As we approach this spring season, the talk is not about spring break or cherry blossoms, but about the novel coronavirus (COVID-19). The nation and most of the world are dealing with this "invisible" enemy. At the Army Force Management School (AFMS) we had to quickly transition our resident Functional Area 50 Qualification Course (FA50QC) class 01-20 and the How the Army Runs Course (HTARC) class 04-20 to online training. For up-to-date information, please visit our website https://www.afms1.belvoir.army.mil/ or call our Registrar's number at 703-805-4904 with questions regarding future courses.

However, I cannot tell you at this time if we are going to continue future courses on an online basis for the balance of the fiscal year. We are certainly poised to do that, but it all depends on national, DoD and Army directives. The situation is very fluid at this time.

This is a period of responding to national priorities both from a military leadership perspective and from a judicious citizen perspective. From a military leadership perspective, it is critical that Force Managers find creative ways to meet national guidance on the virus while meeting mission requirements simultaneously. As a judicious citizen, we all must implement the hygienic and social distancing guidance from the Center for Decease Control (CDC).

The disruption in social, communications, transportation and medical communities may affect unit readiness. Force Managers must remain alert to existing force management plans constantly providing options to sustain readiness during this global crisis. Above all, the potential impact to our greatest asset, People, is something that we must not ever compromise. Let us help win this fight decisively!

With Total Army Analysis (TAA) 22-26 in the rear view mirror, the G-37 Force Management is working earnestly in TAA 23-27 and beginning to shape TAA 24-28. As you may know, these TAA efforts shape the capabilities of a Multi Domain Operations (MDO) Army by 2028. Simultaneously, we are witnessing greater awareness towards the Joint All Domain Operations (JADO) concept. JADO is the Joint concept that underpins the Army's MDO concept.

The Army decision on a fourth US Corps Headquarters continues to shape Army force structure for a calibrated force posture in Europe. Other force structure changes are in the works to support a calibrated force posture in the Indo-Pacific region as well. The Army's preservation of tactical readiness, while embarking in advancing strategic readiness, is crucial to its transition to a Large Scale Combat Operation (LSCO) optimized force, design and resourcing.

At AFMS, we continue to adapt our curriculum in these challenging times. The online session of the current FA50 Qualification Course (FA50QC) is executing a revised Program of Instruction (POI). This new POI addresses greater emphasis on readiness (tactical, operational and strategic), and force development, especially force integration across all Force Integration Functional Areas (FIFAs). Concurrently, the revised POI right-sizes capability development and defense acquisition. This new POI adds case study sessions on previous large Army reorganizations or transformations. During these sessions, students must review previous major force redesign efforts to determine what lessons learned and best practices can benefit the MDO-capable force of 2028.
Our faculty continues to integrate the insights and emerging processes of the Army Modernization Enterprise (AME). AME replaces the Future Force Modernization Enterprise (FFME) as a term that better captures the collaborative nature of this dynamic community.

This spring, the Army Publishing Directorate is poised to publish the updated How the Army Runs (HTAR) Reference Book for 2019-2020. In this HTAR edition, you will find:

Revised and updated chapters, adjusted graphics that depict the Army Force Management Model; the emergent process changes generated by Army Futures Command (AFC) operations and a new chapter on Foreign Military Sales. There is also an introduction of the Global Force Information Management Operational Environment (GFIM OE).

Internally, we have seen an increase in Exportable Training (ET) requests from the field. Our article in this edition will provide a more detailed perspective on our efforts. So far, we continue to support all requests that have come in. However, the current “stop movement” orders prevent us from conducting resident exportable training for the next several weeks.

We continue to collect observations and lessons learned from our HTARC students. We are also examining these observations and lessons learned for sharing with the appropriate Force Modernization proponent. This will help enrich their development efforts while increasing our own awareness of issues for class incorporation.

Our course books have experienced an “extreme makeover” thanks to the new printing capabilities acquired at the end of last year. The black and white sharpness have increased significantly, while the size of the books has decreased.

We are happy to see an increased number of personnel sign up for our Distributed Learning (DL) lesson on “Effective Communication.” This lesson is available through the school’s webpage under the “Course Tab.” This lesson is of great value to all of our courses, but especially to our Action Officer Integration Course (AOIC). We are also making this course available through ET.

