critical role in managing talent across the organization, and your reputation will make the difference during the process.

## 6. Performance Determines Opportunities

Performance is everything. Officers rated in the top third of their peers represent the best in the field, and

these officers will have the opportunity to serve in joint assignments, as general officer aides, or in other nominative assignments reserved for the very best.

Top third officers are on track for promotion and will compete extremely well for battalion command. Middle third officers are on track for promotion but will not compete as well for battalion command. In most cases, one OER can separate officers in the top third from those in the middle third.

Middle third officers may have a chance for joint opportunities and some nominative opportunities. In this case, a middle third officer may have the right skills and experiences to supersede a top third officer.

Bottom third officers are at risk for having promotion denied and basically have no chance of selection for battalion command. This group of officers is targeted for areas that allow more opportunities to strengthen



*Maj. Dean W. Tallant is promoted to major at Aberdeen Proving Grounds, Md., on Dec. 15, 2017. Presiding over the ceremony is Maj. Gen. Kirk Vollmecke from the Program Executive Office Intelligence, Electronic Warfare & Sensors. (Photo by John Higgins)*

their files. Selected continuation officers will continue to be assessed for promotion to lieutenant colonel.

Officers must understand how their assignment officers assess them in relation to their peers. This will give them an idea of their future opportunities.

## 7. Know the Rules to Succeed

Each officer has a specific YMAV or DEROS that identifies when they

are eligible to move. Officers normally serve 36 months in an assignment, and the YMAV or DEROS is usually in the last month.

Army Regulation 614-100, Officer Assignment Policies, Details, and Transfers, offers detailed insight on assignment policies. Officers with Exceptional Family Member Program or Married Army Couples Program situations are assignment officers' first priority. Combat training center and joint assignments represent the next target. Finally, the remaining branch-immaterial jobs are filled.

Nominative assignments are continual and do not necessarily align with a specific cycle. All validated requisitions are important, and someone will fill the requirement. Having a clear understanding of your left and right parameters will ease tensions during the transition process.

## 8. Face Reality to Reduce Friction

The establishment of realistic career goals is paramount to successfully managing expectations. The number one rule is that as your performance changes, so should your future goals. Officers must routinely update their two-to-five year plans, incorporating changes to accurately project future accomplishments.

Being promoted to lieutenant colonel is definitely indicative of a suc-

cessful career. However, if someone strives to become a battalion commander, previous senior rater comments will carry enormous weight during the selection process. Making the alternate list is an accomplishment in itself because there is still a chance to receive a command based on declinations, deferments, or other actions that may require a change in leadership.

## 9. Your Family Has a Vote

Ensuring family peace is an enduring priority. Serving in the Army is a great opportunity, but it represents a short time in our lives. Family considerations should carry enormous weight during the assignments process. Medical support, educational interests, or exploration opportunities are all worth consideration.

There is a symbiotic relationship between family peace and work productivity. The Army has plenty of assignment opportunities other than brigade combat teams, and these opportunities need solid performers. Take the time to make the next move a family decision and not just about the position available. At the conclusion of your Army career, your family is going to remain the most important aspect of your life.

## 10. You Matter

Talent management must be viewed holistically. Every officer possesses certain talents that benefit the organization. We should not expend all of our energy on the top 10 percent while the remaining 90 percent are the men and women operating the organization.

Every officer matters to the continued success of our organization. From an assignments perspective, the goal is to match the right skills and experiences to the right position. I encourage officers to perform well regardless

of the assignment, and to trust the organization to keep them on a path of progression. We need all leaders in our quest to remain the dominant force in the world, and it is the responsibility of all leaders to maximize individual talents in the best interest of the organization.

One of HRC's goals is to ensure complete transparency during the as-

signments process. The Assignment Interactive Module II allows complete transparency for units and individual officers. This system allows officers the opportunity to market themselves by adding skills and experience that may enhance the gaining units' mission accomplishment.

HRC will serve as the final adjudicator, but the units' input combined with the officer's skill set are large parts of the assignment decision process. Assignment officers exist to ensure the Army is represented accurately and to match the right officer with the right assignment.

Communicate with your assignment officer routinely, especially if you are in the cycle to move. The transition process can be stressful on everyone; however, if these identified aspects are taken into consideration, friction will be reduced.

