

Reading free Primary professional military education answers (PDF)

this book examines officer in residence professional military education pme as a critical investment in the most important element of our military people the primary purpose of pme is to develop military officers throughout their careers for the rigorous intellectual demands of complex contingencies and major conflicts the authors discuss professional military education two decades after the goldwater nichols act and the skelton panel and provide statements from important hearings on continued engagement professional military education is a complex system that accommodates thousands of air force officers yearly the air force needs to rebalance the assignment of students to air university and to other pme or fellowship programs outside the air force this book brings together non western viewpoints on military pedagogy and professional military education it contains essays on subjects including large scale educational reform civil military and academic influences on military pedagogy internationalisation cross cultural collaboration and interoperability within military education professional military education pme is broader and more rigorous than is widely understood in the united states improving educational programs within the military service branches is at the very center of ongoing force transformation efforts and advanced educational opportunities occur at various set levels of military experience military education increasingly conforms to standards imposed by outside civilian accrediting bodies and is mandated and monitored to an extent by congress military education explores this often overlooked area of education within the context of the modern military force structure in this unique work watson chronicles the evolution of professional military education during the last sixty years careful to draw distinctions between training and education she briefly traces the history of pme and examines some of the major personalities involved in shaping it as well as the evolution of the curriculum stressed in pme programs her narrative combined with key documents a glossary and a timeline of important events dispels popular notions of an uneducated military force this book provides a unique resource on the educational development of the american military profession with nearly 140 entries from 65 authors it covers the origins and major evolutionary developments of all major institutions from the federal service academies and rotc programs through the capstone program for newly appointed general and flag officers it provides sketches of personalities who made significant contributions as well as discussions of important concepts influencing professional military curricula contentious issues affecting program development and significant academic practices most entries include a brief list of principal sources and a general bibliography is also provided simons introduces the historical dictionary with a comprehensive essay that locates most of the topics historically in relation to others this document reports the oral and written statements of persons who testified at congressional hearings on the subject of professional military education witnesses included members of congress active and reserve military officers from various branches of the armed services and supervisors of the services military colleges testimony presented by paul l jones director of

defense force issues at the u s general accounting office indicated that the military s professional schools had responded favorably in implementing previously made recommendations of a congressional panel concerning phase 1 of joint professional military education other witnesses addressed questions about lines of promotions for officers the need for more officers student qualifications for admittance to the schools and for promotion curriculum reform and school requirements kc the chaotic situations leading to the rich history vignettes and importance of civil military operations cmo encompass missions requiring diplomatic informational military and economic prowess on every level from infantry squad to army group from hamlet to country and from assisting local tribal leaders to replacing entire political regimes with their ideologies and institutions the examples are endless from the mexican war of 1846 through both theaters of war in world war ii to present day operations in iraq and afghanistan the fact remains that armies of all types must plan for and execute cmo as part of the overall political military campaign ironically though cmo has yet to be included as a core foundational learning area of officer professional military education pme although some aspects are addressed at various levels cmo has yet to assume a position of relevance commensurate with the historical number of missions conducted and resources expended throughout the history of the us armed forces in this monograph the author addresses the historical legal doctrinal and operational reasons cmo should be included in core pme he discusses the impacts of this omission on the sof assigned to the united states special operations command ussocom and suggests that the time to correct the oversight is now addresses such current matters as national security strategy and policy defense resource management internal affairs civil military relations military technology and joint combined and coalition operations chapters include legislative background the structure of u s foreign military education and training foreign military education and training in fy 1995 contributions to long term regional stability contributions to building cooperative military relationships contributions to u s diplomatic interests overseas and economic interests at home leadership development in the military is a multifaceted process that takes place over an officer s entire career at its most basic level this development occurs through professional experiences and a progressive series of professional military education of which joint professional military education jpme is a subset in may 2020 the joint chiefs of staff jcs issued a vision statement with guidance and objectives for leadership development in the armed services this vision calls for an outcomes based approach that emphasizes ingenuity intellectual application and military professionalism the new approach focuses on what students must accomplish rather than traditional metrics such as curriculum content or the amount of time spent learning specific material the jcs also emphasized the need to integrate officer talent management tm and jpme because these functions are so closely connected to support the implementation of this vision the authors reviewed foundational policy and implementation documents conducted semistructured interviews with senior representatives of relevant joint and service offices and analyzed officer personnel data they used these methods to 1 describe joint educational institutions transitions to an outcomes based approach 2 examine performance expectations and the qualities needed in effective joint officers 3 explore how joint performance is measured and 4 see how challenges in tm systems and processes affect the implementation of jpme phase ii they also provide recommendations for how joint stakeholders and the military services can best integrate the tm and jpme processes to support the outcomes based

