# Strength In Knowledge

*The Warrant Officer Journal*

# *Strength in Knowledge:*
# *The Warrant Officer Journal*

July-September 2023, Volume 1, Issue 3

## Disclaimer

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# Commandant's Corner

**Colonel Kevin E. McHugh**

Congratulations and happy 105th birthday to the Army's technical experts, the Warrant Officer cohort. It is hard to believe a year has passed since assuming command of this phenomenal organization. I remain humbled and committed to our mission of educating and developing our Army's Warrant Officers, ensuring they have the necessary knowledge and skills required to meet the demands of the current and future operating force.

Since our last issue, the team finalized the Warrant Officer Candidate School modernization effort's design and development phases. Through extensive collaboration with our partners and key stakeholders, we remain on the glide path for an October implementation at Fort Novosel, Alabama and all 27 Army National Guard Regional Training Institutes. Thanks to all involved, and a job well done! With our Warrant Officer foundational course modernized, the team is now focused on our higher-level Warrant Officer educational programs, the future Warrant Officer Intermediate and Advanced courses, ensuring that these are tailored, progressive, and sequential, and effectively augment the technical follow-on courses taught at each of the associated Centers of Excellence. Lastly, as we continue our holistic modernization efforts to support the cohort's common core education, the college will conduct several iterations of the current WOILE and WOSSE PME classes via virtual modality in FY24 to assess their viability as an enduring option. These courses will be available for scheduling via ATRRS in the coming weeks.

Finally, I would like to thank the College faculty, staff, and the Military Officers Association of America for their continued support during this year's Eagle Rising Society induction ceremony. This year's inductee was CW5 (ret) John Robinson, who was recognized for his lifelong contributions in support of the Warrant Officer community. His wife, Karen Robinson, accepted the nomination on his behalf during the 7 July ceremony. His son Robert Robinson was also present. John's contributions are in this issue's "Warrant Officer in History" section.
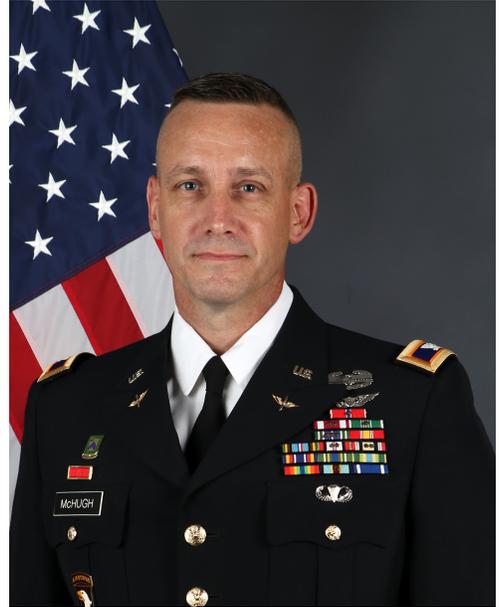
**Strength in Knowledge!**

# A Note from the Editorial Team

**July 11, 2023**

**In Remembrance of CW5 Evans**

The recent passing of the Deputy Commandant, CW5 Julian A. Evans III, deeply saddened the Warrant Officer Career College. Chief Warrant Officer Five Julian A. Evans III was a native of Cincinnati, Ohio. He enlisted in the United States Army in June 1993 and was appointed an Army warrant officer in 2002.

Before he arrived at the Warrant Officer Career College, CW5 Evans' most recent assignment was as the Senior Warrant Officer Advisor for the Leader Development Division at TRADOC G3/5/7, Fort Eustis, Virginia In addition, he was selected as a strategic planner for the Army People First Task Force. He was truly a gifted Warrant Officer and served as senior executive technical advisor, deputy product manager for Program Executive Office Missiles & Space and the Air Defense Artillery Cross-Functional Team, Warrant Officer advisor for the U.S. Aviation & Missile Command at Redstone Arsenal, Alabama; Department Head of Communications and Management at the U.S. Army Warrant Officer Career College, Fort Rucker, Alabama; Executive Officer for the Basic Officer Leadership Course, Fort Sill, Oklahoma; training, advising, and counseling officer of the Warrant Officer Candidate School at Fort Rucker.

Julian's technical assignments included roles such as senior electronic missile systems maintenance technician, 35th Air Defense Brigade, Osan, Republic of Korea; senior electronic missile systems warrant officer, 3rd Expeditionary Sustainment Command Fort Knox, Kentucky; Battalion Maintenance Officer, 5th Squadron, 7th Cavalry Regiment, Fort Stewart, Ga. (OIF-3); 1st Battalion 3rd Air Defense Regiment, 1st Battalion 39th Field Artillery at Fort Stewart (OIF-1); 702 Main Support Battalion, 302 Forward Support Battalion, 5th Battalion 5th Air Defense Regiment, 6th Battalion 32nd Field Artillery, 6th Battalion 37th Field Artillery Regiment in the Republic of Korea, and 1st Battalion 12th Field Artillery at Fort Sill, Oklahoma

CW5 Evans graduated from the Electronic Missile Systems Warrant Officer Basic/Advanced, Warrant Officer Staff, and Senior Staff Courses. His civilian education included professional certifications in Army Acquisition Project Management and Contract Management, a Bachelor of Science in business administration from TUI, and a master's degree in business administration from Webster University. He received numerous awards, and the Honorable Order of Samuel Sharpe and the Order of Saint Barbara.

More than any position or award, Julian Evans was a Warrant Officer. His dedication to the Warrant Officer cohort and the Warrant Officer Career College was without equal. His passion for mentoring and developing the cohort's future inspired all who knew him, and the Career College intends to carry that spirit and passion forward in our daily efforts to work on behalf of Warrant Officers everywhere. Julian would have wanted us to press on. His final recorded words to the Warrant Officer cohort follow on the next page.

# Deputy Commandant's Corner

**CW5 Julian Evans**

Technical Experts: Senior leaders recognize that multi-domain operations require readiness for a range of military activities and a wide distribution of capabilities because of the uncertainty of the future operating environment (DA PAM 600-3, 14 April 2023). To this end talent acquisition and management is paramount, especially for selecting and retaining talented technical experts — the Army Warrant Officers. Due to their unique knowledge, skills, and behaviors (KSBs), warrant officers historically have been the Army's key force multipliers.

A moment of reflection: On July 9, 1918, Congress established the Army Mine Planter Service as part of the Coastal Artillery Corps. This designation marked the official birthday of the Warrant Officer Corps. For 105 years, warrant officers have provided a specialized capability to answer the demands of the operating environment (OE). As the Army modernizes how it fights, how it educates and trains, and the equipment it fights with, these technical experts will remain a constant variable in the Army's equation to gain the competitive advantage against our adversaries.

As the evolution of change unfolds in the multi-domain environment, talent acquisition and management are key to the Army's efforts to improve capacity, capability, and address organizational gaps. The Army requires warrant officers who possess expert technical skills, adaptability, and leadership acumen to advise, coach, and train the leaders of the future, who will shape the future of the Army. As talent requirements increase for warrant officers, USAWOCC remains centrally focused on education and training opportunities that ensure warrant officers are adequately prepared to serve in highly complex and dynamic environments.

USAWOCC thanks all Warrant Officers sincerely, past and present, for their invaluable contributions to our Army. As we take time to reflect on the 105th birthday, we must continue to embrace our revered history and forge a unique path toward improving the Army's capability to fight and win our nation's wars!

## Strength in Knowledge!

# From Technical Experts to Transformational Leaders: How Warrant Officers Will Shape the Army of 2030

CW2 Emmanuel G. Medina

**Editor's Note**: *The author made use of appropriate references to craft and support his article. While some terminology utilized within does not conform to all the latest terms and talking points, it was determined that the content and message more than warranted sharing. The editorial team offers gratitude and support for this fine submission.*

## Abstract

This article highlights the significant role of Army Warrant Officers in supporting the Army's Strategy for 2028. The article then offers proposed summaries of ten areas where Warrant Officers can provide technical expertise and leadership to the Army, including technological advancement, cybersecurity, acquisition, maintenance and repair, training and education, logistics and supply chain, intelligence, medical services, aviation, and leadership development. The article highlights the Warrant Officers' ability to contribute to developing and integrating new technologies, and great emphasis is placed upon cybersecurity and information assurance. Additionally, great importance is placed upon the Warrant Officers' role in ensuring the Army's operational readiness through effective maintenance and repair of equipment and systems. Finally, there is a focused discussion on the various skills and tools Warrant Officers currently possess and others that they will need to develop best to support the Army's future operations and strategy as effectively as possible. Overall, the article underscores the crucial role Warrant Officers play in supporting the Army's strategy for the future.

## Introduction

The United States Army is the most powerful military force in the world. It has been continuously adapting and transforming to meet the evolving needs of the modern battlefield. As the Army looks ahead to its strategy for Waypoint 2028 and Aimpoint 2035, clearly the future will bring new challenges and opportunities. To meet these coming challenges and seize the necessary future opportunities, the Army will need transformational leaders capable of easily adapting new and emerging technologies and assisting in the necessary organizational evolutions that come with change. With their unique combination of technical expertise and leadership abilities, Warrant Officers are poised to play a crucial role in this process.

This article explores how Warrant Officers can drive Army modernization by enhancing their crucial role as technical experts and embracing the much-needed position as transformational leaders. There are also ten suggested areas where Army Warrant Officers can support the Army Strategy 2028 and accompanying training recommendations that promise to provide Warrant Officers with the tools and techniques, they need to carry out their roles efficiently and effectively. Afterall, providing the proper tools and techniques through progressive and sequential education will allow Warrant Officers to make data-driven decisions, better manage risk, allocate resources, and more effectively communicate their commander's strategy to stakeholders.

## Background

As the Army looks toward 2028, there is a need for transformational leaders who can adapt to the changing technological landscape and organizational changes. The Army is undergoing a significant modernization effort, focusing on emerging technologies such as artificial intelligence, robotics, and unmanned systems. To be successful in this modernization effort, the Army will need leaders who can understand the potential of these technologies and how they can be utilized to enhance military operations.

> *The United States Army faces an inflection point that requires innovation, creativity, and entrepreneurship in the application of combat power. Our Nation's adversaries have gained on the Joint Force's qualitative and quantitative advantages. If the Army does not change, it risks losing deterrence and preservation of the Nation's most sacred interests. I set an Army Aimpoint for 2035 as the date at which the Army will be modernized and prepared to dominate our adversaries in sustained Large Scale Combat Operations (LSCO)*
> *-General James C. McConville, United States Army Chief of Staff*

## Role of the Warrant Officer

The Army Warrant Officer is a highly skilled and specialized officer responsible for ensuring that members of the Army's team maintain technical and tactical proficiency with respect to the various systems they manage and integrate. They are experts in their field and provide leadership, mentorship, and training to Soldiers within their respective organizations. Warrant Officers hold a unique position in the Army, specifically with respect to their technical knowledge and expertise regarding Army systems, making them an essential component of the Army's success in a future battle that will be heavily reliant on systems-based warfare. In many ways, Warrant Officers represent the bridge between the enlisted Soldiers, commissioned officers, and key items of equipment, munitions, and various systems of record, providing critical support in both the planning and execution of military operations.

They are responsible for the maintenance and operation of complex equipment and systems and provide critical expertise and guidance to their leaders. Because of their technical expertise, Warrant Officers have a deep understanding of the capabilities and limitations of the Army's technology, making them ideal leaders in adapting and integrating new technologies into the Army strategy of 2028.

They have the skills and experience to support the Army's modernization efforts, ensure the preparation of the force for future challenges, and drive innovation in critical areas. They are also essential in training and mentoring junior Soldiers and officers, passing on their technical knowledge and leadership skills to the next generation. Furthermore, Warrant Officers provide critical support to the Army's combat units. They are often called upon to provide technical expertise and advice in the field, ensuring that the force operates at peak efficiency. They can quickly diagnose and resolve technical issues, ensuring that the mission can continue without interruption.

## Transformational Leadership

Transformational leadership is a leadership style that emphasizes the development of a shared vision and the subsequent development and empowerment of followers to achieve that vision. Transformational leaders inspire and motivate their followers to achieve higher performance levels and work toward a common goal. In the context of the Army's strategy for 2028, transformational leaders are essential in facilitating the transformation of the Army into to a more agile, adaptable, and integrated force.

In addition to inspiring and motivating their followers, transformational leaders must possess many other skills and qualities. These include excellent communication skills, insight into building team-centric relationships, and being willing to understand and take risks and innovate when necessary. Transformational leaders must also be able to adapt to changing circumstances and make strategic decisions that align with the organization's mission and vision. Transformational leaders may benefit from leadership development, communication, and decision-making training to develop these skills. Additionally, seeking mentorship from experienced leaders and participating in leadership programs or workshops can be valuable in developing transformational leadership skills. By developing transformational leadership skills, Warrant Officers can help to drive the Army's transformation toward a more agile, adaptable, and integrated force.

## Exploring the Similarities in Roles, Responsibilities, and Leadership Styles of the Warrant Officers and Transformational Leaders

The Army Warrant Officer is closely tied to the concept of transformational leadership. While Warrant Officers do not have the formal leadership authority of commissioned officers, they possess the technical expertise and subject matter knowledge critical to the Army's success. Warrant Officers can provide the necessary leadership to ensure that new technologies are integrated seamlessly into the force. They can also provide the leadership required to implement organizational changes successfully.

