

# INFANTRY CAREER NOTES



## THE CHANGING FACE OF OFFICER TRAINING

The Infantry Officer Advanced Course (IOAC) is changing. This change is being driven by the normal incorporation of lessons learned as well as advances in doctrine and tactics. In addition, the U.S. Army Training and Doctrine Command's (TRADOC's) Captain Professional Military Education (CPT-PME), currently in Phase III, is beginning to affect the way we do business.

CPT-PME is a plan to use advances in technology (automation, distance learning, and computer-based instruction) to shorten the total amount of classroom time while efficiently covering the material a student needs. The future will provide shorter and more focused branch-specific training, integrate more common core tasks (CCTs), and a link with the Combined Arms and Services Staff School (CAS3).

CPT-PME actually began in late 1994. At the request of TRADOC, the Command and General Staff College (CGSC) began looking at ways to make the education of captains more efficient. Using a 1990-91 CGSC study and the subsequent work of the 1993-94 TRADOC Reengineering Study's Process Action Team, CGSC developed a concept for merging the officer advanced course (OAC) and the CAS3 to a 20-week course that would be preceded by a non-resident phase.

TRADOC and the branch proponents used this study as the basis for their own CPT-PME study in 1995-96. The desired outcome of the study was a revised educational system for captains that would do the following:

- Better synchronize training with assignments.
- Eliminate disruption to units.
- Eliminate the CAS3 backlog while

retaining the essence of the present system.

The result of this effort was a recommendation for a four-phased approach to modifying CPT-PME into a single Captains Career Course:

Phase I was the old system of a 20-week OAC and a nine-week CAS3. In the past, an officer would have one or two operational assignments after graduating from OAC before attending CAS3.

Phase II linked the advanced course with CAS3. On 1 October 1996, the nine-week CAS3 was shortened to six weeks. Officers graduating from an OAC after October 1996 no longer had a correspondence course requirement. Beginning in April 1997, OAC students began attending CAS3 immediately following graduation. To eliminate the backlog of CAS3 requirements, Fort Leavenworth increased the number of classes from five to seven annually and also the number of students in each class.

Phase III, which begins transition in Fiscal Year (FY) 1998, will culminate in a course in which CAS3 and branch-specific training are academically linked into a single Captains Career Course. IOAC is now integrating 45 CCTs into the existing program of instruction (POI). Next year, the branch-specific portion will be reduced to 18 weeks in preparation for linking CAS3 in the future.

What this means for the student is that there will be a greater requirement for self-paced learning, along with more demonstrated proficiency in the planning and orders process, both in the classroom and in simulations. Students can expect to read, write, brief, and produce more in support of their classroom activities. IOAC is planning to add some diagnostic testing to facilitate personal assessment and self-paced

study outside the normal course of instruction. This phase is scheduled for gradual implementation through Fiscal Year 2002.

Phase IV, contingent on approval from the Department of the Army and TRADOC, will begin the consolidated Captains Career Course. During this phase, a captain will go to one branch proponent center or satellite location on a permanent change of station. Using advanced technology, TRADOC will create a branch mix of students by using information technology. Captains from multiple sites will engage in active learning with the assistance of satellite technology and Total Army Training System Courseware instruction. CAS3 will be an integral part of the instruction at the proponent school, conducted by satellite from Fort Leavenworth, eliminating the need for an additional temporary duty assignment. The desired result is a branch mix environment facilitated by information-age technology. Captains from multiple sites will engage in active learning, led by a staff group leader. The cornerstone of this phase is the distance-learning technology.

Meanwhile, the Infantry Officer Advanced Course will remain a 20-week course focused on warfighting and the critical skills an officer needs to be a company or team commander and a staff officer at battalion and brigade, with emphasis on the S-3 function.

Students must demonstrate proficiency in every area of instruction—through tests, briefings, writing requirements, simulations, role-playing, and planning. Throughout FY 1998, we will be preparing for the implementation of the 18-week POI. Students can expect to receive information on how to prepare for the course before attending. There will be some diagnostic testing and some non-instructor contact learning. The specifics of this process and

some of the instruction methods are still being developed. The mission of IOAC will not change with the new POI.

The Combined Arms Center has a website that provides greater detail. Anyone interested in reading the CPT-PME Action Plan and the corresponding annexes may access the website at: <http://www.dcst.monroe.army.mil/ftp/pubs/cptpme/index.html>.

More information is available from the Combined Arms and Tactics Directorate at the Infantry School; the Tactics Division representative is MAJ Ted Williams, DSN 835-5636 or (706) 545-5636.

### CAS3 STAFF GROUP LEADERS

Infantry lieutenant colonels and branch-qualified majors weigh a number of alternatives when considering their next assignments. One option they may not be fully aware of is duty as a Combined Arms and Services Staff School (CAS3) staff group leader (SGL).

If you are an infantrymen in either the Active Army or the Reserve Components, you may want to talk to your assignment officer at Infantry Branch, PERSCOM, and also call CAS3 at Fort Leavenworth (DSN 552-2602/2113) to speak with a serving SGL. When one comes on the line, ask him how he likes what he does. Chances are that he will tell you he has the second best lieutenant colonel's job in the Army.

CAS3 is one of the five schools that make up the U.S. Army Command and General Staff College (USACGSC) at Fort Leavenworth. The six-week resident course (primarily Active Component) and the Reserve Component course both have the same objective—to take bright, talented captains and make them even better. Supporting this objective is a four-part goal: Improve students' ability to analyze and solve military problems, communicate, and coordinate while also adding to their understanding of the way the Army operates. It is a course that emphasizes "how to think," not "what to think."