approach this book offers a detailed examination of the professional military education system in the united states from a critical insider s perspective the mission of america s war colleges is to educate senior military officers in both the ways of war and the defence of peace but are these colleges doing the best job possible in carrying out that important mission military education faces many demands including a lack of preparation by the students uneven quality of the faculty and confusion over the curriculum many officers attend resident programs at the war colleges programs against the career advice of their leadership despite the fact that they are virtually guaranteed graduation after less than a year of study while others do their best to avoid it entirely as the professional military education system has come under increasing scrutiny and criticism some have even called for closing the war colleges that answer however does not serve the united states well especially in a complex globalized environment where military leaders need the best specialized education to prepare them for their future challenges this volume examines the system that created and supports the perpetuation of this system and why it is imperative that it be fixed written by a faculty member at a military college with twenty years experience of the pme system this book will of much interest to students of the us military us politics and military education in general established in 2007 through a combined effort by the north atlantic treaty organization nato international staff and the partnership for peace consortium the defense education enhancement program deep supports institutional capacity building icb objectives such as building defense capacity and interoperability by providing assistance in modern curriculum development what to teach faculty development how to teach and institutional support administration and management for nato partner professional military education pme schools this report is intended to inform u s personnel nato allies and other euro atlantic governments of deep s status from 2018 to 2020 its opportunities and challenges and ways the program can be improved the report features three case studies armenia tunisia and ukraine ukraine findings might be of particular interest in light of the russian ukraine war for icb practitioners this report also offers general lessons on how pme can support institutional change sustainment and development 1 overview the enlisted professional military education policy epmep defines cjcs objectives and policies regarding the educational and training institutions that comprise the epme and ejpme programs the epmep provides guidance to military education and training institutions regarding jlas and jlos that should be included into epme curricula in order to achieve the goal of expanding jointness to all appropriate levels of the u s armed forces a the services and ndu provide epme to members of the u s armed forces relevant learning objectives have been developed to support jpme for enlisted personnel 1 each service operates its epme system to develop personnel with knowledge skills abilities and attitudes appropriate to their grade ejpme is veined throughout service provided epme beginning with initial enlistment e1 and extending through the most senior grade e9 2 the expansion of the joint operating environment to all levels of war and interoperability within theater security cooperation initiatives necessitates the expansion of jpme to enlisted personnel while not mandated by law as is the case for officers this policy is a recognition that operating in joint interagency intergovernmental and multinational jiim warfighting organizations and staffs requires jlos be made available to all enlisted personnel service chiefs should incorporate joint focus areas into service curriculums wherever appropriate b all enlisted personnel should make a continuing strong personal commitment to their professional development