In contrast, transformational leaders focus on developing a shared vision and empowering followers to achieve that vision. Transformational leaders inspire and motivate their followers to achieve higher performance levels and work toward a common goal. Transformational leadership is critical in the Army's mission as it requires developing a shared vision and a collective effort to achieve that vision.

While the Warrant Officer and transformational leadership styles have different focuses, they share a common goal of achieving the Army's mission. The Warrant Officer provides the technical expertise and subject matter knowledge necessary to accomplish that mission. On the other hand, transformational leadership offers the inspiration and motivation required to empower followers to achieve that mission.

## Adapting to New Technologies

The Army's 2028 strategy prioritizes integrating emerging technologies into the force, necessitating leaders who can comprehend and implement these technologies competently. With their technical proficiency and specialized expertise, Warrant Officers are well-suited to facilitate this integration and can provide the necessary guidance to guarantee a smooth integration of innovative technologies into the force.

For example, the Army's strategy for 2028 places a significant emphasis on using artificial intelligence (AI) and autonomous systems. Warrant Officers can provide the technical expertise to develop and implement these systems and to ensure that these systems are integrated into the force effectively.

## Adapting to Organizational Changes

The Army's 2028 strategy also highlights the importance of organizational changes to enhance the force's agility and adaptability. Effective facilitation and implementation of these changes require capable leaders. Warrant Officers are well-positioned to provide the necessary leadership and drive the successful execution of these organizational changes.

The Army's strategy for 2028 is centered around creating multi-domain task forces (MDTFs), a process nearing completion, which are intended to address emerging and future threats in a rapidly changing global environment. These task forces are composed of Soldiers from different branches and specialties, including infantry, armor, aviation, engineers, and cyber, among others. The aim is to enhance the Army's capacity to operate in complex, multi-domain environments where traditional military operations are no longer adequate.

Warrant Officers are essential to the success of MDTFs. They bear great responsibility with respect to the development and execution of certain aspects pertaining to both the tactical and technical plans for MDTFs. Working closely with Soldiers from different branches and specialties, these Warrant Officers are sure to integrate their unique capabilities and expertise. They can provide guidance and direction to ensure that these task forces are efficiently set up and integrated across the greater Army strategy.

Warrant Officers are also crucial in promoting cooperation and communication among MDTF members, ensuring that each member knows the overall mission and objectives. They can help bridge the gap between officers and enlisted Soldiers, promoting a sense of teamwork and cohesion within the task force. The following ten categories serve as examples of how U.S. Army Warrant Officers can support the Army's plan for 2028:

*Technological Advancement*: Integrating new technologies is a crucial aspect of the Army's plan for 2028, and Army Warrant Officers can play a significant role in this effort. Drawing on their technical expertise and specialized knowledge, Warrant Officers can contribute to developing and seamlessly integrating new technologies into Army operations. They possess the experience and skills to ensure that new technologies are effectively incorporated into Army processes, contributing to the success of the Army's strategic objectives.

*Cybersecurity*: As the world becomes increasingly digitalized, cybersecurity has become a critical concern for the U.S. Army. With cyber threats constantly evolving and becoming more sophisticated, it is essential to have experts who can effectively safeguard the Army's operations from potential attacks. Warrant Officers can provide critical cybersecurity and information assurance expertise, offering valuable insights into the latest cyber threats and technologies to protect the Army's networks, systems, and data. With their specialized knowledge and technical expertise, Warrant Officers can play a crucial role in identifying and mitigating cyber threats and implementing security protocols and procedures to ensure that the Army's operations remain secure. Ultimately, Warrant Officers' contributions to cybersecurity will be essential to the Army's success in the digital age.

*Acquisition*: Purchasing new weapons, equipment, and systems is essential to the Army's 2028 strategy. Warrant Officers may play an essential part in the acquisition process by offering technical expertise and recommendations to ensure the Army acquires the finest equipment and systems feasible to suit its demands.

*Maintenance and Repair*: Maintaining the Army's equipment and systems ensures operational readiness and mission success. Warrant Officers are critical in providing the technical expertise and leadership needed to maintain and repair the Army's equipment and systems to the highest standards. Furthermore, Warrant Officers can work closely with other members of the Army maintenance team to identify and diagnose complex equipment problems and develop practical solutions. They can also coordinate with industry partners and equipment manufacturers to ensure that the Army uses the latest and most effective maintenance and repair techniques. By ensuring that the Army's equipment and systems are well-maintained and in good working order, Warrant Officers play a crucial role in ensuring that the Army is prepared to meet any challenges.

*Training and Education*: The Army's plan for 2028 emphasizes developing and training Soldiers and officers, and specifically equip them with the necessary skills and knowledge to succeed in the ever evolving and complex modern battlefield. Warrant Officers can offer valuable insights into the latest advancements in military technology and the shape of the current operational environment, ensuring that the training programs are tailored to meet the specific needs of both Soldiers and officers.

Furthermore, Warrant Officers can provide a critical link between the development of training programs and their successful implementation. They can advise on effectively integrating new training programs into Army operations and give mentorship to Soldiers and officers as they develop their skills and knowledge. This guidance can help Soldiers and officers apply what they have learned and make effective decisions under pressure.

In addition, Warrant Officers can contribute to developing a culture of continuous learning within the Army. They can promote the importance of ongoing education and training to ensure that Soldiers and officers stay up-to-date with the latest advancements in military technology and tactics. This commitment to continuous learning and development can help the Army maintain its competitive edge and quickly adapt to new battlefield challenges.

*Logistics and Supply Chain*: As the Army's operations rely heavily on logistics and supply chain management, Warrant Officers can play a vital role in ensuring that the Army's logistics and supply chain processes are efficient and effective. Warrant Officers are equipped with specialized knowledge and technical expertise to provide the essential guidance and leadership needed to streamline processes, minimize expenses, and boost overall logistics and supply chain management effectiveness. Moreover, they can also provide valuable insight into new technologies and best practices in the field that can significantly enhance the Army's operations. With their skills and expertise, Warrant Officers can play a pivotal role in ensuring that the Army's logistics and supply chain management are top-notch and that they can support the Army's operations efficiently and effectively. By leveraging the expertise of Warrant Officers in logistics and supply chain management, the Army can improve its readiness, responsiveness, and mission success.

*Intelligence*: As the Army's strategy for 2028 emphasizes the importance of intelligence, Warrant Officers are well-positioned to provide vital technical expertise and leadership in this area. Their specialized knowledge can prove valuable in collecting, analyzing, and disseminating intelligence to ensure the Army has the most accurate and up-to-date information. Warrant Officers can collaborate with other intelligence community members to facilitate information sharing, improve collection and analysis capabilities, and provide recommendations to enhance intelligence operations. Additionally, Warrant Officers can help to develop and implement training programs to ensure that Soldiers possess the skills and knowledge necessary to contribute effectively to intelligence gathering and analysis efforts.

*Medical Services*: The effective delivery of medical services is crucial to the Army's mission success. Warrant officer's leadership can enhance the quality of care provided to Soldiers, potentially even optimizing medical processes and procedures to increase efficiency and reduce costs. Furthermore, Warrant Officers can provide valuable insights into emerging technologies and practices in the medical field to improve the Army's medical capabilities continually. By leveraging their skills and experience, Warrant Officers can ensure that Soldiers receive the highest quality medical care possible, vital to maintaining the Army's operational readiness.

*Aviation*: As the Army's operations evolve, aviation has become an increasingly vital component of its strategy. Warrant Officers are critical in modernizing Army aviation by offering specialized technical knowledge and skills necessary for success in this field. These subject matter experts possess a wealth of knowledge in various areas, including avionics, maintenance, and logistics, which they can utilize to provide valuable guidance and recommendations on selecting and integrating new aviation systems and technologies. Their technical expertise allows them to ensure that these systems and technologies are integrated effectively and safely, following Army standards and requirements. Warrant Officers can also provide recommendations on developing and implementing training programs for Army aviation personnel, ensuring they possess the skills and knowledge necessary to operate and maintain these systems effectively.

*Joint Operations*: To succeed in its mission, the Army must operate effectively within a joint environment that involves coordination with other services and organizations. As subject matter experts, Warrant Officers can provide crucial technical expertise and leadership in ensuring that new technologies and systems are integrated seamlessly with existing systems. This includes working closely with other branches of the military and government agencies to ensure that the new technologies and systems are compatible with their equipment and procedures.

Warrant Officers are critical in identifying opportunities for collaboration and information sharing within the joint environment. By leveraging their technical expertise and knowledge of various systems and procedures, they can help to identify potential areas of overlap and integration, leading to increased efficiency and effectiveness in joint operations. Additionally, Warrant Officers can guide interoperability issues, ensuring that Army systems can communicate and work with other systems in the joint environment.

## Skills and Tools for Warrant Officers to Support Army Strategy

To better fulfill the coming roles and needs of the future force, the U.S. Army Warrant Officer will require enhancement of, or education upon, a variety of diverse skills and tools. Some of the following skills are already instructed upon within a Warrant Officers' education and others will need to be taught for the first time. A meaningful reinvestment into Warrant Officer education can more effectively prepare Warrant Officers to support the Army's strategy and ensure its operations are efficient, effective, and successful. The following are key skills and tools that Warrant Officers can incorporate into their toolbox or contribute to better support the Army's strategy for 2028.

*Data Analytics*: With the growing importance of data in decision-making, Warrant Officers can benefit from having a solid understanding of data analytics. They can use data to monitor and evaluate the progress of strategic initiatives and make data-driven decisions to improve outcomes. Warrant Officers may need training in data analytics tools and techniques, such as statistical analysis, data visualization, and database management. This could involve taking courses in data science, business analytics, or database management.

*Communication Skills*: Warrant Officers must be effective communicators to ensure that their team and other stakeholders understand the strategy and their role in executing it. They need to be able to communicate complex ideas clearly and concisely. Warrant Officers may require communication training, such as public speaking, persuasive writing, and good interpersonal communication. This might include taking communication, leadership, or interpersonal skills classes.

*Change Management*: Warrant Officers need to understand how to manage change effectively. They must anticipate and mitigate resistance to change and ensure stakeholders understand the strategy's rationale. They may be required to complete change management training, such as change management frameworks, stakeholder engagement, and communications planning. Taking classes in change management, project management, or leadership might be part of this.

*Strategic Planning*: Warrant Officers *must* possess the skills to create and execute strategic plans that align with the Army's mission and vision. They must prioritize initiatives and allocate resources efficiently. Courses in strategic planning, organizational development, or business strategy would be beneficial for Warrant Officers to acquire these skills. Training in strategic planning may involve the creation of mission and vision statements, conducting a SWOT analysis, and setting strategic objectives.

*Risk Management*: Warrant Officers must possess the ability to identify and effectively manage potential risks associated with implementing strategies. This involves developing comprehensive risk mitigation plans and regularly monitoring progress to ensure that risks are minimized. To enhance their risk management expertise, Warrant Officers can undergo specialized training in identifying and

assessing risks, creating risk mitigation plans, and monitoring risk management progress. Relevant training courses could include risk management, project management, or leadership. With this knowledge and training, Warrant Officers can better protect the organization from potential risks and improve the effectiveness of its operations.

*Project Management*: Warrant Officers must possess strong project management skills to manage projects effectively, from planning to execution. They must be able to develop project plans, manage resources, and monitor progress to ensure that projects are completed on time and within budget. To enhance their project management capabilities, Warrant Officers may benefit from training in project planning, resource allocation, and monitoring and evaluation techniques. Relevant courses in project management, business administration, or leadership can equip Warrant Officers with the necessary skills and knowledge to manage complex projects successfully.

*Leadership*: Warrant Officers need to be influential leaders. They must inspire and motivate their team to achieve the strategy's goals. They need to lead by example and be able to make difficult decisions when necessary. Leadership training might focus on developing leadership styles, team-building skills, and decision-making abilities. Relevant courses might include leadership, organizational development, or business strategy.

Undertaking training in strategic planning, risk management, project management, and leadership is essential for Warrant Officers to support strategy effectively. Training provides Warrant Officers with the tools and techniques to carry out their roles efficiently and effectively, allowing them to make data-driven decisions, manage risks, allocate resources, and communicate the strategy to stakeholders. Without the necessary skills and knowledge, Warrant Officers may struggle to understand the broader context of strategic initiatives, may not be able to assess risks accurately, may lack the ability to manage projects successfully, and may not be able to lead their teams effectively.

Moreover, with the rapidly changing business environment, training is essential to keep Warrant Officers up-to-date with the latest best practices and techniques, ensuring they remain competitive and capable of supporting the organization's strategic goals. Therefore, training is crucial to equip Warrant Officers with the knowledge and skills to support strategy and positively impact the organization.

Institutional Training and Education (ex., WOBC, WOAC, etc.) can provide an excellent platform for implementing training programs in strategic planning, risk management, project management, and leadership for Warrant Officers. These institutions offer a collaborative learning environment for Warrant Officers to develop their skills and knowledge. They provide a unique opportunity for collaborative learning, where experienced professionals from all branches work together to enhance their knowledge and skills.

One way to implement training programs for Warrant Officers is by integrating these programs into the professional development curriculum. For example, each Professional Development School can offer short courses or workshops on strategic planning, risk management, project management, and leadership that Warrant Officers can attend to improve their skills. These courses can be led by subject-matter experts, industry leaders, or experienced professionals, providing Warrant Officers with access to the latest best practices and insights.