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Lt. Col. Charles L. Montgomery is the commander of the 123rd Brigade Support Battalion, 3rd Armored Brigade Combat Team, 1st Armored Division, at Fort Bliss, Texas. He holds a master's degree from the School of Advanced Military Studies. He is a graduate of Intermediate Level Education, Pathfinder School, Airborne School, the Joint Planners Course, the Joint Firepower Course, and the Mobilization and Deployment Course.

Promotion opportunities are many, and multiple paths lead to the same end state. However, officers must develop realistic plans that mitigate risks to accomplish their overall career goals.

# Future Company Leaders Learn Through Observation

The National Training Center has a guest observer-coach/trainer program that provides future company commanders and first sergeants with an opportunity to learn their upcoming roles and responsibilities.

■ By Capt. Michael McCrory

Leading a company as a commander or first sergeant is one of the most rewarding positions of a Soldier's military career. After spending years observing their senior leaders and coaching and training their subordinates, company commanders and first sergeants

take the reins prepared to help their battalions and brigades succeed.

Battalion and brigade commanders and command sergeants major are responsible for putting their best talent in company command teams. One way for them to prepare potential company leaders is to send

them to the National Training Center (NTC) at Fort Irwin, California, to be guest observer coach/trainers (OC/Ts). The guest OC/T program is a way for brigades and battalions to use their funding to teach company commanders and first sergeants about the challenges of employing



*Sgt. 1st Class Christopher Stigall coaches rotational training unit Soldiers on claymore mine placement and detonation at the National Training Center. (Photo by Capt. Michael McCrory)*

formations on the battlefield.

Guest OC/Ts witness commands similar to theirs executing operations under extreme pressure. They also assist the permanently assigned OC/Ts who coach 10 brigade combat teams and echelon-above-brigade units each year.

Spending approximately 25 days at NTC, guest OC/Ts witness the performance of the military decisionmaking process, convoy operations, troop leading procedures, priorities of work, perimeter defense, area security, and chemical, biological, radiological, and nuclear defense operations.

Logistics guest OC/Ts observe how companies support the battalion and the brigade, which ties back to lessons they learned in the classroom at the Army Logistics University. The opportunity is a truly rewarding experience for anyone looking to take charge of a sustainment company in a brigade combat team or a combat sustainment support battalion.

Some brigades send Soldiers in the ranks of staff sergeant, sergeant first class, and first lieutenant through the guest OC/T program to provide them with a better understanding of how to perform their duties in an austere environment. Soldiers who demonstrate future leadership potential should be selected. Although it can be taxing to release Soldiers during home-station operations, the long-term benefits pay immeasurable dividends to the organization and the sustainment community.

Once at NTC, Soldiers will spend a week at the guest OC/T academy learning about the terrain and survival skills. After passing a two-hour exam, Soldiers report to the Goldminer team (brigade support battalion trainers) or Wagoneer team (combat sustainment support battalion trainers) for their rotational briefing and to learn about their expected duties. The guest OC/T will observe reception, staging, onward movement, and integration, force-



*Maj. Timothy Page discusses chemical agent detection and mission-oriented protective posture while under a simulated chemical attack with a rotational training unit at the National Training Center at Fort Irwin, Calif. (Photo courtesy of Spc. Mark Ansay)*

on-force, and live-fire operations.

The program ensures that each operation at NTC has an OC/T to capture the events as they take place. Not only does this make the rotational training unit better, but the observations and insights help the guest OC/T learn. The Soldiers who become part of a company command team after completing the guest OC/T program are better prepared than their peers in the formation without OC/T experience.

Guest OC/Ts work with the Goldminer and Wagoneer teams, which include former commanders, field-grade officers who have completed key developmental assignments, prior first sergeants, platoon sergeants, and subject matter experts from the supply support activity, maintenance, and ammunition fields. Most of those personnel have witnessed numerous NTC rotations and can anticipate the success or failure of an

operation well before the rotational training unit can. They are trained to give immediate feedback that assists the units in seeing themselves.

Guest OC/Ts who work with the Goldminer and Wagoneer teams depart NTC with a better understanding of doctrine and tested solutions to decisive action and other operations. Brigade and battalion commanders should contact Dave Acker with the Goldminer team to schedule future company commanders and first sergeants for the guest OC/T program. He can be reached at david.w.acker2.civ@mail.mil or (760) 380-0998.