beyond the formal schooling offered in our military educational and training system accordingly service training and education commands should prepare junior service personnel to accept this responsibility senior enlisted personnel e 6 7 e 9 should embrace the greatest responsibility for ensuring continued growth of themselves and others 2 scope this instruction addresses pme and jpme throughout the entire enlisted continuum e 1 through e 9 for the total force this work describes how jpme research institutions have changed in number funding and size evaluates the extent to which dod assesses jpme research institution performance evaluates the extent to which dod coordinates the research requests of these and other dod funded research organizations identifies the purpose of dods study of the jpme program and assesses dods methodology used to conduct the joint professional military education study and its planning for follow up actions the traditional distinction between military and political affairs in american life has become less significant as military officers increasingly participate with civilians in the formulation of national policies in an examination of the impact of this change upon professional military education the authors present a forthright analysis of military responsibility today the growth of education for policy roles the form and content of that education and its relation to the over all duties of the armed forces they have used hundreds of interviews and questionnaires and studied carefully the history and programs of the military academies rotc command and staff schools armed forces staff college national war college three service war colleges industrial college of the armed forces and other institutions originally published in 1957 the princeton legacy library uses the latest print on demand technology to again make available previously out of print books from the distinguished backlist of princeton university press these editions preserve the original texts of these important books while presenting them in durable paperback and hardcover editions the goal of the princeton legacy library is to vastly increase access to the rich scholarly heritage found in the thousands of books published by princeton university press since its founding in 1905 the evolving nature of armed conflict characterized by a new emphasis on crisis management and peace support is bringing morality to the forefront of military leadership the challenges of today s military operations place a new imperative upon professional military education pme to maximize the quality of instruction on ethics in terms of both content and effectiveness this volume presents the refined proceedings of two conferences of the european forum on military pedagogy dealing with ethical issues of teaching and learning in pme it explores the philosophical and scientific aspects of current ethical questions as well as the historical psychological and technological dimensions of education in ethics further attention is given to ethical and educational implications of asymmetric conflict and warfare the results of this thesis show joint professional military education jpme has four primary impacts on the unrestricted line url naval officer career first jpme is an effective retention tool second almost all url officers completing wme do so between the 10 and 22 year points in their career third a url officer completing any form of jpme prior to the 0 5 promotion board does not have a significantly better chance of promoting to 0 5 whereas a url officer completing resident jpme prior to the 0 6 promotion board has a significantly better chance of promoting to 0 6 except in the case of nonresident wme intermediate level phase 1 11 and the equivalents federal executive fellowships or foreign service colleges for these three forms of jpme the effect on promotion is insignificant at all levels fourth unlike jpme a url officer completing any form of graduate education prior to the 0 5 promotion board has a significantly better chance of promoting

to O 5 in contrast a url officer completing graduate education after the O 5 promotion board does not have a significantly better chance of promoting to O 6 this study is based on an examination of professional military education pme for united states air force officers that was conducted in 1988 at the airpower research institutes ari air university center for aerospace doctrine research and education aucadre maxwell aft alabama the original study researched the history and evolution of the air force s pme systems assessed the current status of air force pme and compared the pme systems of the other us military services to that of the air force this extract however restricts itself to the history of air force pme between 1946 and 1987 originally seven ari officers including the editors of this study worked on the project collectively they examined more than 345 documents letters regulations manual studies reports catalogs and histories in an effort to fully understand the criticisms made of air force pme throughout its history the capstone of air force pme is air university au located at maxwell air force base au consists of three schools squadron officer school air command staff college and air war college during the more than 40 years examined here pme became thoroughly institutionalized further the quality of professional education offered by au was constantly assessed and reassessed external observers those outside the air force and internal observers both military and civilian assigned from within the air force regularly examined the qualifications and teaching methods of the schools faculty as well as the schools curricula throughout this period pme s purpose was the subject of ongoing discussion whether it should provide broad or specialized instruction and whether it should address only military issues or include political and related topics these questions remain unanswered because the air force has never effectively defined what it wanted its officers to know or to be although the assessments described in this book are not exhaustive they are representative of both internal and external commentary over the entire four decade period internal criticism is especially difficult to assess since it is often only implicit in recommendations for changes made by the various groups that conducted studies of pme in addition internal air force reviews of au and the schools tended to become less critical as the schools became institutionalized thus making an objective assessment even more difficult on the other hand external criticisms particularly those from non department of defense observers were prone to find fault with pme these evaluations were more likely to be explicitly critical often bluntly so and they too were perhaps not wholly objective this study seeks a balance between the two types of criticisms and attempts to determine how they complement each other this study was conducted at the direction and under the supervision of the president of the marine corps university mcu it details a comprehensive independent review of the marine corps officer professional military education program its processes and procedures the authors describe the u s department of defense dod officer professional military education system compare it with civilian institutions analyze effects of possible changes and identify opportunities to further align it to dod s needs charting the course for effective professional military education hearing before the oversight and investigations subcommittee of the committee on armed services house of representatives one hundred eleventh congress first session hearing held september 10 2009 charting the course for effective professional military education hearing before the oversight and investigations subcommittee of the committee on armed services house of representatives one hundred eleventh congress first session hearing held september 10 2009 the purpose of this order to prescribe policy for the conduct of marine corps resident enlisted