Professional Development Schools can also provide Warrant Officers with opportunities to apply their training in real-world settings. For instance, each Professional Development Schools can establish partnerships with businesses or government agencies, allowing Warrant Officers to work on strategic projects and initiatives that apply the knowledge and skills gained from their training. This hands-on experience can provide Warrant Officers with valuable insights and practical experience that they can use in their roles at their respective organizations.

## Conclusion

The Warrant Officer and transformational leadership style are critical to the success of the Army. The Army Warrant Officer offers the essential technical competence and subject matter knowledge to complete the objective. On the other hand, transformational leadership gives the inspiration and motivation required to enable followers to achieve the purpose. Both are necessary for the Army to fulfill its mission and adapt to the changing demands of the modern battlefield.

The Warrant Officer is an integral part of the Army's operations, and their technical knowledge and leadership abilities are critical to the Army's success in accomplishing its 2028 strategy. Warrant Officers may contribute to a wide range of sectors to ensure that the Army is well-prepared to confront future challenges, from technological innovation to joint operations. By possessing diverse skills and tools, Warrant Officers can effectively support the Army's strategy and ensure its operations are efficient, effective, and successful. Warrant Officers are uniquely qualified to help incorporate new technology into the force because of their technical competence and prowess. They can also give the required leadership to implement organizational changes effectively. Warrant Officers will be vital in ensuring that the Army stays innovative, adaptive, and unified as it looks to the future.

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# Holistic Fitness During Primary Military Education Attendance

CW5 Jennifer Wolf, EdD

## Introduction

When traveling for work, fitness and nutrition goals can easily become sidelined. You may not be on your own schedule, you may not have access to healthy food, and you may just not be interested in saying "no" to temptations simply because you miss home. When you are academically challenged, you may feel too tired to exercise. You may feel tired because you have not eaten enough throughout the day. You may not be used to the different weather or the time change. Any of these reasons, although valid, can be overcome with some motivation and self-care. The army's Holistic Health and Fitness (H2F) program can be an asset to you as you step away from the routine and familiarity of life.

## Physical Readiness

The first component of H2F is physical readiness. The U.S. Department of Agriculture (2010, as cited in Delta College, 2023) stated only 5% of American adults exercise at least 30 minutes a day. Even though we are currently or have been in the army, this is still a statistic that applies to us. When we do not exercise regularly, we may feel intimidated or too out of shape to do so. Surrounded by young, muscular, athletic Soldiers here at Fort Novosel, I have had to remind myself that I only need to worry about how I feel and what I am doing. I can no longer keep pace with the younger generation, but I can keep working on my fitness to be in the best shape possible as I age.

Mayo Clinic Health Information Library (2023) reminded us that exercise has value for all of us, no matter how old we are, our gender, or even if we have a physical disability. Exercise helps control weight, which can be a factor when you are eating at the dining facility. I eat a bigger breakfast than normal when I am traveling, mostly because the food is there. Exercise can also improve one's mood. Being away from one's spouse, children, or pets can cause emotional distress. Not being able to help when something goes wrong at home can be frustrating and even frightening. Exercise has been shown to improve one's mood, helping us relax and feel less anxious.

Exercise can also improve our energy levels. When you are away from home, you may not sleep as well, especially when staying in a hotel setting where people are coming and going at all hours of the day and night. When you exercise, you may find you have more energy during the day and better sleeping habits at night. Exercise can also be a social event. Do you take time to look for athletic events when you are traveling to a military base? Many of them have 5k and 10k running or walking events to mark holidays and other celebrations. Even if you go by yourself, you can meet others and do some networking, which is where warrant officers excel!

Another way to get in some exercise and learn about the area you are visiting is to explore your surroundings. You can drive to a new area and then get out and walk the downtown area or visit a site like the aquarium or botanical gardens. If you drive to your PME, think about bringing your bike so you can ride around the post or visit a park to ride a biking/running path. Remember that you can at least do some pushups and plank or crunches in your room if you do not want to get out.

## Nutritional Readiness

The second component of H2F is nutritional readiness. Nutritional and physical readiness are interdependent and should be enhanced through good food choices and adequate portions (Department of the Army (DA), 2020). Good nutrition can be disrupted by timing and access. Your schedule while at PME may not align with your normal routine. For example, I eat two snacks and two small lunches during the day. If I'm in a setting where food and drink aren't allowed, I'm challenged to eat regularly so that I can avoid being "hangry" and physically, emotionally, and mentally drained.

Another challenge may be what you eat. I cook four to five meals each week and eat two to three servings of fruit and vegetables each day. If I am staying in TDY housing, my ability to cook and store food is usually limited. I need to have a plan to address this, whether

that is reserving a room that has a small kitchen or bringing a cooler to store fresh foods. If I am feeling really brave, I may ask a friendly instructor if I can use their kitchen to cook for the week!

Eating out can be enjoyable, particularly if you are going with a classmate. It is nice to get away from the work setting and talk about life outside of classwork. You might even choose to enjoy your favorite adult beverage! The key to eating out is to choose healthier options. You should mostly focus on foods that are grilled, steamed, broiled, or baked rather than fried or sautéed (Ellis, 2018). Sure, the fried stuff tastes good, but it's not healthy at all. If you do end up choosing comfort foods, just watch your portion sizes. Think about asking for a doggie bag as soon as the server brings your food. That way, you can save yourself from eating too much without having to make a choice when to stop.

## Mental Readiness

For the army, mental readiness refers to the ability to adapt quickly when faced with uncertainty (DA, 2020). Being mentally ready entails "a sense of total control and confidence" (p. 3-3). Mental readiness is enabled by a "balanced psychological state," which leads to optimum performance ("The Road," 2021, para. 4). Mental readiness encompasses more than just how you think and adapt. You also must be able to deal with others and be aware of social cues and self-awareness. What we eat and how physically active we are contributes to our mental state which can be affected when we are away from home and our comfort zone (NiDirect Government Services, n.d.).

Mental readiness is crucial for service members because of our role in challenging and dangerous scenarios. We serve the people of the United States, and they rely on us to defend them and keep them safe on a national level. Being in the military can often be stressful, and that includes time at PME. Although you may be sitting at a desk listening to your classmates discuss a topic, you are pulled in multiple directions. You may be separated from your family, no one is doing your job, you have academic demands you must meet to pass the course, and you must meet basic social needs, even if you are an introvert.

After returning from the wars in Iraq and Afghanistan, vast numbers of service members experience moderate-to-severe mental health challenges. Estimates from research (as cited in Inoue et al., 2022) show between 14% to 16% of U.S. service members have post-traumatic stress and/or depression. In 2020, military deaths by suicide increased 15% from 2019 rates (Khalil, 2022). There are several complex reasons for death by suicide but suffice it to say that many who turn to suicide did not begin their military career thinking one day they would take their own life. Realizing this may help us all stay in touch with how we feel about life and learn to check in with others when we are missing our family and other familiar comforts.

## Sleep Readiness

Your brain and its proper function sustain life. Its basic needs must be met. Not only does the brain need nutrients from food, water, and oxygen, it needs something else: sleep. Attending a resident PME course away from home can affect a person similarly to that of shift work sleep disorder, which is when a person's circadian rhythm is disrupted (Cleveland Clinic, 2023). Your circadian rhythm synchronized with sleep timing helps you fall asleep and stay asleep as well as impacting how well you stay awake when you want to. Sleep timing is important because the brain's internal clock impacts the ability to go to sleep and stay asleep. Sleep is necessary for tissue repair, hormone functioning, brain and physical health, critical thinking, the immune system, and recovery after physical activity (DA, 2020, p. 11-1).

Not only is it important to get sleep, but the duration of your sleep affects the health and functioning of the brain. Sleep continuity is "the extent to which the sleep period is continuous and uninterrupted" (DA, 2020, p. 11-2). During sleep, the body rids itself of toxins from brain activity and converts "new memories into usable knowledge" (p. 11-2). When you do not get enough sleep, you degrade your brain's ability to function adequately.

Many of us believe we can get by with less sleep than is recommended (i.e., 7-8 hours of sleep every 24 hours). Over time, those who sleep less than what is recommended incur a sleep debt, which shows up in "suboptimal alertness, reduced mental sharpness, and an impaired ability to recover from stress" (DA 2020, p. 11-3).

While you are in PME, you need to maintain your pre-sleep routine and sleep schedule. A pre-sleep routine can be listening to soothing music, reading, or taking a warm shower or bath. This should happen no less than 30 minutes prior to when you want to go to sleep. You should not watch TV, play video games, chat online, or do other activities that stimulate the brain. Another problem you need to avoid is social jet lag, or the tendency to stay up later than your normal bedtime on off-duty days. Waking up in time for work means that you are shocking your body into a schedule that is not stable.

## Spiritual Readiness

This last component of H2F is one of the most complex for some, while it is quite natural for others. Simply put, spiritual readiness is the "ability to endure and overcome times of stress, hardship, and tragedy by making meaning of life experiences" (DA, 2020, p. 3-5). The ability to make meaning can come from deeply held beliefs, principles, ethics, and/or morals. These beliefs and principles do not need to be religious in nature, although they can be. Meaning in life can also come from "belonging to and serving something beyond yourself and developing the best within you" (Army Ready and Resilient, n.d., para. 1).

There are three areas that relate to spiritual readiness: a person's connection to a higher power; a person's pursuit of meaning, purpose, and values; and a person's "willingness to serve and sacrifice for the greater good" (Shambaugh, 2022, para. 2). An individual does not have to believe in any religion, higher power, or creator. What is important in spiritual readiness is the ability to overcome challenges due to serving a noble purpose.

## Conclusion

When you are frustrated in a course, you can remember that you are attending the school so that you can develop personally and professionally and serve the people of the United States more effectively. If you are away from home, you may not see the importance of the course when compared with your duties at work and home, including spending time with your family and friends. If you will focus on your motivation, character, and integrity (all components of the Leader Requirements Model), you can focus less on what you think you should be doing and stay present while at school so that you are a better leader and Soldier, more able to protect and defend your family and friends.

Attending PME is sometimes dichotomous: we want to be better individuals, more professional and prepared, equipped to serve in any capacity. We also have many demands on our time that compete for our attention. Remembering why you serve in the military, being humble enough to accept feedback and new information, and focusing on your holistic readiness and fitness may be just the recipe for a newfound excitement for education and training!

**About the Author**

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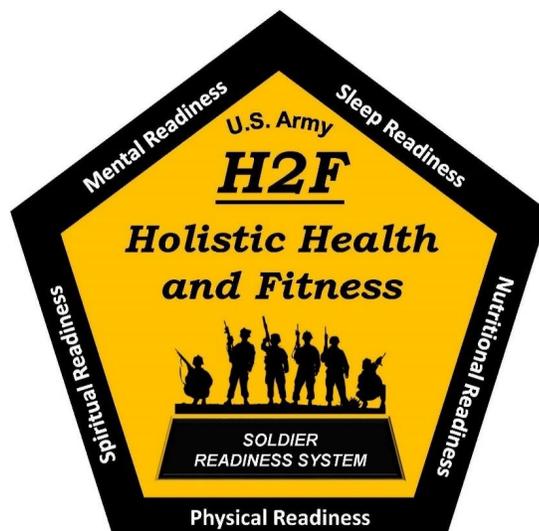
# Looking Through Athena's Shield: The Case for the Missing Philosophy of Army Education.

CW5 Leonard S. Momeny, EdD, Dr. Christina Parker, and Kelly Matthews, BA

**Editor's note**: *The following paper was first presented as original research at the 2022 Army University Learning Symposium, in Fort Leavenworth, Kansas the paper has since been updated and revised to be inclusive of revised terminology, such as the move from Project Athena to simply Athena, and to be inclusive of changes in certain doctrines, specifically FM 6-22.* The original paper can be read at the following location: https://armyuniversity.edu/Organizations/LearningSymposium/OnlineContentFiles.

## Introduction

The Army recently released Project Athena (adopting it to now simply Athena); a battery of tests that seeks to assess the current characteristics of a leader and ultimately allow for personal introspective analysis and leading to eventual self-development. In parallel with the initial release of this program was an article in *Military Review, Project Athena: Enabling Leader Self-Development* (Masaracchia, Saine, &Fallesen, 2021). In this article, the authors and then Project Athena program lead discuss a young Dwight D. Eisenhower, who at the time was about to attend the Command and General Staff College. During this period, the future Supreme Allied Commander was receiving mentorship from then BG Fox Conner. The future President of the United States considered Conner's mentorship so valuable that it, "rekindled Eisenhower's interest in studying history and the benefits of purposeful study," thus sending him into a period of deep self-development (Masaracchia et al., 2021, p. 7). It was about this point the authors make their case for the importance of individual learning and self-development.

Self-development is important and remains a fixture in the Field Manual (FM) 6-22, *Developing Leaders* (2022). FM 6-22 insists that leaders must develop themselves in preparation for continued career growth and reminds the reader that "you are responsible for directing personal self-development activities-not your supervisor or the Army" (FM 6-22, 2022, p. 3-1). The Army gives Soldiers many tools to accomplish this endeavor, providing professional military education, civilian education opportunities, Athena assessments, and even fellowships. However, something is missing that can truly aid all Army students, regardless of their level of experience and education. The introduction of this missing educational element could even enhance both Athena's goals and the greater generalized learning endeavor of Soldiers everywhere.