Our school completed the restoration project featuring new carpet, modernized restrooms in the first floor and newly painted hallways. To better support students requiring the use of a wheelchair, we have installed a desk in each of our large classrooms capable of accommodate mobility needs.

Please examine the interesting articles we have prepared for you in this edition. You will find greater depth in the HTAR publication status, and updates on each of our courses. The book review title “The New Rules of War” by Sean McFate is a great way to enhance our critical thinking concerning conventional large-scale warfare and the less conventional approaches adversaries may be using in the future to neutralize American military capabilities.

In summary, the school moves forward with prompt curriculum updates based on the dynamic environment of today and with the introduction of learning enablers like DL lessons to enhance your AFMS experience. Obviously, our current online classes will shape our way forward and we will keep you informed through our web page, email and Blackboard systems.

BOOK REVIEW: THE NEW RULES OF WAR

by Mr. John Dowdle, Course Director, ARNG Force Management Course, AFMS, comm: 703-805-4486

The New Rules of War is a timely book that challenges current American strategic thinking. Author Sean McFate provides an overall persuasive argument that the US Military’s overriding focus on technology and defining victory through using conventional military force ignores the fact that future adversaries will employ other means of conflict to neutralize or offset US conventional military strength. His main premise is that the US is again ‘amping’ up conventional military power through the lens of technology, while the actual employment of conventional military means in the future will sharply decline. DoD’s renewed focus on great power competition disregards most trends that show future adversaries will not take the US militarily “head on”, but will use a long term approach combining other methods of conflict, such as information, economic, cultural, and/or diplomatic means, to increase or maintain global power and influence. McFate offers 10 new rules from his perspective that will shape the character of warfare in the coming decades, some more revolutionary than others: 1) Conventional War is Dead; 2) Technology will not save us; 3) War and Peace are not separate, but co-exist; 4) Hearts and Minds Do Not Matter; 5) The Best Weapons Do not Fire Bullets; 6) Mercenaries will Return; 7) New Types of World Powers will rule; 8) There will be Wars without States; 9) Shadow Wars will Dominate; 10) War is Fungible. McFate argues that we should learn to focus more on understanding countering potential adversaries’ strategic aims, such as China’s Three Strategies approach.
If the reviewer has a criticism, it is that McFate seems to indicate that understanding Sun Tzu's maxims are more relevant for the future than Clausewitz's dictums, which he indicates are based (or judged) on conventional Napoleonic dictates. Yet Clausewitz's teachings as related to conflict and politics are still relevant today and will be for the future. One should study BOTH Clausewitz and Sun Tzu for greater understanding of the philosophy and maxims as related to the broader nature of conflict. After all, Sun Tzu was not one author, but a compilation of several military authors over several centuries; Clausewitz even considered "On War" an unfinished book and had begun revising it when he died.

AFMS IS NOW ON MILSUITE

by Mr. Scott Thimons, Technology Manager, AFMS, comm: 703-805-9485

AFMS is in the process of modernizing our method of delivering post course materials to former students. In the past our instructors produced DVD's with reference materials and content materials from their respective courses. These disks were delivered to the students at the end of the course for future reference. The shortcomings in this process included an inability to access updated information, and the possibility of data loss due to misplaced or damaged DVDs. With our migration to milSuite, our former students can count on a consistent ability to access course relevant materials, and remain assured that they are receiving the most up to date information we can provide. Students can currently access resources from AOIC, FICSL and HTARC and ARNGFM. We will continue to migrate post course materials to milSuite over the remainder of 2020.

One additional resource available to all Force Managers is our Lifelong Learning Center. This is a curated library of Army documents relevant to the Force Manager. This library was previously hosted in Blackboard LLC, but enrollment limitations forced us to find an alternative method of housing this resource. Updates are managed by our staff to provide the FM community with the most up to date and accurate information available.

Check out the resources we have available by visiting https://www.milsuite.mil/wiki/Portal:Army_Force_Management_School_AFMS. If you experience any technical difficulties accessing our milSuite materials please contact our Technology Manager Scott Thimons for assistance, scott.a.thimons.ctr@mail.mil.