professional military education pme since the end of the cold war u s military forces have participated in an increasingly complex array of military operations from disaster relief and peacekeeping to deadly combat the unique nature of many of these missions calls into question what it means to be a soldier and may require adjustments not only in military doctrine but also in the military s combat oriented warrior identity franke examines the extent to which individuals who will lead u s forces in the 21st century are prepared cognitively to shift among mission requirements using survey methods franke explores the social political and professional attitudes and values of cadets at the u s military academy at west point by comparing cadets responses across classes he assesses the effects of military socialization on their commitment to the military s dual mission purpose and their cognitive preparation for combat and non combat assignments by developing a dynamic model of social identity franke extends the applicability of social identity theory from the experimental laboratory environment to a genuine social field setting assessing the dynamic relationship between identity values and attitudes for identifications that are normatively meaningful to respondents he illustrates the importance of individuals identification with social groups for their behavioral choices warfare is fast outpacing the warfighter this gap has to be bridged through a transformed pme professional military education making for the 21st century warrior is an objective introspection of the military education system which ruthlessly identifies the shortcomings and comprehensively suggests solutions for fixing the roots and bridging the gap the book addresses the challenges to prevail in the struggle between military managing the change and change managing the military it builds on new ideas a reoriented pme model realigned focus and reformed structures it seeks to overcome the legacy cultural barriers bureaucratic lethargy civil military silos and conformist mindsets the suggested pme model envisions developing future joint warfighters with a scientific temper adept in the art and science of warfare who think strategically are empowered intellectually and can creatively apply military power to achieve combat overmatch under disruptive conditions of uncertainty and an accelerated rate of change in a multi domain operational environment the research by the author is essentially focused on the indian pme yet will be of immense value to militaries across the globe to meet the challenges of the 21st century a well researched treatise critically examines the indian legacy system of professional military education the author highlights the need for transformation by adopting disruptive technologies and other complex factors in the new model to keep up with the dynamic evolution of the strategic environment and warfighting tenets the emphasis on the enhancement of joint institutions and training and the recommendation to bring relevant bureaucrats and politicians in its ambit is very relevant for the good of the nation s strategic culture air chief marshal arup raha pvsm avsm vm retd former chief of the air staff indian air force warfare in the future will require a relook at military education this mandates a de novo look at the cognitive character of future warriors as thought leaders with an ascent on technology joint warfare cmf and strategic culture pme making of the 21st century warrior is seminal research on this critical need which is both comprehensive and contemporary with far reaching pragmatic recommendations it would be of immense value both to the military and those entrusted with matters of defence policy admiral sunil lanba pvsm avsm pjg retd former chief of the naval staff indian navy the man behind the machine is the ultimate battle winning factor with changing times and changes in the character of warfare there is a definitive need to bring in a change in our training philosophy and methodology to this end this book is

extremely relevant and timely to prepare our soldiers for the wars of the future general m m naravane pvsm avsm sm vsm retd
former chief of the army staff indian army