Capt. Michael McCrory is an OC/T for the Goldminer team at NTC. He holds a master's degree from the Naval Postgraduate School in supply chain management and a bachelor's degree in finance from Valdosta State University.

# Train for Real: Experiential Training in the Basic Officer Leader Department

Lieutenants at logistics Basic Officer Leader Courses are learning how to support real-world missions through relevant classroom training and realistic field training exercises.

■ By Keith H. Ferguson and Capt. Jeffery A. Hill

It's been raining for two days, mud is everywhere, and the temperature is in the low 40s. Several Soldiers are wearing balaclavas to shield their faces from the biting wind. The tactical operations center (TOC) is awash in activity. Although the TOC is heated, Soldiers are wearing gloves, using hand warmers, and stamping their feet to get their circulation moving.

In one corner, Soldiers are using radios to get updates on the progress of convoy missions. The company commander is reviewing assignments and coordinating efforts to keep the company performing and running smoothly.

In another corner, a translator and public affairs officer are talking to a regional governor about a situation in a nearby village. Others are sitting in chairs, escaping the miserable weather, and eating meals ready-to-eat.

Outside, convoys are loading up and preparing for various operations, from vehicle reconnaissance to route inspections. Vehicles are on the move, coming and going while Soldiers on security detail man machine guns and check people coming into camp.

This is training and education. An outdoor schoolhouse at Fort Lee, Virginia, is preparing the next leaders for the jobs they will be tasked to do throughout their careers.

## **BOLD Training**

The Army has long used experiential training and education to teach Soldiers about the rigors of their jobs, but the Army Logistics University's

Basic Officer Leader Department, (BOLD) which manages the Basic Officer Leader Courses (BOLCs), is taking this training to a new level. Increasing the rigor of field training exercises (FTXs) is the BOLD leaders' priority.

Like they do at every training center, students spend many hours in the classroom. They take notes, go on field trips, listen to lectures, watch PowerPoint presentations and videos, and take tests. But with the advent of the Army Learning Model and the current Army Learning Concept, the Army embarked on revolutionizing its training and education. This revolution is being led by schoolhouses that know what is best for their own Soldiers.

BOLC classes now have fewer lectures and more student discussions than they had previously. Instructors present students with real-world problems, lead students in problem-solving activities, and serve as guides rather than experts on every problem they present.

Remarkably, this training is not just for Soldiers. Army civilians are also participating. Civilians serve as continuity for the Army. As Soldiers deploy or move, civilians assist incoming Soldiers as they transition to their new assignments.

Some civilians have no prior military experience, so they are "greened" to understand the needs of Soldiers. Civilians within BOLD participate in land navigation, weapons qualification, and other typical Soldier tasks.

## **Experiential Training**

BOLD has embraced the philosophy of "real" training and is incorporating it into every aspect of its curriculum. This does come with a cost. Although all Army curricula go through certain processes and approvals, the approach individual schoolhouses take to teach their curricula is determined by commandants, course managers, and instructors.

BOLD teaches officers from the transportation, quartermaster, and ordnance branches. Every class has an assigned tactical officer (TAC) who models the Army values for the young officers. These TACs are committed to their classes and help them all the way through the 16-week course.

To keep training real, TACs and instructors have adapted the BOLC curriculum so that real-world problems, from ethics to common Soldier tasks, are incorporated into lessons. This has been a time-consuming process requiring great commitment.

## **Transportation FTX**

In addition to the changes made in the classroom, BOLD has applied its real-world training philosophy through FTXs. Operation Overland is a weeklong FTX in which transportation lieutenants are evaluated in a variety of leadership positions and situations. The entire event is planned and executed by students. They play the part of a distribution company supporting a heavy brigade combat team in a combat area.

During the planning process, they are given an operation order and relevant intelligence to set the stage for their area of operations. They are then responsible for creating a plan to convoy to their area of operations and support their brigade.