FA50 PERSONNEL DEVELOPMENT OFFICE CORNER

by COL Jimmy Blain, Chief, FA50 Personnel Development Office, comm: 703-545-1807

Greetings from the FA50 Personnel Development Office, on behalf of the G-8 Director of Force Development I want to thank the Army Force Management School Commandant, COL George Lewis, for providing the opportunity to communicate to all in the Force Management arena.

The FA50 Personnel Development Office manages the personnel lifecycle functions of the Force Management Functional Area, similar to a basic branch Commandant’s office. This year the Army has accelerated many efforts that affect the acquisition (Direct Commission) and distribution (AIM 2.0) of personnel.
Within the FA50 community, we are keeping pace with a couple of priority efforts. The proponent is working with Research Psychologists at the Selection and Assignment Research Unit (SARU) of the U.S. Army Research Institute (ARI) to develop a Talent Battery Assessment to predict success within the Functional Area for officers transitioning from their Basic Branch through the Voluntary Transfer Incentive Program (VTIP) process or accessing directly into the Functional Area through the Direct Commission Process. We expect to conduct a concurrent validation on the assessment this 3rd Quarter against FA50s who have between 6-12 months of experience post-graduation from the FA50 Qualification Course, with input on their job performance from raters and senior raters. Currently officers are assessed into the functional area on two areas, passion, and manner of performance, as a basic branch officer. With the addition of the talent battery we can add a more predictive assessment to help inform our decisions.

With the implementation of the Army Talent Alignment Process through Assignment Integrated Module (AIM), we quickly became aware that officer preference is going to have a greater impact on assignments. Therefore, the proponent is about to publish a change to the Force Management Chapter of DA PAM 600-3, Officer Professional Development and Career Management, in which we define the appropriate mix of education, training, and experience needed by the officer corps at each grade level. The intent behind the change is to minimize the “constraints” on the marketplace where Officers and units interact and submit preference information and maximize market execution of the assignments process. DA PAM 600-3 defines the jobs and education required by the proponents to develop an officer; therefore the change will ensure that officers have the experiences and skills required for critical positions and that they are making informed assignment preference decisions.

Finally, the Senior Force Manager Seminar will be hosted by MG Erik Peterson, Director of Force Development from 13-14 May in the Pentagon Conference Center. FA50 COLs and LTCs of all compos, and selected senior Force Management DA civilians are invited to participate, although all within the community are welcome. This year’s theme will be Talent Management, aligned to the Army’s People Strategy, to shape the proponent’s focus areas of Leader Development and Personnel Management in this changing environment.

Keep up to date with activities within the FA50 Community through joining the FA50 milSuite page, https://www.milsuite.mil/book/groups/fa50. You must join the group in order to share documents, post discussion topics, and start blogs. You can simply join the group by clicking the “follow” tab at the top of the page. Additionally, you have the option to receive immediate notifications by checking “connection streams” and “Inbox” blocks in the “follow” drop down menu - I recommend that you do this.

**FIVE-WAY TIE FOR DISTINGUISHED HONOR GRAD FOR THE HOW THE ARMY RUNS COURSE CLASS 2-20**

_by Mr. Colin Hoyseth, Course Director, How the Army Runs Course, AFMS, comm: 703-805-1274_

For the first time in the Army Force Management School’s history, five students have tied for the coveted Distinguished Graduate title. Class 02-20 graduated 45 students and of those 45, five students earned the exact same top score. MAJ Andrew Eljdid, MAJ Nathan Gunter, MAJ Erika Holownia, MAJ Aaron Pucetas and MAJ Ida Riley all far exceeded the standard in their quest for knowledge. The school recognized all five students with a distinguished graduate certificate and on their DA Form 1059, Academic Evaluation Report.

Congratulations on a job exceedingly well-done!
SHARED RESOURCES
by Ms. Larissa A. Ginty, Department Chair (Futures), AFMS, comm: 703-805-3507

Recently the Army Force Management School was fortunate enough to host the Manpower and Force Management Course. Sponsored by HQDA DCS G-1, the mobile training team brought the two-week course to the NCR. The Manpower and Force Management Course, taught by the Army Logistics University, is the foundational functional training course for the Career Program 26 civilians. The goal of the course is for graduates to be confident and competent in their ability to perform foundational manpower functions for the Army’s Generating and Operating Forces in support of the Unified Combatant Commander. The course includes topics such as a brief overview of strategy; planning, programming, budgeting and execution; manpower requirements; change management; and force documentation. The course culminates with a case study and a final examination. Students were complimentary of the course and the knowledge they gained from attending.