As with Eisenhower, a developing leader needs a vision with which to contextualize their yet unrealized future. Simply put, a person needs a mechanism that will allow them to make sense of received knowledge and its eventual application. Educators commonly refer to this mechanism as content relevance (Roberson, 2013). Conner provided that vision and relevance to Eisenhower through discussion of potential military actions as contextualized through the published works of historians and military philosophers, thus equipping Eisenhower with a philosophy to guide his development as a leader. Athena, like current Army education, appears to lack a BG Conner, or a philosophical lens with which to analyze its data and practical application. Without it, Athena, like current Army education, can appear to lack a discernable *why*.

Had Athena not come out, it would have been easy to continue missing the need for a guiding philosophy, or common foundation to build upon regarding the *why* of knowledge. It should surprise no one that the United States Marine Corps has an entire publication dedicated to Learning, *Marine Corps Doctrine Publication 7-0*, in which they describe the "learning philosophy and explain why learning is critically important to the profession of arms" (2020, foreword). Army education demands a similar complete and guiding philosophy, grounded in doctrine, that integrates relevant educational theory, provides pragmatic application, and addresses both individual motivation and development. To better understand the potential value of philosophy in Army education there is a need to analyze current education theory, student development, and an appropriate philosophical framework that could serve as a starting point for the Army.

## The Current State of Army Education

The Army has many experts, both military and civilian, that spend every professional moment focused on the education and training of Soldiers. Training and Doctrine Command (TRADOC) is the nexus for all educational efforts stemming from the Army. For the members of TRADOC, force training, and production are the prime focus of their existence, and its efforts propagate throughout the force via avenues of doctrine, training, and education.

To their credit, the Army, especially TRADOC, has made an earnest effort of late toward reforming educational processes and approaches to be more inclusive of popular theory from Adult Education (Department of Defense, 2017). Within the throws of this educational refinement, the greater organization wanted to break from the confines of traditional lectures and embrace a more learner-

centric approach, specifically the Army University (ArmyU) Experiential Learning Model (ELM); however, whether this change is taking hold remains in question (Pierson, 2017)[2]. Despite any potential uncertainty regarding the effectiveness of the change effort, the goal remains to develop "agile, adaptive, and innovative Soldiers and Army civilians to thrive in chaos and ambiguity" (Wong, 2002; TRADOC, 2017, p. 8). For the Army to accomplish this goal, both teachers and students should share a comparable experience and lexicon with which to codify knowledge.

The authors have no reason to believe that current training does not adequately prepare tremendous Service Members across all lines of educational effort to perform admirably and effectively under the direst of consequences. Yet, as educational professionals, it is not adequacy in education we should pursue but instead excellence and efficiency. Adequacy in education implies an instance of stifling growth regarding the education of our current Soldiers and future leaders and allows the inference that the Army's approach to education remains incomplete (Wong, 2002). The Army, and all other branches of service, proactively seek a refined approach to PME to produce an improved outcome from their greater education system (Department of Defense, 2020). However, the best way to improve upon something is to have a refined view of initial conditions.

The current education of the force is a herculean effort. However, it is evident, through the adoption of efforts that include a revised educational theory and self-development programs such as Athena, that the Army continues to seek out a more complete educational experience for all Soldiers. Senior leaders want critical thinkers, capable of in-depth metacognition, and this is something built over time through education, experience, and self-development (Khachadoorian, Steen, & Mackenzie, 2020). More specifically, the most senior leaders in the military hope to bring about changes in education that see joint officers "far better educated and more capable of directing and integrating the Nation's military instrument" (Joint Chiefs of Staff, 2020, p. 2).

The achievement of the lofty goals, as outlined by the Joint Chiefs of Staff, regarding the professional education and development of senior officers stretches far beyond only specific ranks (Department of Defense, 2020). Instead, the paradigm shift being pursued across military education, and in the specific case of this paper, Army education, has ventured into, until now, unexplored applications within learning theory, educational technology, and virtual learning domains (Parker,2020). Doctrine and training are working to support this effort, but a guiding philosophy remains absent. A holistic philosophy with which to orient the professional instructor and the Army student could integrate with the current driving educational theories and models taking hold of the Army, especially ELM.

## The Philosophy Ready Vehicle of ELM

ELM is the primary vehicle of choice in Army Education and is an instructional model specifically equipped to maximize learning through activation of the student's affective domain. The inclusion of ELM in Army Education is an important augmentation of practical Adult Learning Theory, which primarily focuses on specific characteristics of the adult learner (Knowles, Holton, & Swanson, 2015). Adult learning theory, or at least learning theory contextualized for the specific motivational needs of adults, is ideal for the Army and all branches of the military, as traditional pedagogy lacks the appropriate context with which to best instruct the adult student.

Adults, ever pragmatists, require something more learner-centric and with real-life application. Adults, above all else, must be able to see and understand the relevance of learned material, specifically how it relates to future job performance (Knowles, Holton, & Swanson, 2015). However, it is important to note that the discernment of knowledge, its purpose, acquisition, and relevance belongs to the individual student, and the educator cannot determine relevance for them (Albrecht &Karabenick,0. 2018; Knight, 2006).

ELM can find many parallels with such concepts, as it relies upon a learner-centric approach. ELM specifically focuses on the motivation and insights already attributed to the common adult student using concrete experiences and individualized assessments of derived value (Pierson, 2017). In that sense, ELM is learner-centric and bears a close resemblance to the humanist educational perspective of pioneers in early psychology, such as Abram Maslow and Albert Bandura. The essence of the humanist education perspective and theory is based upon the motivation and learning experiences of the individual, not necessarily the instructor or facilitator. It is as if ELM was tailor-made for philosophy.

Educators cannot overlook the shared interconnectedness of self-development to the learner-centric educational experience, as this builds to the more generalized concept of learning as an individual effort (Weimer, 2002). Simply put, an educator cannot learn for a student, especially an adult student. Instead, students experience and contextualize learning via independent factors. Self-development coupled with learner-centric education remains a hallmark of the highly coveted life-long learner.

The idea of the life-long learner is a key aspect of doctrinal leader development and education. However, Army educators must inquire regarding development toward *what*. Sadly, the greater Army education enterprise seldom searches out a definitive *what* and *why*

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[2] The ArmyU Experiential Learning Model is the recommended educational strategy for all Army institutions. Every Center of Excellence teaches the model via the Common Faculty Development Instructor Course. While new instructors get this training, it still takes all instructors coming back through training (at least every three years) for the model to fully proliferate throughout the ranks of TRADOC cadre.

of learning. Instead, there seems to be a degree of "mindlessness" associated with the industrialized nature of most military education, whether self-initiated or prompted via a collective, where the focus remains on *how* and the *why,* and *what* remains absent (Silberman, 1970, p. 11). If this assertion were incorrect, then logically we would not see senior leaders declaring a need for more critical thought and metacognition in the up-and-coming generation of leaders (Joint Chiefs of Staff, 2020, p. 2). What this implies is that Soldier students must depart from the constant *how* of education and instead engage in aspects of *why*. If military education can transition to better emphasize the *why*, rather than the *how* or *what*, then the Army might better educate future leaders in a way that contextualizes both individual and collective development.

The importance of self-development has been further emphasized through the recent release of Athena, which requires more introspective analysis by Soldiers. The authors reason that Soldiers lack this introspective nature or else it would not be a center-stage need. Athena focuses on self-development, providing the survey participant with specific feedback following the completion of the assessment, but a gap remains, as the effort appears almost incomplete. Instead, the Athena assessments continue as something the student fills out, and the information remitted upon completion remains a key element of development that is to be actioned, hopefully informing individual development plans (IDP). As such, in Athena, the learner-centric theory and experience reign supreme. So, what is missing that can help the student, regardless of their current level of development?

For the answer to, "what is missing," just think back to the earlier example with Eisenhower, as Athena is missing the BG Fox Conner to contextualize the information into the lens of pragmatic military-centric philosophy. Instead, the survey participants are simply supposed to take the provided information and contextualize it themselves, that is unless their organization requires the potential IDP to be shared. Is this the desired end state of Athena for the Army, an organization dependent upon the success and retention of members being able to internalize a moment of non-contextualized individual development? Also, for the IDP to be developed and applied appropriately it is assumed that the leader utilizing the IDP for the Athena respondent has both the necessary understanding and education to ensure the information is put to best use. It is important to question where and how someone is educated effectively enough to best synthesize and apply this data for the benefit of the developed Soldier.

Rhetoric aside, it is assumed that many will see that an organizationally contextualized pragmatic and military-centric philosophy should be developed and adopted to better equip the Soldier student in receiving information and the instructor in delivering the information. If done correctly, the Soldier and their leaders will always know where they are in their professional education and development. Additionally, the Army can then contextualize education within the confines of this governing philosophy of professional development.

Without a philosophical framework, the military educational experience is heading in multiple directions at once. The instructor, thanks to robust ArmyU-based Instructor Training, already sees the information and the student to be educated within a certain capacity. After all, the instructor is taught basic education and psychology theories, all of which aim at the action of learning and the process of assessing student development. There is now only one thing missing. The authors summarize that Army education is missing a guiding developmental philosophy specifically structured toward the student. Therefore, the authors recommend the Army adopt or create such a philosophy, one that allows the student to see themselves, specifically their development and the application of education toward professional growth.

## Philosophy as a Guide

Philosophy literally means "love of wisdom," but can be "thought of in three aspects: an activity, a set of attitudes, and a body of content" (Knight, 2006, p. 5). Philosophy is like a roadway, and while there are many types of philosophies, as with roadways, all seek to afford the learner and educator "perspectives of what is presumed to be the same territory" (Weber,1960, p.3). In the case of the individual, this could come in the form of personal philosophy. A personal philosophy guides an individual's worldview development, allowing for interpretation of their surrounding environment, and ultimately even influencing the perceived relevance of information. There is no better example of this than the allegory of Plato's Cave.

Philosophy can and does provide context to received information that ultimately comprises a tangible reality and certitude to the veracity and applicability of all knowledge. All require context, and while some receive it via specialized training, e.g., trainers and instructors, others have no guiding philosophy and are expected to develop within the greater setting of their environment despite this gap. As mentioned earlier, education without a guiding philosophy of self and purpose, or the appreciable *why*, leads to a degree of mindlessness in education. Some find their way, despite the lack of a guiding philosophy, but that is because they were typically lucky enough to gain a mentor or an experience and allow the "educative ingredients" of "action and reflection" to color their future thought (Weber, 1960).

## A Suggested Philosophy and Framework

Considering the needs of the Army, specifically the desired outcome of critical-thinking leaders that are capable of meaningful self-development, the authors feel it best to recommend a philosophy that can meet organizational needs. The philosophy of choice must integrate well with the governing educational theory, which was already discussed as prime for philosophical integration, be developmentally focused, and wed well with the more humanist needs of such a diverse formation. After all, Army leaders and educators have daily encounters with diversity in all its forms, whether ethnic, culturally based, or even generational. Army leaders uniformly recognize diversity as a source of strength, and so the proposed philosophy and framework must prove flexible, generalizable, and applicable to all (Albrecht & Karabenick, 2018). Since diversity is so important to the Army's organizational success, an eventual philosophy should be flexible enough to honor that diversity while still maintaining theoretical efficacy in application.

If the Army is truly adopting a "people first" mentality, that means the organization is attempting to see the value and worth of all, both as individuals and as a meaningful whole. The educator and leaders of the Army must see the value of the individual and their development, but more important than that, the individual must see their development and worth as contextualized toward the needs of the greater whole. With the Army's "people first" mentality, coupled with the favored Kolb educational theory (ELM), the Army is already pursuing a humanist framework. However, it is the no-nonsense day-to-day mission and attitude of the military, coupled with the needs and motivations of the learner that dictate the obvious utility of adopting a pragmatic philosophy of education.

## The Pragmatist Philosopher

William James, the early American philosopher, initially outlined the pragmatist position. John Dewey would later explore and elevate both pragmatism and education philosophy to new heights (Knight, 2006). Pragmatism is "the attitude of looking away from first things, principles, 'categories,' supposed necessities; and of looking towards last things, fruits, consequences, facts" (James, 1907, pp. 54-55). The idea of pragmatism was to avoid wasting time regarding the perceived value of the static traditional philosophies and instead interpret the world as presented in its current state (Knight,2006, p. 66). The entire movement was results oriented.

The philosophical position of the pragmatist is one an experiential reality. This means the reception and interpretation of information, whether sensed or educational, is one based upon personal experience and its perceived value to that experiential reality. The pragmatist does not have time to waste and focuses on the detail and value of the human experience. Instead, the pragmatist defines truth and knowledge as what works, and not existential trivialities (Knight, 2006, pp. 65-68). The Army and its education system, whether knowingly or unknowingly, align with the pragmatist's position, as it focuses on learning theory and motivations that seek real-world application of knowledge. To both the pragmatist and the Soldier, all information requires a sense of relevance to the value of time and the functional application of their individual development, and this aligns well with both Knowles and Kolb.

The idea is to not be guilty of overindulgence in pragmatist philosophy, as on the occasion when the Army educational approach is to focus only on the details of a task rather than encourage learning. Instead, the correct amount of pragmatist view would encourage the Soldier's development through experiential learning. Examples of experiential learning include utilizing autonomy, goal orientation, relevant and practical hands-on performance contextualized for application in a mission or job setting. Especially valuable is the educational event that applies to a specific mission or job setting, as this is a valued strategy for self-directed relevance (Roberson, 2013). It would be at that moment the student Soldier, regardless of rank or position, develops applied pragmatic philosophical contextualization of their education. The Soldier's contextualization of their education, or sense of educational relevance, would also include how experience connects to development and learning thus integrating with the experiential application.