Each leadership role is filled by a lieutenant, and the remaining lieutenants are split into teams to support each position. The positions held throughout the exercise are company commander, executive officer, fuel and water platoon leader, transportation platoon leader, communications officer, movement control team officer-in-charge (OIC), highway regulation OIC, truckmaster, recovery OIC, and quick reaction force OIC. Once they have completed their plans, each section must create a standard operating procedure for approval.

All of their planning and rehearsals lead up to their deployment to the field. For this phase of the operation, the lieutenants team up with Soldiers and noncommissioned officers from the 508th Transportation Company to convoy to Fort Pickett, Virgin-

ia, where the weeklong FTX takes place. The 508th supports this training by providing vehicles and skilled operators not only to drive the vehicles but also to provide lieutenants with information and advice.

Logistics support and coordination for these exercises can be challenging. It takes the entire department to make sure that they run smoothly. Student Soldiers must carry out assignments in the field that would be typical of logistics Soldiers in the real world. Students are no longer in listening mode. They are actually performing the duties that they will have when they graduate.

The lieutenants fill all leadership positions required to run a convoy support operation. Each day they switch positions and learn how to do new jobs. They conduct nightly battle update briefs and reference the standard operating procedures created for each section. Every lieutenant gets the opportunity to be a convoy commander at least once and conducts a convoy in support of the company's mission.

Lieutenants plan, prepare for, and execute missions based on various scenarios, from supply drops to recovery operations to key leader engagements. A small opposing force exposes the lieutenants to some of the dangers they may face when conducting convoys in a combat zone. The opposing force places improvised explosive devices along the road and uses intermittent indirect and small-arms fire on the company area to build up to a culminating attack.

Instructors teach priorities of work in the classroom and expect them to be followed during the FTX. With the opposing force roaming, area security is essential. The lieutenants have to ensure that security is emplaced and that their base is well defended. To accomplish this, the lieutenants set up concertina wire and fighting positions prior to the operation.

### Applying Lessons

During the FTX, students learn about how their actions can affect Soldiers. This exercise exposes the lieutenants to every aspect of conducting a real-world support mission for combat troops in an austere environment.

Students are not lectured but mentored. Do they make mistakes? Absolutely. But in the learning environment, students can immediately see the consequences of their actions.

At the conclusion of each mission, students and TACs conduct after-action reviews. Students can discuss what they saw and how they felt and ask questions about their individual and team performance. TACs present the students with ways they could have acted that would have improved the results of each mission.

During the exercises, unless there is a safety issue, TACs will not correct mistakes as they are happening. They allow students to observe the consequences of their errors. The exercises allow students to make mistakes without endangering personnel or equipment. They provide students with a safe learning environment.



*A Transportation Basic Officer Leader Course student pulls guard duty on the perimeter during a field training exercise at Fort Pickett, Va., on Oct. 8, 2017. (Photo by Keith Ferguson)*



*A Soldier drives in a convoy to a key leader engagement during a Transportation Basic Officer Leader Course field training exercise at Fort Pickett, Va., on Oct. 8, 2017. (Photo by Keith Ferguson)*

In one FTX recently conducted at Fort Pickett, students running a convoy with a key leader aboard spent too long at a particular village. The scenario involved taking the key leader to meet with village leaders. However, when the meeting was over, the convoy commander did not move his convoy fast enough away from an area that might have contained hostile forces. Role-playing instructors, seeing this, improvised within the lesson plan and had the convoy attacked by insurgents. One vehicle would have been lost and casualties would have occurred.

The lessons of planning ahead, using time wisely, and understanding cultural situations were much more effectively learned in a single half hour than they would have been learned in hours of classroom training. Instructor role-players took advantage of the opportunity to teach these valuable lessons.

Every FTX is different because what is real varies with each exercise. For example, if the FTX is in January, snow might be on the ground. Snow would influence many aspects of the missions. Although safety is always a top priority, instructors and exercise controllers take advantage of the operational conditions to simulate actual missions that students will eventually perform once they graduate the course.

The FTX gives students an opportunity to learn both what to do and what not to do. It teaches that in the real world, several correct answers exist for any given set of problems, and it allows students to try to find the “optimal right.”

This type of training goes beyond textbook theories or ideas and has people taking action to solve problems. Students learn from mistakes and still get to fight another day.

The best teaching tool is experience, which is exactly what they gain from these exercises.