AFMS EXPORTABLE TRAINING: WE BRING THE TRAINING TO YOU!
by Mr. Wayne Chalupa, Department Chair (Operations), AFMS, comm: 703-805-3192

The Army Force Management School’s mission is to provide force management education and training to leaders, Soldiers and civilians Army-wide. In addition to our resident courses, we offer exportable training to Army organizations at their locations in increments of two, three, four, or five days. In collaboration with the requesting organization, we tailor the training to be relevant and effective in meeting their learning objectives. Demand has increased substantially in recent years as Army leaders have become aware of the exportable training program and its popularity has grown.

Early in February, we deployed instructors to provide a five day schedule of force management training to the Futures and Concepts Center (FCC), a subordinate organization of the Army Futures Command (AFC) at Fort Eustis, Virginia. The FCC assesses the threat and future operational environment, and develops future concepts, requirements, and an integrated modernization pathway for the Army. The purpose of the training was to assist the participants in understanding how their critical work links into other force management processes to help provide ready and lethal forces to combatant commanders. The audience consisted of 34 government civilians and military personnel assigned to FCC and TRADOC. Subjects included Force Management; Strategy; the Army and Congress; Cost Benefit Analysis; Total Army Analysis; Force Documentation; Capability Development; Defense Acquisition Process; Planning, Programming, Budgeting & Execution (PPBE); Contracting; and Manning the Force. Participants actively engaged in discussions of their organizational responsibilities within the Army Modernization Enterprise (AME). They expressed great interest in the subjects taught, particularly as they related to the Army Futures Command (AFC), the evolution of the AME, and participants’ roles in capability development and force integration.

March included three exportable training missions, beginning with The Judge Advocate General’s Legal Center and School (TJAGLCS) at Charlottesville, Virginia. AFMS provided three days of instruction, which TJAGLCS integrated into the Judge Advocate Warrant Officer Advanced Course (JAWOAC) curriculum. The audience consisted of 19 Army and 2 Marine mid-grade Judge Advocate Warrant Officers.
Subjects included Force Management; Composition of the Army; Organizational Design & Development; Change Management Plan; Total Army Analysis; Command Plan; SAMAS/SACS; FMS Web; Manning; and Force Readiness. Student participation was excellent and feedback was very favorable. AFMS successfully provided electronic instructional files to the students using the AFMS Blackboard Learning Management System. TJAGLCS provided an outstanding academic environment with internet connectivity and full audiovisual support. No major technical issues arose during the training.

Our second trip in March provided four days of force management instruction to the US Army Medical Materiel Development Activity (USAMMDA) at Fort Detrick, Maryland. The audience consisted of a mix of 40 civilian and military personnel. Topics of instruction included Force Management; Strategy; Composition of the Army; the Army and Congress; Joint Capabilities Integration and Development System (JCIDS); Defense Acquisition System (DAS); Total Army Analysis; Command Plan; Change Management Plan; FMSWeb; Cost Benefit Analysis; Manning the Force; and Planning, Programming, Budgeting and Execution (PPBE). AFMS provided electronic instructional files to the students in advance of the instruction, using the AFMS Blackboard Learning Management System. The classroom did not provide internet access, but students could download the electronic files to laptop computers or print the presentations prior to the instruction for use in the classroom. Participants developed a common picture of their efforts in the context of their recent integration as a subordinate element of the Army Futures Command. This was the second year USAMMDA has requested AFMS exportable training.

During the last week of March, AFMS was scheduled to provide a two-day schedule of exportable training to the US Army Medical Center of Excellence (MEDCoE) at Joint Base San Antonio. However, due to the COVID-19, though the training will be rescheduled. Consisting of seven requested iterations, the training consists of a hybrid mix of force management followed by a block of effective communications instruction. The instruction borrows heavily from the Action Officer Integration Course (AOIC), incorporating a Force Management Overview; Title 10 HQDA Organization; Composition of the Army; Strategy; JCIDS/DAS; Total Army Analysis; and Planning, Programming, Budgeting and Execution (PPBE); followed by student-centric instruction on the EXSUM, the Information Paper, and the Decision Briefing. Incorporating this much instruction into a two-day event is a significant challenge. You will hear more about it in the next newsletter, as we have yet to conduct this instruction.