## The Humanist Framework

The humanist framework has already been identified as valuable for approaching the necessity of natural diversity, whatever the type, within the Army's formation. It remains critical to identify and understand student diversity in both education and the realm of self-development. There are two key points to consider regarding the value of the humanist framework. First, a humanist educational theory has been around for quite some time, though educators remain mixed in their reception of the entirety of the work (Yount, 2010, pp. 311-316). Second, the humanist framework, especially that of Maslow's theory of human motivation, has been able to endure critique as motivation remains one of the most discussed and prominent aspects driving education and developmental effort (Yount, 2010; Ambrose, Bridges, DiPietro, Lovett, & Norman,2010).

Another secondary consideration of the effectiveness and value of the humanist framework concerning personal development is the fact that the researchers actively employ Maslow-based models in current theoretical discussions (Momeny & Gourgues,2019). The utility of the model is based upon its undying flexibility and generalizability, as the variable of focus is one of common and shared humanity. The importance of self-regulated learning, coupled with the idea of "priority upon affective outcomes," aligns well with the ELM strategy

which seeks to highlight the individual student's prior experience and the dynamic key of the concrete experience to connect with the affective domain (Yount, 2010, p. 317; TRADOC, 2017).

A marriage between the current utilized or emphasized educational theory, both Kolb and Knowles, with Maslow's perspective on human motivation and development could create the ultimate version of pragmatist philosophy. The main advantage of this approach is that both students and the Army can extract the most out of the learner-centric learning environment. This is because it gives the life-long learner and the educator a common foundational reference point or foci, that of the student's development, and specifically how that development relates to motivation and even productivity. See Figure 1, *The Communication Process Theory*, for a current theory making use of Maslow (Momeny & Gourgues, 2019).
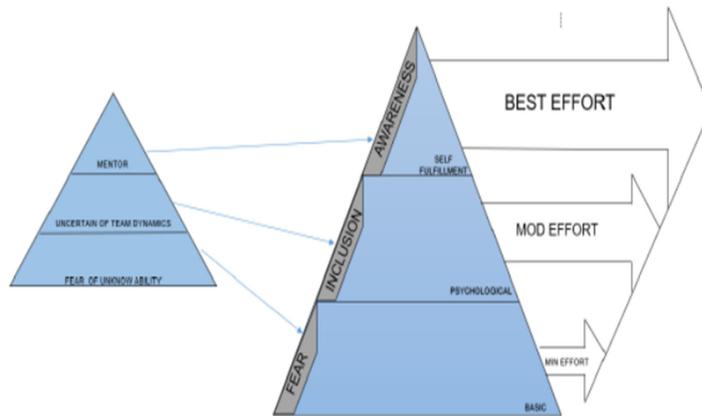


Figure 1: The Communication Process Theory

Communication process theory addresses individual development through a series of leader and follower communication exchanges, utilizing Maslow's hierarchy of needs as a humanist framework (Momeny & Gourgues, 2019). However, elements of productivity and output are also sketched out with respect to the progress of an individual's development. A parallel model could be realized for both individual and professional development specific to the needs of the military student. Such a model would allow both the educator and student to frame the pragmatist philosophy alongside a pictorial reference of individual development as contextualized toward the critical educational point of motivation, see Figure 2, *Army Education Philosophy and Individual Development*.
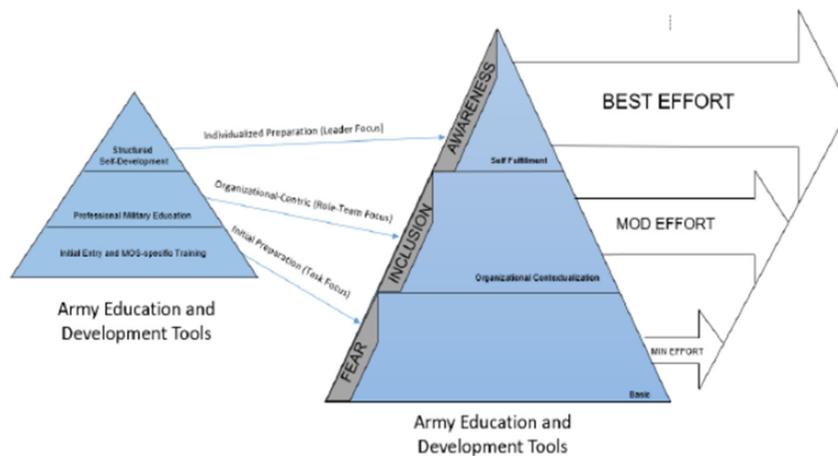


Figure 2: Army Education Philosophy and Individual Development

The point of Figure 2 is to allow the student, instructor, and leader a better view of individual development. With this renewed perspective on knowledge exchange, it becomes possible to enhance empathy and better comprehend individual growth as contextualized through moments of educational development. Finally, both the instructor and student would know how knowledge is to be categorized and applied within the evolution of the Soldier student. No matter the type of knowledge, it all plays a role in a Soldier's growth as both an individual and teammate within the greater Army organization.

## Vehicles to Integrate Philosophy

Knowledge, whether philosophical or not, without application or means of integration, is utterly useless. However, the Army, and more specifically TRADOC, is not without its tools. Ready means of integration can and should be found within the introduction of the philosophy and visual framework within the following three areas: 1) Insert into all Initial Training and Professionally Military Education, 2) Insert the basic philosophical framework into both the Doctrine Primer and Leader Development focused doctrine, e.g., FM 6-22[3] and ADP 6-22, and finally 3) Athena assessments.

Initial Entry Training (IET), no matter the associated rank structure, and Professional Military Education courses are the ideal time to introduce a functional and visual philosophy of education and development. A Soldier must learn how to see both themselves and the *why* of knowledge, specifically how it contributes to their progression as a professional and team member, as early as possible. The earlier a student is allowed to integrate with an educational-centric why the more likely they are to develop critical thinking skills desired at higher levels of responsibility.

To guide the perspective in IET, it will be necessary to enter the philosophical framework within the guiding components of doctrine. Specifically, this information is ideally suited for Army doctrine that focuses on leader development and leadership. This is especially ideal because Soldiers of all ranks consistently read leadership doctrine. Finally, the information should preface the Athena self-development assessments. This is because the produced assessment data requires a contextual lens for proper knowledge acceptance and application. If strategically cascaded across these three critical areas, integration of this philosophical framework can be seamless.

## Conclusion

Project Athena allowed the authors to note the missing Army educational philosophy and consider its overall importance and impact on the development and even self-development of Soldiers everywhere. This is unique as Athena gave her shield to Perseus to better engage Medusa. Perseus was able to peer through Athena's shield and have both protection and clarity of vision against an enemy he could not see or even strike without the defensive tool (Deacy, 2008). In a sense, the shield allowed Perseus to contextualize the information of his environment, and better negotiate real and appreciable experiential-based challenges. Well, Athena has returned, and both the Army and its educators must have the courage to look through her shield to better contextualize necessary knowledge and its application for Army students everywhere. With a reasonable pragmatist philosophy, specifically aligned across a flexible humanist framework, the Army can better allow its Soldiers to see themselves, the value of greater education, the importance of all professional education, and how it affects self-development.

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[3] It is exciting to note that the Army, through the latest edition of FM 6-22, *Developing Leaders* has already started sharing more information on how individual development occurs. Additionally, there is even discussion on the nature of learning, thereby empowering the reader in their ultimate effort to better themselves.

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# The Most Prized of the Five Warrant Officer Competencies: Integrator

Dr. Brian Davis and CW5 Leonard Momeny, EdD

*"We know well what happens when a single arm is opposed to two others."*
-Major General Carl von Clausewitz

## Introduction

The U.S. Army Warrant Officer Career College recently proposed and now emphasizes five competencies to drive and connect common core progressive and sequential education throughout the lifecycle of Warrant Officer Education. The competencies include communicator, leader, operator, advisor, and integrator. Earlier in the academic year, an Army senior leader addressed a Warrant Officer Senior Service Education class and spoke of the expected increased technical nature of the battlefield of 2030 and the importance of warrant officers being experts in their occupational specialties. This comment fits neatly into one of the five Warrant Officer (WO) competencies, which is that of an operator. He caveated his comment by continuing the statement with the following "…but I need you to be leaders, first!" The connective tissue between these two competencies is the outcome known as integration. Considering this connective tissue, the competency of integrator becomes the most important of the WO competencies, creates the requirement for a balance between common core and technical education/training, and is most closely aligned to the requirements outlined in the doctrine found in the new FM 3-0.

## Integrator as the Most Important Competency (Over Time)

While all five WO competencies are important, they obviously exist on a scale that changes as an officer progresses through their career. For instance, understanding the notion of a WO being a leader first, they must be a leader always and the scale and impact of that leadership is different based on rank, experience, and position. The need for communication skills may be constant, as these undergird the impact of every leader. However, the communication abilities of the individual WO will shift and improve with both education, training, and time.

Certain skill sets seem to increase over time; but this begs the question, do aspects of hallmark competencies beyond these general elements currently under discussion surpass others in relevance and application? Might individual operator skills decline as the ability to advise increases? For instance, are individual technical skills, as in aviation for example, more valuable as a senior WO than the ability to advise on how the skill sets of other Warrant Officers and their systems are best employed? There are clearly many questions regarding the development and import of specific WO competencies over the course of a career. Still, there appears to be one WO competency that never fades but only increases over time. The ability to integrate one's assigned system, or area of technical expertise, only improves the more a WO understands Army, joint, and national systems because of both increased experience and education. All the other competency areas - knowing one's job, demonstrating leadership, influencing through advising, and being able to communicate one's thoughts - support the competency of integrator.
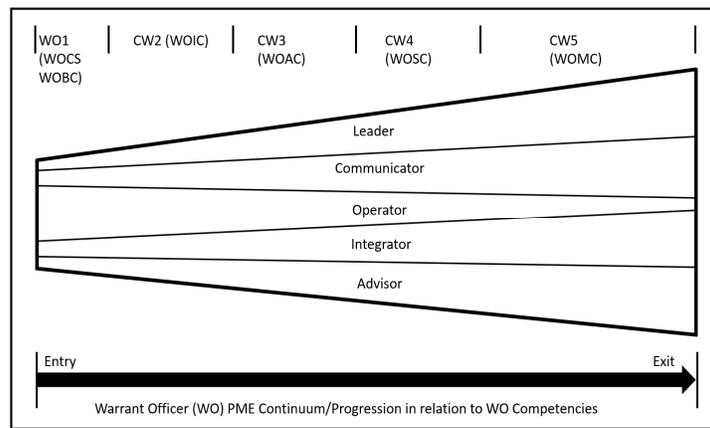
**Figure 1. Estimation of Core Competency Maturation**

Recall that integration as a word is considered a "process of bringing either people, processes, or systems together across boundaries, whether real or virtual and unifying all associated variables to achieve one harmonious effect" (Momeny et al., 2023, p. 12). Warrant Officers, according to DA Pam 600-3, are to be considered a great many of things including leaders, trainers, and managers. In addition to these roles a Warrant Officer is supposed to be an innovative integrator, however, does the requirement to perform as integrator stop at only technological and system borders? In the first issue of *Strength in Knowledge*, Momeny et al. (2023) made the argument that integration must go beyond the border of systems and equipment:

*The burden of integration creates a perceived competency of need that is fostered through years of hard-fought experience. It almost never fails; the Army Warrant Officer is often seen as standing alone in a formation, as many simply do not know how they integrate into the greater organizational picture. In many respects, this provides the Army Warrant Officer with a degree of hallmark autonomy as they seamlessly traverse the challenging landscape and layers of the military hierarchy. This means the Warrant Officer must understand that they integrate into a team or among leaders at the point of need.*

The integrator competency of the Warrant Officer possesses a duality of sorts and cannot simply focus upon the technical capacity. A Warrant Officer, to truly ensure that they efficiently apply and integrate their systems into branch, Army, and eventual joint partner capabilities, "must also integrate themselves in a human capacity within the organization that may need them in a specific moment in time" (Momeny et al., 2023, p. 13). The sense of self-awareness required to integrate into any organization, team, or group of leaders, to include the necessary ability to possess a natural feel for the pace and objective of operations makes the competency of integrator a key element of the ideal Warrant Officer competency set. How else is a Warrant Officer to be considered capable of integrating systems warfare in support of a ground force commander's needs.

## A Balance Between Technical Acumen and Common Core Education

Cultivation of the integrator competency is challenging. A balance must be struck between elements in the equation, where the variables represent the Warrant Officer (a function), systems, and needs, all which mesh to somehow provide a solution to the problem in the form of ideal integration. No matter the case or scenario, it is understood that one thing cannot be integrated with itself. Thus, the emphasis of only knowing your individual job is simply not enough, even though this is the aspect of being a Warrant Officer that is so often and rightfully so highly prized. Real success as an integrator comes when a Warrant Officer best understands the answer to the following question, how does what you do fit into other capabilities? Still, during initial common core education of Warrant Officers, it is rare that instructors will ever broach the topic of skillset integration into larger systems and tactical or even strategic scenarios. Part of this is due to limitations in resources, while the other issue is found on a focus to rapidly establish technical competency over a blend of potential holistic understanding.

If a gap in cultivation and competency development is absent in initial military education of Warrant Officers, then the development of the competency must exist elsewhere. As the authors noted earlier, the competency of integrator (see Figure 1) is something that increases and refines with time. This growth for a Warrant Officer is probably best explained in guiding Army policy.