Professional Military Education 1997

this book examines officer in residence professional military education pme as a critical investment in the most important element of our military people the primary purpose of pme is to develop military officers throughout their careers for the rigorous intellectual demands of complex contingencies and major conflicts the authors discuss professional military education two decades after the goldwater nichols act and the skelton panel and provide statements from important hearings on continued engagement

Marine Corps : Status of Recommendations on Officers' Professional Military Education 1991

professional military education is a complex system that accommodates thousands of air force officers yearly the air force needs to rebalance the assignment of students to air university and to other pme or fellowship programs outside the air force

Investing in Our Military Leaders 2010

this book brings together non western viewpoints on military pedagogy and professional military education it contains essays on subjects including large scale educational reform civil military and academic influences on military pedagogy internationalisation cross cultural collaboration and interoperability within military education

Professional Military Education for Air Force Officers 1991

professional military education pme is broader and more rigorous than is widely understood in the united states improving educational programs within the military service branches is at the very center of ongoing force transformation efforts and advanced educational opportunities occur at various set levels of military experience military education increasingly conforms to standards imposed by outside civilian accrediting bodies and is mandated and monitored to an extent by congress military educationexplores this often overlooked area of education within the context of the modern military force structure in this unique work watson chronicles the evolution of professional military education during the last sixty years careful to draw distinctions between training and education she briefly traces the history of pme and examines some of the major personalities involved in shaping it as well as the evolution of the curriculum stressed in pme programs her narrative combined with key documents a glossary and a timeline of important events dispels popular notions of an uneducated military force

Professional Military Education 1990

this book provides a unique resource on the educational development of the american military profession with nearly 140 entries from 65 authors it covers the origins and major evolutionary developments of all major institutions from the federal service academies and rotc programs through the capstone program for newly appointed general and flag officers it provides sketches of personalities who made significant contributions as well as discussions of important concepts influencing professional military curricula contentious issues affecting program development and significant academic practices most entries include a brief list of principal sources and a general bibliography is also provided simons introduces the historical dictionary with a comprehensive essay that locates most of the topics historically in relation to others

Charting the Course for Effective Professional Military Education 2010

this document reports the oral and written statements of persons who testified at congressional hearings on the subject of professional military education witnesses included members of congress active and reserve military officers from various branches of the armed services and supervisors of the services military colleges testimony presented by paul l jones director of defense force issues at the u s general accounting office indicated that the military s professional schools had responded favorably in implementing previously made recommendations of a congressional panel concerning phase 1 of joint professional military education other witnesses addressed questions about lines of promotions for officers the need for more officers student qualifications for admittance to the schools and for promotion curriculum reform and school requirements kc

Professional Military Education 2013-12

the chaotic situations leading to the rich history vignettes and importance of civil military operations cmo encompass missions requiring diplomatic informational military and economic prowess on every level from infantry squad to army group from hamlet to country and from assisting local tribal leaders to replacing entire political regimes with their ideologies and institutions the examples are endless from the mexican war of 1846 through both theaters of war in world war ii to present day operations in iraq and afghanistan the fact remains that armies of all types must plan for and execute cmo as part of the overall political military campaign ironically though cmo has yet to be included as a core foundational learning area of officer professional military education pme although some aspects are addressed at various levels cmo has yet to assume a position of relevance commensurate with the historical number of missions conducted and resources expended throughout the history of the us armed forces in this monograph the author addresses the historical legal doctrinal and operational reasons cmo should be included in

core pme he discusses the impacts of this omission on the sof assigned to the united states special operations command ussocom and suggests that the time to correct the oversight is now

Air Force Professional Military Education 2021-09-15

addresses such current matters as national security strategy and policy defense resource management internal affairs civil military relations military technology and joint combined and coalition operations chapters include legislative background the structure of u s foreign military education and training foreign military education and training in fy 1995 contributions to long term regional stability contributions to building cooperative military relationships contributions to u s diplomatic interests overseas and economic interests at home