If you are interested in scheduling exportable training for your organization, please visit our website. Under the Courses Tab, you will find a link to our exportable training request form. Contact us if you need any assistance in completing that form.

HOW THE ARMY RUNS – A SENIOR LEADER HANDBOOK, 2019-2020
by Mr. Rick Garraton, Course Director, FA-50 Qualification Course, AFMS, comm: 703-805-2372

The wait is almost over! The updated version of the How the Army Runs 19-20 – A Senior Leader Handbook (and corresponding Army Force Management Model), is on its way to publication! We expect to have both the hard copy and digital copy of the book ready for distribution in April 2020. We will send out word once it arrives! Although updated, processes continue to change. We waited as long as we could to incorporate as many of the changes as were available, but we made the decision to go to print. Feel free to stop by once it is published and pick up your own personal copy of this bestseller!
HOW THE ARMY RUNS COURSE GRADUATES
by Mr. Colin Hoyseth, Course Director, How the Army Runs Course, AFMS, comm: 703-805-1274

Congratulations to the latest graduates of the Army Force Management School’s (AFMS) How the Army Runs Course (HTARC) classes 02-20 and 03-20! These classes worked hard throughout the four-week course and departed the school with a wealth of knowledge and their 3R Skill Identifier.

Approximately half of Class 2-20 remained at the school for the follow-on Functional Area 50 Qualification Course (FA50QC). These fortunate students are spending 10 additional weeks with us!

Both classes had numerous guest speakers throughout their four weeks here, such as LTC Lyons, DAMO-SS; Mr. Balish, Director of Materiel Operations; Dr. Stoddard, Deputy Director, Force Management (Class 2-20) and BG Benchoff, Director, Force Management (Class 3-20). Class 02-20 graduated 45 students while Class 03-20 graduated 44 students. Once again, congratulations to our graduates and a job well done!

RECENT GRADUATES OF THE ACTION OFFICER INTEGRATION COURSE (AOIC)
by Dr. Hershel Holiday, Course Director, Action Officer Integration Course, AFMS, comm: 703-805-3518

Recently, the Army Force Management School conducted Classes 6-20 through 9-20 of the Action Officer Integration Course. Over 70 students participated in the five-day course that covers executive communications and force management topics that are key to how the Army runs. Students write both an executive summary and an information paper, as well as prepare and conduct a decision briefing. Subject matter experts from the Executive Communications and Control Office, the Office of Joint and Defense Affairs, and the Vice Director of the Army Staff regularly present to the students to ensure they receive the most current information. Another highlight of the week is a visit by LTG (Ret) Formica, former Director of Force Management and former Commander of the Army Space and Missile Defense Command. General Formica focuses on what a senior leader expects from a staff officer. Throughout the week, students work in groups to practice writing their executive summaries, information papers and preparing decision briefs. Students take three assessments in the Blackboard learning management system to validate their
knowledge of force management topics. Prior to attending the course, students receive training on the Task Management Tool (TMT). During the course, students access the training TMT site, accept a tasker from the Army Force Management School and at the end of the week, they close out the tasker by uploading their graded documents and submitting for leader approval (SLAP). If you work in the National Capitol Region and have not yet attended the Action Officer Integration Course, please do so, you will not regret it!

THE FORCE INTEGRATION COURSE FOR SENIOR LEADERS (FICSL) GRADUATES OF CLASS 1-20

by Jim Boatner, Course Director, Force Integration for Senior Leaders Course, AFMS, comm: 703-805-2362

On 31 January 2020, the Army Force Management School graduated 19 students (11 civilian and 8 military) from the Force Integration Course for Senior Leaders (FICSL). This course is designed to help prepare Army senior leaders to serve as Headquarters, Department of the Army (HQDA) senior staff officers supporting Army Title 10 functions, organizations, and the technical components of strategy, capabilities development, acquisition, force development, and resourcing of these activities. FICSL provides facilitated engagement on HQDA force management processes, Army senior leader guest speakers, and panel discussions to enhance peer-to-peer learning during the course. A course Capstone Exercise provides the opportunity for students to discuss their roles as senior leaders in Army force management. FICSL is mandatory for entry-level Senior Executive Service (SES) civilian leaders and newly assigned HQDA Brigadier and Major Generals, to include promotable Colonels. The course is
available for select CSMs, Colonels, and GS-15s, and is also encouraged for select SES/GO positions outside of HQDA. For further information, please contact the AFMS registrar Mr. Duane Stubbs at 703-805-4904.