Progression is defined by rank in the DA PAM 600-3 and defines system integration requirements from branch systems to Army systems, to joint and national systems. Other than the operator competency (which should be taught at branch specific courses and supported/reinforced by common core education) the other four competencies are the focus of common core education (See Figure 2). Consider the following points on Warrant Officer development and expectations that are explicitly laid out in DA PAM 600-3:

- *Warrant officers are innovative integrators of emerging technologies…*
- *WO1's and CW2's primary focus is becoming proficient and working on those systems linked directly to their AOC or MOS. As they become experts on the systems they operate and maintain, their focus migrates to integrating their systems with other branch systems.*
- *As they become more senior, their focus becomes integrating branch systems into larger Army systems.*
- *As they become more senior, they focus on integrating branch and Army systems into joint and national-level systems.*
- *As they gain more experience and training, their focus and expertise shifts from their PMOS or AOC to integrating other systems within their branch or FA to Army, joint, and national-level systems.*
- *…the warrant officer … integrates Army systems and equipment across the full range of Army operations.*

Each one of the bullets from DA PAM 600-3 explain a process of growth and changing focus over time. In many instances, Warrant Officers find themselves only mired in the technical weeds and requirements and receive little mentorship on this idea of integration.

The best Warrant Officers within any field are usually the ones who did not fail to ruminate and act upon this idea of integration and competency of integrator. These are the members of the Cohort that typically speak of the value of their Warrant Officer network, or constantly make use of "lifelines" in the form of knowledgeable former NCOs, Commissioned Officers, and various Civilian subject matter experts. Additionally, the absolute best of our Cohort also knows fellow Warrant Officers one echelon below and one above from where they currently work. The Warrant Officer Career College, through its PME course offerings, continues to remain the one place that Warrant Officers from across all branches can meet as a meaningful whole, exchange ideas and experiences, share in education, and grow their network. Those key moments in Warrant Officer development are necessary for the future success of both the Cohort and the U.S. Army on the modern battlefield. Integration of systems and equipment must occur "across the full range of Army Operations" (DA PAM 600-3, 2022).
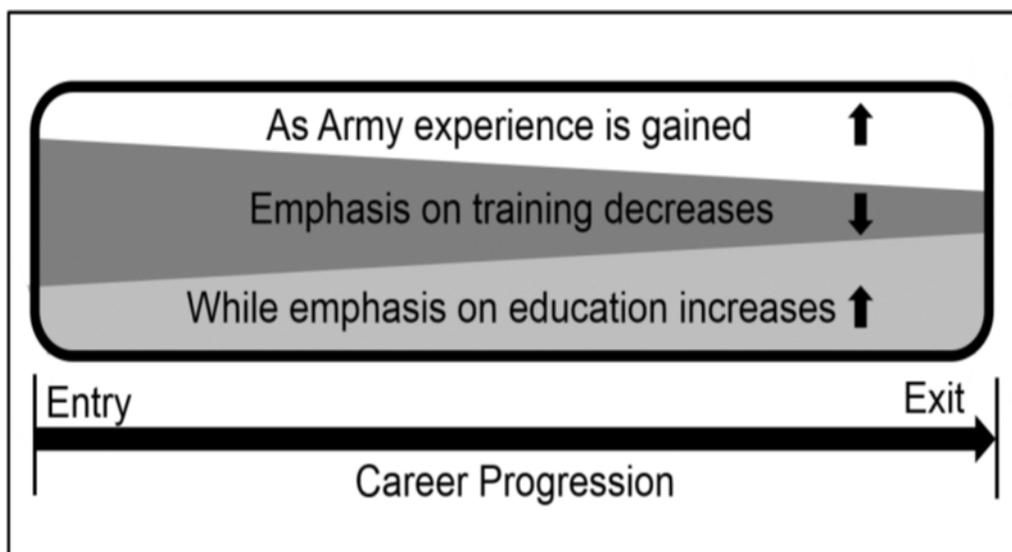


**Figure 2. Estimation on the Impact of Career Maturity**

# FM 3-0 links to the WO Competency of Integrator

In October 2022, the Army released its newest operational doctrine, FM 3-0, *Multidomain Operations,* the follow-up to Unified Land Operations. In this new doctrine, domains in which warfare occurs increased from three to five. Additionally, this increase in domains has only added to the complexity of Army operations and the way success can be challenged. To meet these challenges head on, it is necessary for "Army forces (to) integrate capabilities and synchronize warfighting functions to generate combat power and apply it against enemy forces" (FM 3-0, 2022). Aside from that one very commanding bullet, FM 3-0 also provides the following linkage to the need for greater emphasis upon the WO competency of integrator with respect to joint operations and beyond.

- *They must also understand how the joint force enables the Army to integrate capabilities through all domains to generate more effective land-power.*
- *Joint planning integrates military power with other instruments of national power (including diplomatic, economic, and informational) to achieve a desired military end state.*
- *The employment of joint and Army capabilities, integrated across echelons and synchronized in a combined arms approach, is essential to defeating threats able to contest the joint force in all domains.*
- *Army forces integrate land, maritime, air, space, and cyberspace capabilities that facilitate maneuver to create physical, information, and human advantages joint force commanders exploit across the competition continuum.*
- *Army leaders integrate: Joint capabilities; Multinational, interagency, and interorganizational capabilities; Echelons and staffs; Different types of units to achieve a combined arms approach.*

The perceived value of integration also extends to the discussion of operational tenets[4] as they relate to Multi-domain Operations and more specifically to the concept of convergence. *"Convergence is an outcome created by the concerted employment of capabilities from multiple domains and echelons against combinations of decisive points in any domain to create effects against a system, formation, decision maker, or in a specific geographic area"* (FM 3-0, 2022, p. 3-3). Convergence occurs as units in support of higher echelon operations and guidance "create effects from and in multiple domains" (FM 3-0, 2022, p. 3-3 – 3-4). The creation of convergence is based upon an understanding of both the enemy capabilities and systems and how to best integrate friendly capabilities and systems to achieve success. Students of systems and those that can integrate friendly systems seem to the be key to success on the future battlefield. That sort of synergy within the profession of arms, specifically when discussing Army formations, is primarily found within the Warrant Officer Cohort.

The overall argument of integrator as the hallmark competency with respect to success as a Warrant Officer is often realized within the ability to influence and ideally create operational synergy. This is not necessarily unfamiliar to any reader as it sounds like the underlying principles of *combined arms*. Operational synergy, or convergence to be more doctrinally correct, is found when capabilities of systems are combined in operations, the "reinforcing nature of each friendly capability presents multiple dilemmas for enemy forces and produces an overall effect that is greater than the sum of each individual effect" (FM 3-0, 2022, p. 3-3). The speed of attainment for convergence and the ability for a force to sustain it points toward a higher likelihood for operational success. In fact, integration, and its ability to impact operational success is so key that the word "integrate" is used 166 times in the new FM 3-0:

- *Integration of capabilities…*
- *Ability to integrate and synchronize…*
- *Targeting's relationship as a way to integrate…*
- *Integration of capabilities across domains…*
- *Integrated planning and employment… (the list simply goes on and on).*

## Conclusion

While all five competencies of the Warrant Officer bring value to both the identity of the cohort and the experienced value by commanders with respect to individual officers, the authors maintain that it is the competency of integrator that is most prized by commanders. To be an integrator as a Warrant Officer goes beyond simple technological and systems integration into a mission or the singular role of technical expert. Instead, the full value of the competent integrator is found in their ability to understand organizational

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[4] Tenets of multidomain operations include agility, convergence, endurance, and depth.

structure and goals, both below and above the echelon in which they operate and apply their technical craft in such a way as to assist commanders in the achieving of operational synergy or convergence. This ability to integrate is so valued that the newest doctrine continuously discusses integration as the hinge point of success in all aspects of modern operations. It certainly sounds like future success on the modern battlefield will be completely dependent upon the Army Warrant Officer and their ability to integrate into both greater systems, capabilities, and organizations.

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# Reviewing and Improving Standardization at Foreign Disclosure Offices

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The Foreign Disclosure Branch, under the Deputy Chief of Staff for Intelligence, G2, at Headquarters Department of the Army (HQDA) could find increased efficiency through the provision of more affirmative oversight and direction, ultimately allowing more cohesion, communication, and connectivity throughout all Army Foreign Disclosure Offices (FDOs). The Department of Defense (DoD), and each of its military branches are all built on a set of standards that provide for uniformity across the organization. Regardless of whether a Soldier or civilian is supporting the military mission at Camp Parks, California, or Stuttgart, Germany, the standard for disclosure should remain consistent at all locations. This requirement for standardization through oversight and direction is critical to military operations and foreign partnerships alike. This is most readily demonstrated in the near-real-time need for disclosure of information to U.S. allies in Ukraine.

Foreign Disclosure (FD) standards are captured and made available for reference through military publications, including policies, regulations, manuals, and pamphlets. Minor differences may occur at various locations due to local command interpretation of the guidance or nuances of leadership. Still, in general, one should expect consistency regardless of location or mission. This has not proven to be the case with the foreign disclosure process.

In today's interconnected world, the United States oftentimes needs to share classified military information (CMI) and controlled unclassified information (CUI) (formerly for official use only [FOUO]) with foreign partners. These situations include selling equipment, services, and associated technical information through the Foreign Military Sales (FMS) process. Before the authorized disclosure and sharing of information with foreign partners, several stakeholders must review the requested information to verify need-to-know, safety and implications, and legality of the release to the intended recipient(s).

The primary policy that governs the release of CMI and CUI to foreign partners is the *National Security Decision Memorandum (NSDM) 119* (Kissinger, 1971). The procedures to execute *NSDM 119* are contained in the *National Policy and Procedures for the Disclosure of Classified Military Information to Foreign Governments and International Organizations,* also known as *National Disclosure Policy,* or *NDP-1* (Mattis, 2017). These policies are enforced within the intelligence community (IC) through the *Intelligence Community Policy Guidance (ICPG) 403.1* (Clapper, 2013). Furthermore, they flow down to the Joint level through the *Chairman of the Joint Chiefs of Staff Manual (CJCSM) 5230.01A* (McKenzie, 2021) and into the Department of Defense for enforcement through the *Department of Defense Directive (DODD) 5230.11* (DoD, 1992). At this level, it branches out into the different military departments. Within the Department of the Army, the governing policy for FD is *Foreign Disclosure and Contacts with Foreign Representatives, Army Regulation (AR) 380-10* (U.S. DA, 2015). Internally, various subordinate Army Commands establish similar guidance for execution at their level. One example of this is the *Foreign Disclosure Operations Manual* established by *Training and Doctrine Command (TRADOC) in TRADOC Pamphlet (TP) 380-10* (U.S. DA, 2019).

The overall requirements at each of the various levels of enforcement remain consistent. The authority to disclose must be in writing for specific individuals or positions. This is provided through a delegation of disclosure authority letter (DDL). This authority is limited to Foreign Disclosure Officers (FDOs) who have completed the required certification training, been appointed to the position in writing, and granted authority to release with a DDL. Foreign Disclosure is an inherently governmental function, therefore only government military and civilian personnel may conduct these duties; government contractors may not conduct the duties of an FDO. Personnel serving as an FDO must be of sufficient rank to execute disclosure decisions on behalf of the organization commander. Foreign Disclosure Representatives (FDRs) are government military, civilians, or contractors appointed in writing who assist, advise, and make recommendations to FDOs regarding Foreign Disclosure matters.

The inconsistency in Foreign Disclosure becomes apparent in the execution of the process for review prior to release. Most of the doctrinal guidance declares this process must occur through the Foreign Disclosure Management System (FDMS), a web-based repository

where requests are initiated, routed, tracked, and returned to the requestor as approved or rejected, providing space for comments for correction or contacts for direct communication (U.S. DA, 2019). All submissions are stored for future retrieval and reference if necessary. FDMS is maintained as a SharePoint portal available on Secret Internet Protocol Router Network (SIPRNET) or Joint Worldwide Intelligence Communication System (JWICS) for CMI requests. FDMS is also available on Non-Classified Internet Protocol Network (NIPRNET) for processing of CUI requests.

Unfortunately, FDMS is not available within all Army organizations, which forces the Foreign Disclosure Office to develop local processes for their organizations. The typical alternate default option is to handle all FD requests and communications through email. These requests should be encrypted for digital protection of the information, but this is not always practiced or enforced. Due to the size of some documents in such requests, requestors must resort to utilizing DOD Safe to transmit the attachments, in addition to the separate request email. Organization of these requests and associated communications fall to the responsibility of the requestor(s) and the FDO, and should either person leave that position, all continuity and access to the correspondence is lost in the departure.

Inconsistencies in the process among these subordinate levels will continue and worsen across the Army until unifying requirements and systems access are made available and enforced at the Department of the Army level. To ensure such consistencies, the Foreign Disclosure Branch, under the Deputy Chief of Staff, G2, at HQDA should provide more affirmative oversight and direction to allow for more cohesion, communication, and connectivity throughout all Army Foreign Disclosure Offices. An internet search for "Foreign Disclosure" provides a link to a website that appears to attempt to accomplish just that, but the website was last updated in 2012, giving the impression that any efforts into this reform and standardization ceased years ago (U.S. DA, n.d.). More affirmative oversight and direction from the FD Branch would ensure consistent FD standards are put in place at all levels where FD actions occur. The oversight and direction could be in areas where local issues are experienced, such as ensuring the local Network Enterprise Center (NEC) or G6 gets FDMS on the network for access and use by those associated with the FD process.