Military Education 2004

leadership development in the military is a multifaceted process that takes place over an officer s entire career at its most basic level this development occurs through professional experiences and a progressive series of professional military education of which joint professional military education jpme is a subset in may 2020 the joint chiefs of staff jcs issued a vision statement with guidance and objectives for leadership development in the armed services this vision calls for an outcomes based approach that emphasizes ingenuity intellectual application and military professionalism the new approach focuses on what students must accomplish rather than traditional metrics such as curriculum content or the amount of time spent learning specific material the jcs also emphasized the need to integrate officer talent management tm and jpme because these functions are so closely connected to support the implementation of this vision the authors reviewed foundational policy and implementation documents conducted semistructured interviews with senior representatives of relevant joint and service offices and analyzed officer personnel data they used these methods to 1 describe joint educational institutions transitions to an outcomes based approach 2 examine performance expectations and the qualities needed in effective joint officers 3 explore how joint performance is measured and 4 see how challenges in tm systems and processes affect the implementation of jpme phase ii they also provide recommendations for how joint stakeholders and the military services can best integrate the tm and jpme processes to support the outcomes based approach

Professional Military Education 2019-06-28

this book offers a detailed examination of the professional military education system in the united states from a critical insider s perspective the mission of america s war colleges is to educate senior military officers in both the ways of war and the defence of
2023-05-17 **10/19** notes on oxidation reduction and electrochemistry

peace but are these colleges doing the best job possible in carrying out that important mission military education faces many demands including a lack of preparation by the students uneven quality of the faculty and confusion over the curriculum many officers attend resident programs at the war colleges programs against the career advice of their leadership despite the fact that they are virtually guaranteed graduation after less than a year of study while others do their best to avoid it entirely as the professional military education system has come under increasing scrutiny and criticism some have even called for closing the war colleges that answer however does not serve the united states well especially in a complex globalized environment where military leaders need the best specialized education to prepare them for their future challenges this volume examines the system that created and supports the perpetuation of this system and why it is imperative that it be fixed written by a faculty member at a military college with twenty years experience of the pme system this book will of much interest to students of the us military us politics and military education in general

Military Education 2007-02-28

established in 2007 through a combined effort by the north atlantic treaty organization nato international staff and the partnership for peace consortium the defense education enhancement program deep supports institutional capacity building icb objectives such as building defense capacity and interoperability by providing assistance in modern curriculum development what to teach faculty development how to teach and institutional support administration and management for nato partner professional military education pme schools this report is intended to inform u s personnel nato allies and other euro atlantic governments of deep s status from 2018 to 2020 its opportunities and challenges and ways the program can be improved the report features three case studies armenia tunisia and ukraine ukraine findings might be of particular interest in light of the russian ukraine war for icb practitioners this report also offers general lessons on how pme can support institutional change sustainment and development

Transformation in Progress 2010

1 overview the enlisted professional military education policy epmep defines cjcs objectives and policies regarding the educational and training institutions that comprise the epme and ejpme programs the epmep provides guidance to military education and training institutions regarding jlas and jlols that should be included into epme curricula in order to achieve the goal of expanding jointness to all appropriate levels of the u s armed forces a the services and ndu provide epme to members of the u s armed forces relevant learning objectives have been developed to support jpme for enlisted personnel 1 each service operates its epme system to develop personnel with knowledge skills abilities and attitudes appropriate to their grade ejpme is veined throughout service provided epme beginning with initial enlistment e1 and extending through the most senior grade e9 2 the

expansion of the joint operating environment to all levels of war and interoperability within theater security cooperation initiatives necessitates the expansion of jpme to enlisted personnel while not mandated by law as is the case for officers this policy is a recognition that operating in joint interagency intergovernmental and multinational joint military organizations and staffs requires jlos be made available to all enlisted personnel service chiefs should incorporate joint focus areas into service curriculums wherever appropriate b all enlisted personnel should make a continuing strong personal commitment to their professional development beyond the formal schooling offered in our military educational and training system accordingly service training and education commands should prepare junior service personnel to accept this responsibility senior enlisted se personnel e 6 7 e 9 should embrace the greatest responsibility for ensuring continued growth of themselves and others 2 scope this instruction addresses pme and jpme throughout the entire enlisted continuum e 1 through e 9 for the total force