THE ARMY NATIONAL GUARD FORCE MANAGEMENT COURSE GRADUATES OF CLASS 1-20

by Mr. John Dowdle, Course Director, ARNG Force Management Course, AFMS, comm: 703-805-4486

The Army Force Management School (AFMS) conducted the Army National Guard Force Management Course (ARNG FMC) Class 1-20 during the period of 24 Feb 20 to 6 Mar 20. The class consisted of forty two ARNG officers, warrant officers, and NCOs. All students met the course requirements and received a certificate of training. The ARNG FMC is tailored to learning the roles, duties, and responsibilities of a state level Force Integration Readiness Officer, or FIRO.

Two written exams, a group project, force management case study, and a practical application quiz of relevant FIRO databases (FMSWeb, RCAS, AE2S-Modern, and DST) were utilized as part of the individual student assessments for the course. The current ARNG FMC curriculum builds on changes made by the Army National Guard Force Management Division and the Army Force Management School at the last Course Content Review held in the fall of 2019. The force management case study was updated to reflect recent force structure guidance to make it more current. Since implementation, students have responded positively to the case study that helped increase their learning curve and understanding of FIRO duties and responsibilities. The “Harry Santiago” Distinguished Graduate Award recipients were MAJ William Dudley from the North Carolina Army National Guard and CW2 Paule Pupelyte from the Colorado Army National Guard.

The remaining dates for the 2020 ARNG FMC dates are as follows: Class 2-20; 27 April-8 May 2020; and Class 3-20; 17-28 August 2020. For more information about registering for an ARNG FMC course, please contact Mr. Tim Hoban at ARNG-FM, Arlington Hall, Virginia, at timothy.m.hoban.civ@mail.mil, commercial 703-601-2654; DSN: 329-2654.
AFMS ENTERS DIGITAL AGE IN PRINT PRODUCTION
by Dr. Erich Randall, Dean, Administration & Technology, AFMS, comm: 703-805-4766

As noted in the previous AFMS Newsletter, the AFMS has moved into the digital age of print production. Over the coming months, we will be asking students to indicate their preference for a hard-copy of their course book or if they would simply prefer an e-book. The e-books will be compatible with the 2-in-1 computer systems currently used primarily by our How the Army Runs Course students. But, as PDF files, they can be used on any computer or smart device. We envision students electing the hard or e-book type during in processing or virtual onboarding weeks prior to class. Then, we will know exactly how many books to print and further save valuable taxpayer investment into our school.

So, if you or a colleague is planning to attend a course at AFMS, we encourage you to begin thinking about your own stance. Hard copy? Soft copy? Which will you choose?

INSTRUCTOR SPOTLIGHT: MR. JIM BOATNER
by Ms. Larissa A. Ginty, Department Chair (Futures), AFMS, comm: 703-805-3507

COL (Ret) Jim Boatner is the new Force Integration Course for Senior Leaders (FICSL) Course Director and facilitates lessons in Strategy and Planning, Programming, Budgeting and Execution. Jim joined the AFMS Faculty in September 2019 from the Headquarters, Department of the Army, G-8, Quadrennial Defense Review (QDR) Office. As a long-time member of the U.S. Army, Jim served as an artillery and functional area 49 (ORSA) officer, and following his retirement, a Department of the Army Civilian. During his military and civilian career, he served in multiple positions in Headquarters, Department of the Army, including in Program Analysis and Evaluation, Office of the Chief of Staff of the Army, the G-3, Resource Analysis and Integration Division (DAMO ZR); he also served as the Deputy Director for Readiness, Assistant Secretary of Defense for Reserve Affairs, Office of the Secretary of Defense and as a TRADOC System Manager for Field Artillery Tactical Data Systems. Jim is a graduate of the National War College and holds Masters Degrees from the War College (National Security Studies) and Georgia Institute of Technology (Operations Research). During his free time, Jim enjoys staying fit, traveling, and playing golf.
COURSE DESIGN FOR GENERATIONAL DIFFERENCES
by Ms. Angela Brandford, Instructional Systems Designer, comm: 703-805-3488