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Keith H. Ferguson is a staff and faculty instructor and developer at the Army Logistics University at Fort Lee. He has a master's degree in education from Plymouth State College and was honored as the Army Logistics University Civilian Instructor of the Year for 2015.

Capt. Jeffery A. Hill is an instructor/writer for the Transportation BOLC at the Army Logistics University. He enlisted in the Army in 2004 and completed the Green to Gold Program in 2011. He has a bachelor's degree in philosophy from Utah State University and is a graduate of the Transportation BOLC, Logistics Captains Career Course, Unit Movement Officer Course, Unit Armorer Certification Course, and Airload Planners Course.

# The Army Needs a Single Ammunition Management System

The Army uses three systems to manage ammunition during stability and reconstruction operations, but the Standard Army Ammunition System–Modernization can do it alone.

■ By Lt. Col. Jeffrey L. Lucowitz

In order to have accurate theater ammunition planning and management during the transition from phase III (combat) operations to phase IV (stability and reconstruction) operations, the Army needs a single management system for both training and operational ammunition.

The use of operational ammunition for mission rehearsal exercises and test firing should be expected and planned for during combat operations. However, this is not the case when it comes to how logistics planners manage and account for munitions during a transition to stability and reconstruction operations in a joint or combined operations environment.

Stability and reconstruction operations come with a new bag of logistics support requirements, including weapons proficiency training, familiarization, and qualification for U.S., coalition, interagency, and host-nation security forces.

To preface this discussion, it is necessary to clarify that using one system would not change the services' Title 10 responsibilities to equip and train with both common and specialized conventional munitions.

The authorities of the joint forces commander, defined by the Goldwater-Nichols Department of Defense Reorganization Act of 1986, would remain unchanged regarding the delegated responsibilities of the geographic combatant commander to provide common-user logistics for all ground troops within the geographic theater of war. And the Army would

remain the Department of Defense's executive agent for common-user conventional munitions.

## Three Ammunition Systems

Ammunition planners currently manage three different ammunition accounting management systems. Using three systems makes it difficult to accurately plan for and manage ammunition for a rapidly evolving battlefield, especially once forces have transitioned from combat operations to stability and reconstruction operations.

The ordnance community uses two management systems to manage munitions belonging to two very different ammunition budgets. These systems are the Standard Army Ammunition System–Modernization (SAAS–MOD) and the Total Ammunition Management Information System–Redesigned (TAMIS–R).

SAAS–MOD is the automated management system used at ammunition supply points to track and report ammunition that is dedicated to the logistics support of commanders. TAMIS–R is used to manage training ammunition for the Army and its sister services.

A third management system accounts for ammunition down to the unit identification code level. This capability was previously accomplished through the Property Book Unit Supply Enhanced, but now it is accomplished through the Global Combat Support System–Army (GCSS–Army).

Units use GCSS–Army to update the on-hand stockage levels of their ammunition basic loads (ABLs) on

their property books and to show expenditures.

## Challenges of Three Systems

The challenges theater ammunition managers experience when transitioning from combat operations to stability and reconstruction operations can be divided into three distinct categories.

First, ammunition planners must trust that units continually update their ABLs in GCSS–Army. Second, ammunition planners must account for operational munitions that are stored at supply points throughout all levels on the battlefield through SAAS–MOD, which feeds information into GCSS–Army. That includes ammunition on-hand, used for re-supply, and due-in at the ammunition storage area.

Third, ammunition planners must rely on TAMIS–R to plan for training ammunition requirements, including ammunition for familiarization, qualification, mission rehearsals, and test firing. However, TAMIS–R does not account for ammunition requirements for coalition forces training, interagency training, and host-nation security forces training.

When used properly, these systems are designed to feed real-time status reports to GCSS–Army to provide commanders and logistics managers with a common operational picture (COP) for logistics statuses throughout the theater of operations. However, TAMIS–R and SAAS–MOD do not currently feed the status of on hand or requested training munitions to GCSS–Army.