Professional Military Education 2023

this work describes how jpme research institutions have changed in number funding and size evaluates the extent to which dod assesses jpme research institution performance evaluates the extent to which dod coordinates the research requests of these and other dod funded research organizations identifies the purpose of dod's study of the jpme program and assesses dod's methodology used to conduct the joint professional military education study and its planning for follow up actions

Professional Military Education in the United States 2000-08-30

the traditional distinction between military and political affairs in american life has become less significant as military officers increasingly participate with civilians in the formulation of national policies in an examination of the impact of this change upon professional military education the authors present a forthright analysis of military responsibility today the growth of education for policy roles the form and content of that education and its relation to the over all duties of the armed forces they have used hundreds of interviews and questionnaires and studied carefully the history and programs of the military academies rotc command and staff schools armed forces staff college national war college three service war colleges industrial college of the armed forces and other institutions originally published in 1957 the princeton legacy library uses the latest print on demand technology to again make available previously out of print books from the distinguished backlist of princeton university press these editions preserve the original texts of these important books while presenting them in durable paperback and hardcover editions the goal of the princeton legacy library is to vastly increase access to the rich scholarly heritage found in the thousands of books published by princeton university press since its founding in 1905

Professional Military Education 1992

the evolving nature of armed conflict characterized by a new emphasis on crisis management and peace support is bringing morality to the forefront of military leadership the challenges of today's military operations place a new imperative upon professional military education pme to maximize the quality of instruction on ethics in terms of both content and effectiveness this volume presents the refined proceedings of two conferences of the european forum on military pedagogy dealing with ethical issues of teaching and learning in pme it explores the philosophical and scientific aspects of current ethical questions as well as the historical psychological and technological dimensions of education in ethics further attention is given to ethical and educational implications of asymmetric conflict and warfare

Civil-Military Operations and Professional Military Education 2019-07-05

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Military Education 1992

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the capstone of air force pme is air university au located at maxwell air force base au consists of three schools squadron officer school air command staff college and air war college during the more than 40 years examined here pme became thoroughly institutionalized further the quality of professional education offered by au was constantly assessed and reassessed external observers those outside the air force and internal observers both military and civilian assigned from within the air force regularly examined the qualifications and teaching methods of the schools faculty as well as the schools curricula throughout this period pme s purpose was the subject of ongoing discussion whether it should provide broad or specialized instruction and whether it should address only military issues or include political and related topics these questions remain unanswered because the air force has never effectively defined what it wanted its officers to know or to be although the assessments described in this book are not exhaustive they are representative of both internal and external commentary over the entire four decade period internal criticism is especially difficult to assess since it is often only implicit in recommendations for changes made by the various groups that conducted studies of pme in addition internal air force reviews of au and the schools tended to become less critical as the schools became institutionalized thus making an objective assessment even more difficult on the other hand external criticisms particularly those from non department of defense observers were prone to find fault with pme these evaluations were more likely to be explicitly critical often bluntly so and they too were perhaps not wholly objective this study seeks a balance between the two types of criticisms and attempts to determine how they complement each other

International Military Education and Training 1996-07

this study was conducted at the direction and under the supervision of the president of the marine corps university mcu it details a comprehensive independent review of the marine corps officer professional military education program its processes and procedures

Making the Grade 2021

the authors describe the u s department of defense dod officer professional military education system compare it with civilian institutions analyze effects of possible changes and identify opportunities to further align it to dod s needs