For some of us, the term ‘generational differences’ summons visions of people of diverse ages clashing in the workplace. The massive amounts of literature on the topic of generational differences condition us to believe that, “Boomers are workaholics, Generation Xers are entrepreneurial, and Millennials spend most of their time on social media instead of working.” If that statement is accurate, then what happens when multiple generations are in the same classroom, or expected to engage with the same distributed learning project? This question is something to consider as the distributed learning (DL) products that the Training Development Department (TDD) produces are not only for people in my generation (Millennial), but also for Baby Boomers and Generation Xers.

I conducted research on how generational differences affect learning preferences, and what I learned was interesting. Millennials prefer immediate feedback and appreciate online learning, while Boomers enjoy more of a traditional classroom environment where the teacher is accessible to them. Generation Xers prefer more of a blended learning environment. Millennials enjoy competition in their learning material and the learning products should be intentional and fresh. Boomers want products that are challenging but also personally satisfying. In essence, Boomers prefer lessons where they can help themselves. There was a lot more that I learned during my readings about the generations, but the biggest thing that I took away was that all the generations want motivation to learn and they all want feedback during their learning.

Motivation- Motivation can be intrinsic or extrinsic. Some students will seek out AFMS’ DL products because the topics interest them (intrinsic motivation), while some may have to take a lesson in order to obtain or maintain employment (extrinsic motivation). Regardless of the generation, students who are extrinsically motivated will require more control within the DL product to keep them engaged. One of the ways that the TDD will give students control in the FM 101 DL lesson is by allowing them to self-select the topics that interest them, in any order, instead of making the student go through each lesson chronologically. Self-selection gives the student much more control over their learning, which helps with their motivation.

Feedback- As stated earlier, Millennials respond best when feedback is provided more often, while Boomers prefer constructive feedback that is given all at once. The TDD decided that feedback within the DL products would appear throughout the product (formative feedback) and not at the end of the lesson (summative feedback). We believe that this structure will help students of differing generations get feedback as quickly as possible and feel more in control of their learning.

Designing DL products for Baby Boomers, Generation X, and Millennials is challenging, but not impossible. By focusing on the commonalities between the generations, the DL products that the TDD develops will engage and educate the target audience on Army force management topics.
SAFETY IS AN ONGOING PROCESS

by Mr. Shawn Jenkins, Safety Coordinator/Training Developer I, comm: 703-805-4906

It is easy to get safety complacent after you have comprehensive safety policies and procedures in place. However, safety is not about maintaining, it is about continually improving. The AFMS has always enjoyed a robust safety program. The Safety Coordinator at AFMS regularly schedules Safety Council Meetings, communicates with the Fire Marshall to improve the fire drills, and stresses that essential personnel use their radios during emergencies to facilitate communication. These small efforts will help to prepare us if an actual emergency occurs.

In the quarterly Safety Council meeting held in January, a member presented a concern about how to evacuate persons with disabilities safely. The council members believed that AFMS' safety policies and procedures did not adequately address an emergency with that potential population of students. The Safety Council decided that the best way to evacuate persons with disabilities was to coordinate with the other building tenants to obtain an evacuation chair. An evacuation chair, also known as a first responder chair, will allow first responders to safely remove a disabled or injured person from the multi-level AFMS building. The building tenants have since obtained three first responder chairs and placed them in the stairways for the entire building use. The chairs can hold someone weighing up to 500 pounds and permits the first responder to relocate the person using the proper ergonomic lifting technique. Our hope is that we never have to use the chairs, but we feel more confident knowing that we are prepared for any emergency event.

The meaningful conversations that we have in the AFMS Safety Council meetings remind us to never get too comfortable with safety procedures, because if we do, an emergency might bring an unwanted consequence.