To accomplish this, CAS3 relies on

three major ingredients. The first is a well-designed program of instruction based upon learning by doing. After an introduction to a problem-solving methodology and basic staff techniques, students progress through a demanding series of individual and group exercises in the areas of training management, mobilization and deployment, and tactical decision making. There are no grades, quizzes, or exams, and no honor graduates. Each student receives frank, detailed assessments and feedback from the SGL on virtually everything he does.

The students themselves are the second major ingredient. The course organizes them into 12-person staff groups made up of a deliberate balance of combat, combat support, and combat service support branches. The students' abilities, knowledge, and experience vary widely, but with few exceptions they are motivated, hardworking, and enthusiastic young professionals.

The POI and the students are constants. The variable is the third element in the formula, the SGL. It is up to this experienced lieutenant colonel—"two levels up" from the captains—to take the POI and the students and create captains who are skilled, confident team players. The SGL serves as instructor, facilitator, mentor, coach, and surrogate battalion commander to the staff group. These challenging responsibilities make a CAS3 SGL assignment a great opportunity for personal and professional self-development and satisfaction.

In addition to providing a stimulating environment for intellectually curious field grade officers, the role of SGL also requires the mastery of the wide body of doctrine and tactics, techniques, and procedures that CAS3 encompasses. The SGL can't fake it with the students; he has no recourse but to go back and hit the books. Those who have gone from SGL assignments into battalion command maintain that the tour was an ideal pre-command course.

Along with professional reflection and study, one of the SGL's best opportunities for self-development comes from his interaction with the students. An SGL gets to hone his understanding

#### INFANTRY ENLISTED BRANCH DIRECTORY

POSITION	NAME	DSN 221-XXXX (703) 325-XXXX EXTENSION	E-MAIL USERID
Branch Chief	LTC Richard Waterhouse	5585	WATERHOR
Branch SGM	SGM Russell Dillard	2742	DILLARDR
11B Team leader	MSG Michael Wilson	4783	WILSONM
11B PDNCO	MSG David Schultz	5564	SCHULTZD
11C/11H/11M Team Leader	Ms. Sherry Brown	5582	BROWNS
11C/H PDNCO	SFC Marshall Miller	7766	MILLERM2
11M PDNCO	MSG Terry Boddie	7847	BODDIET
DS Manager	MSG Divina Lafond	8070	LAFONDD
Schools Manager	Mrs. Rosie Garner	7853	GARNERR
Ranger Managers	MSG Jaime Eligio SFC Douglas Pallister Mr. John Sewell	7676 7676 7676	ELIGIOJ PALLISTD SEWELLJ

FAX: 4880

TO ORDER FICHE: DSN 699-3714

E-MAIL: [userid@HOFFMAN-EMH1.ARMY.MIL](mailto:userid@HOFFMAN-EMH1.ARMY.MIL)

BRANCH ADDRESS:  
CDR, PERSCOM  
ATTN: TAPC-EPK-I  
2461 Eisenhower Ave.  
Alexandria, VA 22331-0452

of leadership through the implementation of CAS3's intensive leadership assessment and development program. Equally valuable are the things he learns simply by listening as the captains discuss the field Army from their perspective.

Most field grade officers, of course, seek reward in the satisfaction that comes from doing an important, meaningful job, and what could be more rewarding and important than growing the Army's future leaders? Being a CAS3 SGL offers an unparalleled opportunity to make a difference. Better still, SGLs receive authority and autonomy in accomplishing this task, commensurate with their rank, experience, and responsibilities.

First of all, CAS3 offers an SGL a forum for sharing all the experience he has stored up during 15 to 25 years' service. The captains are vitally interested in their chosen profession and will soak up what respected senior officers say about it. Another gratifying aspect of the SGL's job is watching his students develop in skill and confidence over a six-week period. Additionally, the challenge of leading and keeping up

with them intellectually and physically keeps him young. Finally, there is the satisfaction of hearing from students after they leave CAS3, whether it is to ask for advice, seek a letter of recommendation, or just keep in touch.

For a field grade infantry officer seeking to develop himself for future positions of responsibility, while also enjoying the rewards of preparing his successors, being a CAS3 SGL can truly be the second best lieutenant colonel's job in the Army. *(Submitted by LTC Alan Cate, who served as a staff leader in the Combined Arms and Services Staff School, and who now commands the 1st Battalion, 61st Infantry, at Fort Jackson, South Carolina.)*

---

#### **RANGER OFFICERS NEEDED**

The 75th Ranger Regiment is seeking top-quality, highly motivated, Ranger-qualified infantry officers (lieutenant to major) for service in the regiment.

The 75th hires qualified officers throughout the year for positions within the regimental headquarters at Fort

Benning and the 1st, 2d, and 3d Ranger Battalions located, respectively, at Hunter Army Airfield, Georgia; Fort Lewis, Washington; and Fort Benning, Georgia.

Any officer who is interested should send a letter of intent to the regimental commander stating why he wants to be a part of the regiment, including his availability date, and home and work telephone numbers. In addition, he must send the following:

- Officer Record Brief.
- DA photo.
- Current Army Physical Fitness Test scorecard.
- Copy of DA Form 4187 requesting assignment to the Ranger Regiment.
- Letters of recommendation.
- Copies of all academic evaluation reports (AERs) and officer evaluation reports (OERs).

The packet must be sent to Commander, 75th Ranger Regiment, ATTN: AORG-SA, Fort Benning, GA 31905-5843, to arrive no later than eight months before tour completion. The regiment point of contact is CPT Gil-land at DSN 835-5124 or commercial (706) 545-5124.