Providing more affirmative oversight and direction to the FD process would have significant impacts to readiness and the total Army during Large-Scale Combat Operations (LSCO) by providing a stream-lined process allowing for consistent communications and review of requests, expediting the release and sharing of information to foreign allies in near real time. This timely communication is a priority now more than ever as the Army fights side-by-side on the battlefield with its coalition partners and provides support to its allies, as demonstrated with the conflict in Ukraine. Furthermore, unlike in years past, the battlefield constantly changes minute-by-minute, so any delay in information could cost lives, as well as be devastating to force readiness.

This recommendation for providing more affirmative oversight and direction should be a top priority as the U.S. prepares the force for a possible conflict with Russia or China. Such a conflict would not solely be a force-on-force battle limited only to the United States fighting either Russia or China. Such a conflict would have worldly implications affecting most of the countries across the globe, whether militarily or economically. It would require unified collaborations with foreign allies, and such collaborations would stress the already taxed FD requirements. If the FD Branch would provide more affirmative oversight and direction across the Army, it would provide for cohesion, communication, and connectivity throughout all Army FDOs and aid in the urgent release of information to foreign partners.

To effectively establish and implement a standardized Foreign Disclosure review process, relationships and communication must occur between the various stakeholders. This begins with individuals at the HQDA FD Branch and extends to all the FD offices across the Army, as well as all analysts and other requestors involved in submitting requests for foreign release. Furthermore, Network Enterprise Technology Command (NETCOM) and each of the regional and local installation NECs are vital to this process to ensure that FDMS is available. HQDA FD Branch should address any counterproductive stakeholders, enforcing the regulatory requirements. These issues can be identified through reporting or inspection of the FD process through the command inspection program (CIP).

Standardization and enforcement across the stakeholders are legally and ethically imperative. FDOs must abide by legal requirements when determining if requested information is eligible for release to the intended foreign governments and international organizations. These legal requirements are guided by ethical considerations. A standardized process in a central repository such as FDMS would allow for oversight by all FDOs within the organization, ensuring illegal or unethical favors are not conducted between requesting and releasing individuals within the process, as governed by *U.S. Code, Title 18 § 798, Disclosure of Classified Information.*

Recognizing that all policies originate at the strategic level and flow down to subordinate organizations, addressing this issue at the strategic level is the best course of action to impact change and implement the proposed solution. At that level, policies already exist, providing the framework for standardization throughout the force. Stakeholders can leverage these policies through enforcement at the subordinate levels to ensure standardization, resulting in cohesion, communication, and connectivity throughout all Army Foreign Disclosure Offices, providing oversight and compliance with legal and ethical considerations, with every element of the process being interconnected like the systems thinking process.

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# Knowledge Equals Combat Power

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There is an adage of *Knowledge is Power*. Well, in an Armored Brigade Combat Team (ABCT) formation, *Knowledge equals Combat Power*. In today's ABCT formation, for a specific unit to operate, there must be technical proficiencies, tactical knowledge, and experience present within the team. But for that to occur, we must retain the knowledge and experience gained at the mid-grade Noncommissioned Officer (NCO) level for that team to flourish.

To build the Army's overall readiness, it is recommended that the United States Army Recruiting Command dissolve the reenlistment/enlistment in and out calls of mid-grade NCOs in the rank of SSG/E6 for Military Occupational Specialist (MOS) 91A M1 Main Battle Tank Systems Maintainer, 91M Bradley Fighting Vehicle Systems Maintainer, and 91P Self-Propelled Howitzer Systems Maintainer. By doing so, the Army can prioritize the institutional knowledge, retention of experienced mechanics, and work toward building more cohesive Field Maintenance Teams (FMT) to better generate Combat Power in an ABCT. This approach could rapidly improve combat readiness to meet future conflicts in Multi-Domain Operations (MDO).

Since the release of the new Field Manual 3-0*,* the Army now trains, organizes, and fights in Multi-Domain Operations. "Under the previous BCT-centered organizational construct, Divisions and Corps had a limited warfighting role, but under MDO, Divisions, and Corps headquarters are to return to their historic warfighting roles" (Feickert, n.d.). The ABCT will play a crucial role in coming MDO conflicts. Deploying an ill-prepared ABCT into conflict could have significant strategic impacts on the battlefield. If the Maintenance personnel lack the knowledge to maintain the combat platforms, it can create several challenges and adverse effects. It is safe to assume that combat effectiveness will rapidly decrease if capable NCOs are absent when it is time to diagnose and troubleshoot their specific combat platforms. If these vehicles are not adequately maintained, they may break down during critical battles, leading to significant consequences, such as loss of life and the failure to achieve mission objectives.

Increased risk to personnel is likely if combat platforms break down in hostile environments due to a lack of proper Maintenance. Maintenance NCOs should have the technical knowledge to troubleshoot on-site and fix forward or have the experience to conduct vehicle recovery operations. The inability to troubleshoot and isolate faults to requisition repair parts can increase costs. Funding an ABCT in a deployed environment can cost a lot of money. This author has had the experience of participating in three rotations in support of Operation Atlantic Resolve (now called European Defense Initiative) and in one fiscal year (FY), a BDE spent over $89 million to sustain equipment while deployed.

Eliminating the re/enlistment in and out calls of 91A, 91M, and 91Ps within the ABCT could quickly enhance readiness to deploy BDEs more effectively with the highest combat readiness possible. Conducting operational deployments with the right personnel could dramatically cut repair costs, repair parts requisition, and the requirements for contracting Field Service Representatives (FSR). Having technically proficient FMTs managed by the right NCOs would represent potential cost savings that could certainly total millions of dollars. In various BCTs and ABCTs, the Army currently pays large sums to attain multi-level combat platform FSRs. This creates a sense of dependency upon FSRs and only enhances the experienced need for more technical proficiency and tactical knowledge that only the right NCOs can provide to the FMTs.

For example, in Soldiers Training Publications (STP) 9-91A14, there are 50 skill level-one tasks that every 91A Tank Mechanic must be technically proficient in. Additionally, there are 13 tasks for Recovery Operations with an additional 31 skill level-three tasks that an NCO must be technically proficient in. We are asking our NCOs to be technically proficient in 94 tasks at the rank of SSG. A feat that would take months to years to accomplish. Yet we allow non-maintenance personnel from the Army and other branches of the military to either enlist or reenlist into those crucial MOSs. This will lead to a negative strategic impact on the ABCT formation preparing to fight in an MDO conflict. This policy recommendation should be placed in the highest rank for the Order of Merit List (OML) as it affects one of the most deployed formations in the Active Army. As previously stated, it is crucial to build combat power to have a high state of readiness in the ABCT, and that readiness is directly tied to the right NCOs in the right jobs.

This topic must be communicated with the right decision makers who have the scope of influence necessary to implement the proposed policy change. All care and attention must be made to see to the preservation of the United States Army's number one resource, people. And it is also critical to remember that it is the U.S. Soldier on the frontlines who depends on the maintenance of those combat platforms to be Fully Mission Capable (FMC) and able of completing their number one mission: closing with and engaging the enemies of the United States.

Referencing AR 614-200, "Soldiers will not be reclassified solely because they are not performing duties in their Primary MOS (PMOS). However, Soldiers will be routinely reclassified as follows: 1(a). For normal career progression. 2(a). The Soldier's current PMOS must be listed as overstrength (Y/N), and the requested MOS must be listed as short (Y/N) on the current Reenlistment and Reclassification IN/OUT call message published by the Human Resources Command (HRC)." In a time where we justify *Quantity* over *Quality* and not *Quality* over *Quantity*, we must communicate with Senior leaders that "meeting numbers" in these crucial MOSs might not help the force but instead degrade readiness. ABCT formations are a good example of this, and happen to be missing NCOs that should have gained a key level of technical proficiency and experience gained by five to eight years in that specific MOS.

The strategic impacts placed on retaining the technical expertise of our Maintenance NCOs inside the ABCT should be at the forefront of discussion. Eliminating the reclassification of in/out calls could strengthen and retain knowledge inside the ABCT formation so that assigned FMTs and Armored formations have properly maintained combat platforms. This would contribute to Soldiers' confidence in their equipment and pride in maintaining combat power. They can only do this if they trust their FMTs to maintain and service the equipment to complete mission objectives correctly.

After utilizing the Doctrine, Organization, Training, Material, Leadership & Education, Personnel, Facilities, and Policies (DOTMLFP-P) process to propose this recommendation for policy change, the framework to design an administrative change in policy would include the following:

- Dissolve the in and out calls for this crucial Maintenance MOS.
- Retain NCOs in crucial Maintenance MOS by providing retention bonus.
- To build on and develop the institutional knowledge gained from progression in rank.
- To allow the capability to build cohesive teams to pass on experience and knowledge to generate Combat Power.

The Armored Brigade Combat Team remains one of the most lethal formations across the Army and promises to serve as a critical piece to the future success of the Army of 2030 in Multi-Domain Operations. If equipped and trained correctly, the ABCT will strategically impact future conflicts. That success will only happen if we allow for the retention of the necessary Maintenance NCOs and provide them the opportunity to gain experience which breeds new knowledge for others.

# References

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# Grunts: Inside the American Infantry Combat Experience, World War II Through Iraq

Written by John C. McManus, Published by NAL Caliber
New York, NY, 2010. 518 pages.

A book review by CW5 Leonard Momeny, EdD

As an instructor for the Department of Military History, my colleagues and I are always approached on the topic of book recommendations. There are of course countless leader recommended reading lists available to all. Nearly every reading list can contribute tremendously to the development of any Soldier, NCO, and Officer to study, and many are quite aware of these lists. Some of the most popular include that of the Chief of Staff of the Army and the Sergeant Major of the Army[5]. However, if you have read books from some of these more popular lists and you are looking for something decidedly different, both myself and many in the Military History Department recommend reading John C. McManus's book, *Grunts: Inside the American Infantry Combat Experience, World War II Through Iraq.*

Military history remains a key point of study in any institution engaged in Professional Military Education, or PME. In these institutions, military history is normally studied through the lens of multiple dimensions. Some of the most important studied dimensions include the ability to better understand the enemy, doctrine development, and lessons learned. Still, one of the most powerful dimensions of study found within military history remains that of the human dimension. The power of the human dimension is found in the fact that war is a human endeavor, and all readers, no matter their level of professional experience will immediately connect with the very human dimension area of study done by McManus within the pages of *Grunts.*

In the pages of *Grunts,* McManus takes the reader through various battles that include stops in such memorable locations as Guam, Peleliu, Ardennes Forest, Dak To, and even Fallujah. No detail is left undisclosed from any of these engagements, as McManus picks a specific incidence in each battle and drills down with great precision. The precision is aimed at identifying the exact experience of each Soldier, Sailor, or Marine, at a particular crucial moment and then contextualize larger success of an Army or U.S. military effort as being a byproduct of the man with "boots on the ground" rather than an oversimplified technological advantage. This is a necessary point of exploration based upon both the title and the very definition of the word, grunt, which McManus opens with:

> "A United States Army or Marine foot Soldier; one who does routine unglamourous work."
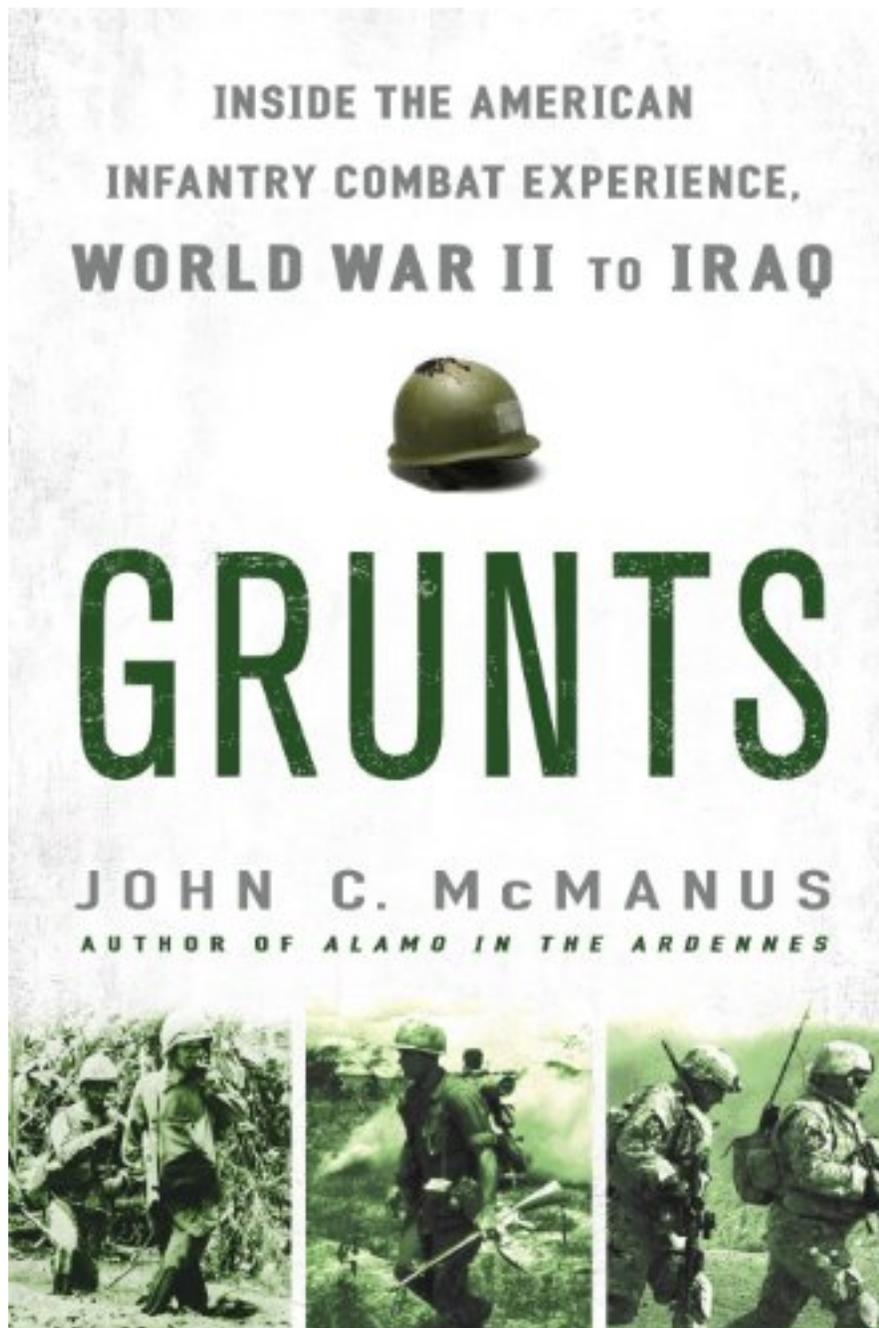> -Merriam-Webster Dictionary

The "routine unglamourous work" emphasized by McManus is the real main thrust of the book, as he preps the reader by invoking the perspective of the famed historian Keegan and his ability to "penetrate the battle rhetoric in search of the actual human story" of war (McManus, 2010, p. 11). That is not to say the book is absent of strategy and discussion of technology on the battlefield, nor is it a collected rant against the American fascination with greater and greater military technological innovation. Instead, *Grunts* is a work that seeks to implore all with the ability to affect both change and decisions to "learn from the lessons of recent history… [and that] technology has been a major asset, but [it is] not a magic-bullet solution to all security problems" (McManus, 2010, p. 440).