AFMS COMMANDEANT’S CUP

by Rafael Lopez, Quality Assurance Evaluator, AFMS, comm: 703-805-1147

The end of the NFL football playoffs not only produced a Super Bowl winner but decided the next recipient of the coveted Commandant’s Cup. After six months, Daniel Johnson, aka, Jedi Knight, won the AFMS Pro Football Pick’em Challenge and thus earned the Commandant’s Cup. The twenty-one week football challenge started with seventeen participants and, after selecting weekly football games, the winner was ultimately decided on the last championship game of the year.

Every two months, AFMS Faculty and Staff have the opportunity to earn the Commandant’s Cup with various individual and team events throughout the year. The intent of the Commandant’s Cup is to foster a greater sense of camaraderie and team spirit within AFMS, giving everyone the chance to participate and enjoy friendly games of competition.
The first event of the calendar year, Pro Football Pick’em Challenge, actually started four months prior but was not awarded until February 2020. The broader range of events scheduled throughout the year include NCAA Bracketology in April, the Office Olympics in June, a Sweet Treats Challenge in August, the Spooktacular in October, and the annual Holiday Extravaganza in December.

The winning participant holds onto the Commandant’s Cup until the winner of the next event is officially announced. The coveted Commandant’s Cup has become the pinnacle of intramural office achievement at AFMS.

**USING OBSERVATION AND STUDENT SURVEYS TO IMPROVE THE ACTION OFFICER INTEGRATION COURSE**

*by Dr. Hershel Holiday, Course Director, Action Officer Integration Course, AFMS, comm: 703-805-3518*

The Action Officer Integration Course (AOIC) trains and prepares new (and semi-new) action officers who are transitioning from Army Commands, Corps, Divisions (and below), to work at Headquarters, Department of the Army (HQDA) or at various locations within the National Capitol Region (NCR). This course remains flexible, making major and minor adjustments both to the curriculum and the administrative or preparation portions of the course. Such adjustments challenge the Army Force Management School (AFMS) as instructors and staff must work together to accommodate a variety of recommended improvements. This article will use data from three recent AOICs (06, 07, and 08-20) to demonstrate how AOIC implements change or improvements to the course.

AOIC helps students understand the Army’s basic management and budgeting functions along with developing communication and problem solving skills. Students apply these skills in an ever changing, fast paced, executive environment. The course also strengthens each student’s ability for broad, creative thinking, communication, and problem solving.

AOIC changes derive from a variety of sources which include HQDA directives, course director and instructor suggestions, and student feedback. Because AOIC trains action officers to develop, staff and communicate information to Army Senior Leaders, change is constant. These “sources of change” constantly assess HQDA effectiveness and routinely recommend changes or adjustments to improve or expand the action officer skill set.

During each iteration of AOIC, the Course Director creates an informal assessment based upon classroom observation, student participation, performance, grades, etc. Towards the end of the course, the AFMS Quality Assurance team gathers and publishes
student survey results, which allow the Course Director and AFMS leaders to compare and contrast survey results with informal assessment notes.

For example, students from AOIC 06-20 enjoyed the course and stated that they would “strongly recommend” it to their colleagues. Ninety-two percent of this class felt that the course “met expectations”. Additionally, all survey respondents said that they “would recommend AOIC to others”.

Another excellent benefit of AOIC is the ability to gain experience using the Army’s Task Management Tool (TMT). Over the past several years, TMT has become the primary task management vehicle for HQDA. Of the 27 students, 13 had prior experience using the Training Management Tool (TMT) prior to attending the course; 14 had never used TMT beyond their initial TMT training provided by HQDA.

The goal of the AOIC assessment process is to improve the overall education experience. To change is to remain relevant. Clear, precise assessments are a necessary part of any successful organization, specifically educational institutions. AOIC will always observe, assess, and then act, to create the most effective course experience.

COMMANDANT’S FINAL THOUGHT

The outcome of the novel coronavirus is uncertain at this point. Please be mindful of all guidance and instructions on how you can prevent the disease from spreading. Keep in mind that this is simply another national challenge in which the Army is a good decisive force. We stand ready to support all of your Force Management training and education needs. Please feel free to reach out to us with questions, comments or concerns as an effective way to improve our programs. I look forward to your ideas in resident courses, exportable training or as part of our lifelong learning efforts. I am proud to be on your team.

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