*A Soldier assigned to the 1st Brigade Combat Team, 2nd Infantry Division, loads training ammunition during a decisive action rotation at the National Training Center at Fort Irwin, Calif., on April 6, 2018. (Photo by Spc. Daniel Parrott)*



*Ammunition belts are given to each convoy live-fire escort team during qualification as part of Operation Cold Steel II hosted by the 377th Theater Sustainment Command at Fort Knox, Ky., on March 23, 2018. (Photo by Sgt. Jasmine Spain)*

## Training Munitions

Training munitions statuses can be tracked only by executing a manual Department of the Army Form 581, Request for Issue and Turn-in of Ammunition, between TAMIS-R and SAAS-MOD for the training munitions being requested and expended. This transaction is even more cumbersome when transitioning to stability and reconstruction operations because of the added requirements of commanders who must conduct regularly scheduled weapons proficiency training, familiarization, and qualification in accordance with Army regulations.

TAMIS-R is not available at the operational and tactical levels, while SAAS-MOD is available at the lowest tactical level of the brigade combat team. However, the advantage of TAMIS-R is that it allows the joint services to request and forecast ammunition. Its drawback is that it does not support commanders and lower level leaders in forecasting or requesting training ammunition for combined task forces or host-nation security forces that must use acquisi-

tion and cross-servicing agreements to request, purchase, and account for training munitions.

For ammunition planners and managers, it is clear that the commodity management tool that provides commanders with the logistics COP for the battlefield and feeds status reports in GCSS-Army is SAAS-MOD.

The Global Command and Control System-Army receives status report feeds from GCSS-Army and transmits status reports directly into the Defense Readiness Reporting System-Army. This fuses Army training, readiness, and equipment data so the commander can track detailed information on unit capabilities in the high-operating-tempo conditions that are inherent in wartime.

Once SAAS-MOD is converted to GCSS-Army, units will be able to report on-hand stockage levels of munitions both on the unit property books and at ammunition storage points.

In a combat environment that is sure to require a joint, combined, interagency effort, the art of mission command and the need for a COP

among theater ammunition managers is greater than ever, especially during prolonged stability and reconstruction operations. When it comes to the management and accountability of training and operational munitions for combined forces, there is truly a need for one ammunition management system. The best system to provide uninterrupted ammunition support throughout the battlefield during stability and reconstruction operations is SAAS-MOD.

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Lt. Col. Jeffrey L. Lucowitz, is an instructor in the Department of Logistics and Resource Operations at the Army Command and General Staff College. He holds a bachelor's degree in marketing and management from Siena College and a master's degree in management and leadership from Webster University. He is a graduate of the Ordnance Officer Basic Course, Combined Logistics Captains Career Course, Support Operations Officer Course, Joint Planners Course, Army Command and General Staff Officer's Course, and the Combined Arms Service and Staff School.

# Mobility Challenges in the European Theater

A reduced movement control force structure, commercial carrier dependence, bureaucracy, and a lack of movement control experience contribute to the difficulty of planning and executing U.S. military movements throughout the European theater.

■ By Lt. Col. Chris Johnson

Since the end of World War II, the Army has occupied and forward-stationed combat formations of various sizes and compositions throughout Europe, primarily to be a credible deterrent force to the Soviet threat. Europe transitioned from a continent at war to a continent undergoing reconstruction and rehabilitation, and the U.S. military's freedom of movement slowly began to erode as European nations gradually exerted sovereignty over their transportation networks.

For many years, appropriate tactical and operational movement control agencies provided operational commanders with the ability to plan, organize, and execute the division and corps formations necessary to achieve strategic effects in the defense of European and NATO allies. The transportation architecture in Europe functioned sufficiently for decades into the late 1990s.

Recently, budgetary pressures, coupled with changing views on the role the U.S. military should play in Europe, necessitated the drawdown of forces and the dismantling of the Army's transportation network throughout the region. Decades' worth of experience and expertise concerning military mobility evaporated seemingly overnight. This left the Army in Europe with a patchwork of legacy systems, units, and business practices that are increasingly strained because of the stra-

tegic emphasis placed on Europe in recent years.

## Moving in Europe Today

As both the U.S. European Command and U.S. Army Europe (USAREUR) continue to mature and deter aggressive influences throughout Europe, units at the operational and tactical levels face complexities involved in planning, programming, managing, and executing military movements over an area roughly the size of the U.S. Eastern Seaboard.

Large-scale movements across national boundaries were nearly nonexistent until rotations into the Balkans began in April 1992. These rotations supported peacekeeping missions and were NATO's and USAREUR's first operational deployments.