The benefit of reading this book is multifaceted for the Army Warrant Officer and other readers. First the basic historical value of the work is tremendous. Second to the historical value of the work is the ability for the reader to develop a better understanding of how a fight really happens. McManus engages in painstaking detail to convey the reality of real war, revealing gaps in technological marvels and battlefield systems and their inability to achieve all desired outcomes in combat. The reader is forced to consider the importance of accurate systems development and integration in battle to hopefully spare as many trials and challenges possible for the *Grunts* they both serve and support. The work conveys that war is chaotic and, in the end, a very human endeavor. This human dimension of war cannot be overlooked, and Grunts will aid the reader in further developing their understanding of the nature of war and the greater profession of arms.

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[5] The reading lists can be found at the respective URLs: CSA - The U.S. Army Chief of Staff's Professional Reading List | Article | The United States Army and SMA - https://fromthegreennotebook.com/2020/04/25/the-sergeant-major-of-the-army-shares-his-reading-list/

**About the Reviewer**

Leonard S. Momeny, Ed.D., U.S. Army, is a Chief Warrant Officer 5 at the Warrant Officer Career College, Fort Novosel, Alabama. Dr. Momeny currently serves as Department Head for Military History at the College. Leonard holds degrees from Central Texas College, Southwestern College Kansas, American Military University, and Liberty University. Leonard completed his doctorate at Liberty University in 2020. Leonard has served as adjunct faculty for Central Texas College and Liberty University since 2021.



INSIDE THE AMERICAN INFANTRY COMBAT EXPERIENCE, WORLD WAR II TO IRAQ

GRUNTS

JOHN C. McMANUS

AUTHOR OF *ALAMO IN THE ARDENNES*

# Warrant Officers in History

## *CW5 John A. Robinson*

CW5 (ret) John Robinson first entered the Army before our nation had even deployed to Desert Storm and would continue to serve a combined 31 years between the enlisted, Non-Commissioned Officer, and Warrant Officer ranks. His intended area of focus would always be the Field Artillery, serving as both a flying Aerial Observer and an eventual Field Artillery Targeting Technician, or 131A. CW5 (ret) Robinson's service consistently took him abroad and into harm's way for nearly five years, or 16% of his total time in uniform. While his season abroad is not to be minimized, John's work as a dedicated scholar, mentor, and student merits the most celebration. For it was always John's intellect and passion for scholarship and teaching others about the profession of arms and the history of the Warrant Officer that will forever endear him to the pages of Army history.

John would not immediately leave high school for the Army, but instead graduated from the University of Maine with a bachelor's degree in education, teaching history. CW5 (ret) Robinson began his storied Army career in Field Artillery as a 13F, working as a Forward Observer, and then moved on to the crossroads of Aviation and Field Artillery as an Aerial Observer in 1989. This, of course, resulted in the award of an Aircraft Crewman Badge, but do not let it surprise you that such a job required him to go through a portion of training comparable to that of a standard helicopter pilot training. John served with the 75th Ranger Regiment for a portion of his career. After six years, John became convinced that further opportunity awaited in the Army and pursued Warrant Officer Training.

In 1995, CW5 Robinson would work through both the Warrant Officer Candidate School and the Warrant Officer Basic Course as distinguished honor graduate for both. He was eventually assigned to a coming home of near permanence in the 18th Airborne Corps. Whether the 82nd Airborne or 10th Mountain Division, CW5 Robinson would serve in units of constant action. At every stop, John would meet challenges and surpass expectations, tallying the marks of the committed warrior in these most cherished of American units, even becoming a qualified Jump Master. There was never a challenge too grand for John to undertake yet make no mistake that no marker or badge of honor meant more to him than that of Warrant Officer.

John was never to be considered your average Warrant Officer, and for many of his students, his example would blaze a path that demonstrated just how much a Warrant Officer could achieve. John would attain a Master of Arts in Criminal Justice from Troy University and later exceed all expectations of scholarship ever expected or typically demanded of an Army Warrant Officer. John would finish a Doctoral Degree in Education from Argosy University, completing the final elements of his research while deployed in combat. It is one thing to complete a doctorate and quite another to do so deployed in a combat zone. In supreme fashion, John would be allowed to further break barriers for the Army Warrant Officer, becoming part of an inaugural group of scholars.

In 2009, John would find himself a member of an inaugural group of Warrant Officer students to attend the Command and General Staff College in residence. It was a rare moment to open a door for future students to something that has only recently become a more consistent educational opportunity to select groups of Warrant Officers. Additionally, this single act opened other doors to Warrant Officers that had since been closed until the presentation of such formidable intellect. One other opportunity given to him was the invitation to attend the prestigious School of Advanced Military Studies, or SAMs. More than achieving a master's degree in military arts and science, John had secured the future of educational opportunities for exceedingly bright Warrant Officer students to come. John was both a scholar and trailblazer, and better than that, John would fulfill the duties of the educational investment made upon his part by acting as a SAMS planner and strategist as a member of the Central Command (CENTCOM) Staff.

Many of us external to the Field Artillery know John Robinson today through his time teaching at the U.S. Army Warrant Officer Career College. A consummate professional and dedicated lifelong learner, John became both faculty and head of the Department of Joint, Interagency, and Multinational Operations (DJIMO) at the Warrant Officer Career College. Working alongside then Commandant, Colonel (ret) Stan Smith, John assisted in the modernization of various curriculum. This post was probably John's favorite, if not most memorable,

as he was able to shine in the way that only a true teacher can and that is through the daily shaping and mentoring of the lives of his students.

By 2015, John's career was entering its final stages. Still, John's later Army years would see him rise to the position of Command Chief Warrant Officer (CCWO) of the Field Artillery, just the third in the history of their branch. While at Fort Sill, John would personally mentor and guide a crop of Army Warrant Officers and Officers, cultivate new Warrant Officers from their NCO ranks, and advise on all aspects of technical matters with respect to modernizing the branch. However, his transfer from the position would be hastened by a diagnosis of ALS. This diagnosis was revealed to all by the ice bucket challenge that would accompany his Change of Responsibility / Charter with his incumbent. Still, even after retirement and the ensuing battle that many assumed would define the remainder of his life, John persevered. John's contribution remained one of continued advisor and educator. John, a life member of the U.S. Army Warrant Officer Association (USAWOA) happened to be a key member of the Warrant Officer Historical Foundation, or WOHF. John assisted in establishing the WOHF as a non-profit organization and was the Editor-in-Chief of "*The Quiet Professional: A Centennial Tribute*," a remarkable collection of Warrant Officer History. Additionally, as a member of the Board of Directors for the WOHF, John would establish a non-resident fellowship specifically for Warrant Officers.

John's voice and mind as the Director and Strategy Officer for the WOHF gave birth to the *Cohort W podcast.* During the 2021 – 2023 period, John mentored two fellows and began work on a third. Finally, John was able to raise new funds for the nonprofit WOHF thanks to many of his efforts through the USAWOA Newsliner magazine and the attention generated by COHORT W, thereby better funding the educational efforts of the greater WOHF. This would lead to John spearheading the creation and purchasing of 122 memorial pavers on behalf of the WOHF that are now spread throughout forty-one states at various museums, parks, and other public places. As said before, John was proud to be a Warrant Officer.

The legacy of John Robinson lies in service, scholarship, education, and advocacy. John broke barriers and laid inroads to greater opportunities for other Warrant Officers too many to number. John mentored and shaped leaders that were willing to do and be more than what others would expect or in some cases even allow. If a Warrant Officer is held in higher regard today, it is in part due to the efforts of John Robinson. If others know more of our history, it is in part due to John Robinson. John loved his family, his dogs, all things Boston, the Army, and everything about being a Warrant Officer. While CW5 Robinson will be missed, his legacy will live on forever in those he mentored and educated. John's lifetime legacy was best summed-up at his change of responsibility by then Brig. Gen. Stephen Smith: *He's a paratrooper, a warrior, and he's a warrior scholar.*

# Faculty Spotlight

## CW5 Leonard S. Momeny, EdD.

CW5 Leonard Momeny currently serves as the Department Head for Military History at the United States Army Warrant Officer Career College. CW5 Momeny has been in the Army for over 24 years. As the son of a Warrant Officer, he followed his father's footsteps into Army Aviation. His career began with the 75th Ranger Regiment, but after four short years he left the infantry to fly. By MOS, CW5 Momeny is a UH-60M Instructor Pilot and has been fortunate enough to fly various aircraft over the course of his career.

Leonard holds a Master of Science in Space Studies, a Master of Arts in Theology, and a Doctor of Education from Liberty University. CW5 Momeny has worked across multiple departments, teaching for both the Department of Strategy and Doctrine and the Department of Leadership and Management. He is a former fellow with the Warrant Officer Historical Foundation and helped publish multiple episodes of the podcast, COHORT W. Leonard has also presented multiple research projects and papers at both the *Interservice / Industry Training, Simulation and Education Conference* (2021 and 2022) and the 2022 *Army University Learning Symposium*. Finally, CW5 Momeny has nearly 40 publications to his credit and acts as the managing editor for the newest Army University Press publication, *Strength in Knowledge: The Warrant Officer Journal*.

## Strength in Knowledge!

# Announcements and Administrative Notes

## Call for Papers

The Faculty and Staff of the United States Army Warrant Officer Career College (USAWOCC) maintains the cohort's journal, *Strength in Knowledge: The Warrant Officer Journal.* USAWOCC aims to publish the journal quarterly to improve technical and common core education for the U.S. Army. The *journal* represents an enduring effort to provide a professional forum for sharing of information focused on current and emerging topics within Warrant Officer fields of expertise. Finally, the *journal* will inform and shape the continued growth of the greater profession of arms through the sharing of key insights and lessons learned from the Army's technical experts.

The *journal's* editorial team continuously accepts manuscripts for subsequent editions with editorial board evaluations held once a quarter. The *journal* invites practitioners, researchers, academics, Professional Military Education students, and other military professionals to submit manuscripts that address the issues and challenges of military education and training, training development, doctrine (whether specific data from manuals or discussion of concepts), systems warfare, Army modernization and other subjects relevant to the profession of arms. Submissions related to technical areas of various Warrant Officers' specialties will be considered on a case-by-case basis. Book reviews of published relevant works are also encouraged.

## Submission Guidelines

Submissions should be between 1,500 and 5,000 words and supported by research, evident through the citation of sources. Scholarship must conform to commonly accepted research standards such as described in *The Publication Manual of the American Psychological Association*, 7th edition. For resources on writing in approved APA format simply reach out to USAWOCC. Book reviews should be between 500 to 800 words and provide a concise evaluation of the book and its relevance to the professional Warrant Officer or current fight.

Manuscripts should be submitted by either 15 November (January-March; Issue 1), 15 February (April-June; Issue 2), 15 May (July-September; Issue 3), or 15 August (October-December; Issue 4). For additional information, send an email to **wo_journal@army.mil**.

## Resources of Interest

*Center for Military History Publications.* The Center of Military History is particularly interested in projects of contemporary interest, such as expeditionary combat, multinational peacekeeping, NATO enlargement, humanitarian relief, nation-building, noncombatant evacuation, antiterrorism, and the management of change. In these areas the Center can facilitate research, provide graphics and editorial support, and carry manuscripts through to publication.

*Army Professional Bulletins.* The Army's Centers of Excellence publish Professional Bulletins related to current trends in the Branches and Warfighting Functions. The Army Publishing Directorate maintain a list of the Professional Bulletins at:
https://armypubs.army.mil/ProductMaps/PubForm/PB.aspx.