Educating America's Military 2013-02-11

charting the course for effective professional military education hearing before the oversight and investigations subcommittee of the committee on armed services house of representatives one hundred eleventh congress first session hearing held september 10 2009

2023-05-17

14/19

notes on oxidation reduction and
electrochemistry

Thinkers and Practitioners 2010

charting the course for effective professional military education hearing before the oversight and investigations subcommittee of the committee on armed services house of representatives one hundred eleventh congress first session hearing held september 10 2009

The Challenges and Opportunities of Institutional Capacity Building Through Professional Military Education 2022-11-30

the purpose of this order to prescribe policy for the conduct of marine corps resident enlisted professional military education pme

Enlisted Professional Military Education Policy 2010-10-01

since the end of the cold war u s military forces have participated in an increasingly complex array of military operations from disaster relief and peacekeeping to deadly combat the unique nature of many of these missions calls into question what it means to be a soldier and may require adjustments not only in military doctrine but also in the military s combat oriented warrior identity franke examines the extent to which individuals who will lead u s forces in the 21st century are prepared cognitively to shift among mission requirements using survey methods franke explores the social political and professional attitudes and values of cadets at the u s military academy at west point by comparing cadets responses across classes he assesses the effects of military socialization on their commitment to the military s dual mission purpose and their cognitive preparation for combat and non combat assignments by developing a dynamic model of social identity franke extends the applicability of social identity theory from the experimental laboratory environment to a genuine social field setting assessing the dynamic relationship between identity values and attitudes for identifications that are normatively meaningful to respondents he illustrates the importance of individuals identification with social groups for their behavioral choices

Military education DOD needs to develop performance goals and metrics for advanced distributed learning in professional military education : report to

the Ranking Minority Member, Committee on Armed Services, House of Representatives. 2014-12

warfare is fast outpacing the warfighter this gap has to be bridged through a transformed pme professional military education making for the 21st century warrior is an objective introspection of the military education system which ruthlessly identifies the shortcomings and comprehensively suggests solutions for fixing the roots and bridging the gap the book addresses the challenges to prevail in the struggle between military managing the change and change managing the military it builds on new ideas a reoriented pme model realigned focus and reformed structures it seeks to overcome the legacy cultural barriers bureaucratic lethargy civil military silos and conformist mindsets the suggested pme model envisions developing future joint warfighters with a scientific temper adept in the art and science of warfare who think strategically are empowered intellectually and can creatively apply military power to achieve combat overmatch under disruptive conditions of uncertainty and an accelerated rate of change in a multi domain operational environment the research by the author is essentially focused on the indian pme yet will be of immense value to militaries across the globe to meet the challenges of the 21st century a well researched treatise critically examines the indian legacy system of professional military education the author highlights the need for transformation by adopting disruptive technologies and other complex factors in the new model to keep up with the dynamic evolution of the strategic environment and warfighting tenets the emphasis on the enhancement of joint institutions and training and the recommendation to bring relevant bureaucrats and politicians in its ambit is very relevant for the good of the nation s strategic culture air chief marshal arup raha pvsm avsm vm retd former chief of the air staff indian air force warfare in the future will require a relook at military education this mandates a de novo look at the cognitive character of future warriors as thought leaders with an ascent on technology joint warfare cmf and strategic culture pme making of the 21st century warrior is seminal research on this critical need which is both comprehensive and contemporary with far reaching pragmatic recommendations it would be of immense value both to the military and those entrusted with matters of defence policy admiral sunil lanba pvsm avsm pjg retd former chief of the naval staff indian navy the man behind the machine is the ultimate battle winning factor with changing times and changes in the character of warfare there is a definitive need to bring in a change in our training philosophy and methodology to this end this book is extremely relevant and timely to prepare our soldiers for the wars of the future general m m naravane pvsm avsm sm vsm retd former chief of the army staff indian army

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