Two decades later, with the Russian army's increasing aggression toward its former satellite countries, both the United States and NATO must plan and resource for potential kinetic engagement with this revanchist power.

In recent years, the rotational armored brigade combat team (ABCT) concept has served as part of the U.S. military's response to energized Russian army activities. This operationalized concept now deploys continental United States (CONUS)-based ABCTs to Eastern Europe for nine-month periods to provide active deterrence and execute complex training exercises with NATO allies.

Atlantic Resolve serves to strengthen partner-nation relationships and capabilities while increasing a forward military presence to counter Russian activities within the region. The 330th Transportation Battalion (Movement Control) provided the initial movement control for U.S. forces there.

Upon returning from its nine-month rotation in Poland, the 330th Transportation Battalion recently identified significant operational planning gaps. The following factors contribute to the difficulty of planning and executing military movements throughout the European theater:

- A reduced movement control force structure.
- Commercial carrier dependence.
- Sovereign bureaucracy.
- A lack of movement control experience.

Each of these factors individually represent complicated problems; when combined, they form nearly insurmountable obstacles to the most basic of military movements, especially for battalion-sized elements. The establishment of a formal movement control infrastructure and transportation architecture would enable freedom of movement through mission command.

## Reduced Force Structure

Throughout the 1980s and '90s,

the European theater operated under a steady-state formula of maintaining the status quo at all costs to deter potential aggression from the Eastern Bloc.

During this period, the Army's contribution to this deterrence came in the form of one Army service component command (USAREUR), one field Army headquarters (Seventh Army), two active duty corps headquarters (V Corps and VII Corps), and four active duty divisions (the 1st Armored Division, the 1st Infantry Division, the 3rd Infantry Division, and the 8th Infantry Division). All of these units, totaling approximately 230,000 Soldiers, were permanently in Germany.

Any movement control necessary for the significant formation in Germany was handled by

three movement control battalions (MCB), a theater Army movement control agency (TAMCA), and associated transportation units scattered throughout the continent.

Successive drawdown initiatives over the past 15 years have resulted in combat formations withdrawing from the European theater and moving back to CONUS. These moves were intended to transform the force from a forward-deployed Army to a CONUS-based Army with regional power projection capability.

The lack of large-scale maneuver units operating within Europe made resourcing a transportation infrastructure seem unnecessary to Army planners during the yearly Total Army Analysis sessions. Over time, the two MCBs, the TAMCA,

and the supporting transportation units deactivated or were restationed to other places within the Army, effectively disassembling the Army's transportation network in Europe.

A single MCB with a handful of movement control teams remained to manage an entire continent's worth of movement coordination. An inadequate, underdeveloped transportation network, paired with the drain of experience and expertise, presents challenges in supporting the rotational ABCT deterrence model.

### Commercial Carrier Dependence

The withdrawal of key Army transportation enablers, such as rail cars and heavy equipment transporter systems, have resulted in a



*Pfc. Brandon DeFlippo, an M-1 Abrams tank system maintainer with the 5th Squadron, 4th Cavalry Regiment, 2nd Armored Brigade Combat Team, 1st Infantry Division, watches a recovery vehicle being lifted off of a train in Adazi, Latvia, on Dec. 7, 2017, as part of a readiness exercise in support of Atlantic Resolve. (Photo by Spc. Hubert D. Delany III)*

dependence on commercial conveyance to transport combat platforms. The use of commercial carriers has always been an essential enabler in moving military forces from forts to ports. The Army uses commercial

sponsive enough for CONUS-based units to rely on for the rapid and uninterrupted movement of unit equipment.

Within the whole of the European theater, just one rail consortium is the

mander's intent.

The overall lack of competition has cultivated a monopoly on rail capability within the theater. This has forced military units to alter plans and deliveries based on com-

**“For the apostles of mobility, movement and its control are perhaps the most important capability and techniques of land warfare.”**

**—Robert E. Sumpkim**

ships, railroads, and trucks to fill both contingency and routine transportation requirements. These commercial enablers often provide their services with little to no advance notice.

But this is now the norm versus the exception, which significantly increases risk should contingency operations ensue. The commercial movement enterprise in Europe is neither reflexive nor re-

single point of entry for all rail movements. With most of the enduring European sea ports of embarkation and debarkation located in the western part of the continent (Germany, Belgium, and the Netherlands), this single rail company is allowed to drive the throughput process by both directly and indirectly establishing priorities that are not always congruent with the maneuver com-

mercial movement availability rather than operational requirements. The lack of rail options is not only an inconvenience during peacetime activities but also dangerous should crisis or contingency occur.

**Sovereign Bureaucracy**

Another significant challenge that impedes mobility in Europe is bureaucratic inefficiencies. Military



*Soldiers with the 5th Squadron, 4th Cavalry Regiment, 2nd Armored Brigade Combat Team, 1st Infantry Division, load heavy equipment onto a train near Swietoszow, Poland, on Dec. 2, 2017, as part of an emergency deployment readiness exercise in support of Atlantic Resolve. (Photo by Spc. Hubert D. Delany III)*

movements in Europe are not exempt from the bureaucratic morass of formal legal movement approvals before each convoy. Laws and regulations pertaining to every aspect of normal daily business govern each of the 29 signatories to the NATO alliance. These include varying regulations from different departments of transportation.

As do the individual states within the United States, European countries each have their own laws regulating movement, mobility, and restrictions limiting the types, timing, density, frequency, and routes of military convoys. The lack of standardization in movement regulations and timeline variations for submitted requests across Europe lead to overly complicated military movements that are frustrating under even the most routine conditions.

In times of crisis or escalating tensions, overly cumbersome movement systems and a lack of standardization could prevent essential equipment and supplies from arriving at the point of need on time.

### **A Lack of Experience**

Once U.S. forces concluded the initial ground invasion and established a long-term presence in Iraq and Afghanistan, units no longer deployed with equipment on a large scale from their CONUS duty stations. Rather, units deployed with only their assigned personnel and small shipments of their most basic equipment. These shipments arrived on chartered or military strategic aircraft.

An overreliance on theater-provided equipment became the norm and cultivated an entire generation of commissioned and non-commissioned officers who lack a fundamental understanding of deploying into and operating within a nation where U.S. access is not guaranteed. These leaders also often do not have enough off-post convoy experience prior to deploying to Europe.

The U.S. military presence in Germany and Eastern Europe will continue to endure as a counterbalance to the antagonism of the Russian government within the region. Leaders must seriously consider altering business practices and training models that encourage behaviors that run counter to how movement control should take place both routinely and in times of crisis.

The 330th Transportation Battalion identified four potential solutions that would substantially optimize future operations.

First, through the Total Army Analysis process, the Department of the Army should permanently station a second MCB within Eastern Europe, preferably in a location that is centrally located and where the host nation is comfortable with its presence.

Second, the Army should establish an organization that executes the former TAMCA roles and responsibilities across the theater. This organization would operate as a separate center with a colonel-level directorate similar to the theater sustainment command's human resources service center.

Third, movement control teams should be permanently stationed throughout Eastern Europe. This will allow for growth and help movement control Soldiers gain regional expertise.

Finally, the Army should reduce its reliance on single-source commercial partnerships to execute military moves throughout Europe. It should explore and expand its direct coordination with individual host-nation companies.

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Lt. Col. Chris Johnson is the battalion commander for the 330th Transportation Battalion (Movement Control) at Fort Bragg, North Carolina. He holds a bachelor's degree from Old Dominion University and is a graduate of the Transportation Officer Basic Course, Combined Logistics Captains Career Course, and Airborne School.

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- Do not assume that the readers will be Soldiers or that they will have background knowledge of your subject; *Army Sustainment's* readership is broad.
- Write your article specifically for *Army Sustainment*. If you have submitted your article to other publications, please let us know at the time of submission.
- Keep your writing simple and straightforward.
- Attribute all quotes to their correct sources.
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- Review a past issue of the magazine; it will be your best guide as you develop your article.

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*Staff Sgt. Rose Aguiliar of Fort Bliss, Texas, wins gold in the 2018 Armed Forces Bowling Championship at Ten Strike Bowling Center at Fort Lee, Va., in April 2018. The annual tournament features doubles, mixed doubles, individuals and team challenges. (Photo by Mass Communications Specialist 2nd Class Orlando Quintero)*